

Civil Rights, Human Rights, and Power

FROM EXECUTIVE PRODUCERS
PRESIDENT BARACK OBAMA
AND **MICHELLE OBAMA**

A NETFLIX ORIGINAL DOCUMENTARY

CRIP CAMP

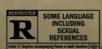
A DISABILITY REVOLUTION



JOURNEYS IN FILM™
educating for global understanding



WINNER
AUDIENCE AWARD: U.S. DOCUMENTARY
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film festival 2020



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Dedication



We dedicate this curriculum to our friend, colleague, co-conspirator, and homie Stacey Park Milbern.

Stacey loved so deeply and unapologetically in ways that will remain revolutionary. Her vision of what is possible is represented in part through this curriculum. She dreamed of a world where crip wisdom is shared and honored, where interdependence is liberation, and where we all experience the freedom and body autonomy we deserve. This curriculum is here to help educate and teach, exactly what Stacey's work on this planet offered. She knew there were multiple stories to share and so many more voices and realities to lift up, and we do so with her as our newest ancestor guiding our path.

Table of Contents

Click the lesson title to be taken to that page

Dedication	2
About Journeys in Film	4
Introducing <i>Crip Camp</i>	5
Lesson - Civil Rights, Human Rights, and Power	6
Handout 1: The Universal Declaration of Human Rights	19
Handout 2: Section 504, Rehabilitation Act of 1973	25
Handout 3: Whose Rights?	27

About *Journeys in Film*

Founded in 2003, *Journeys in Film* operates on the belief that teaching with film has the power to prepare students to live and work more successfully in the 21st century as informed and globally competent citizens. Its core mission is to advance global understanding among youth through the combination of age-appropriate films from around the world, interdisciplinary classroom materials coordinated with the films, and teachers' professional-development offerings. This comprehensive curriculum model promotes widespread use of film as a window to the world to help students mitigate existing attitudes of cultural bias, cultivate empathy, develop a richer understanding of global issues, and prepare for effective participation in an increasingly interdependent world. Our standards-based lesson plans support various learning styles, promote literacy, transport students around the globe, and foster learning that meets core academic objectives.

Selected films act as springboards for lesson plans in subjects ranging from math, science, language arts, and social studies to other topics that have become critical for students, including environmental sustainability, poverty and hunger, global health, diversity, and immigration. Prominent educators on our team consult with filmmakers and cultural specialists in the development of curriculum guides, each one dedicated to an in-depth exploration of the culture and issues depicted in a specific film. The guides merge effectively into teachers' existing lesson plans and mandated curricular requirements, providing teachers with an innovative way to fulfill their school districts' standards-based goals.

Why use this program?

To be prepared to participate in tomorrow's global arena, students need to gain an understanding of the world beyond their own borders. *Journeys in Film* offers innovative and engaging tools to explore other cultures and social issues, beyond the often negative images seen in print, television, and film media.

For today's media-centric youth, film is an appropriate and effective teaching tool. *Journeys in Film* has carefully selected quality films that tell the stories of young people living in locations that may otherwise never be experienced by your students. Students travel through these characters and their stories: They drink tea with an Iranian family in *Children of Heaven*, play soccer in a Tibetan monastery in *The Cup*, find themselves in the conflict between urban grandson and rural grandmother in South Korea in *The Way Home*, watch the ways modernity challenges Maori traditions in New Zealand in *Whale Rider*, tour an African school with a Nobel Prize-winning teenager in *He Named Me Malala*, or experience the transformative power of music in *The Music of Strangers: Yo-Yo Ma & the Silk Road Ensemble*.

In addition to our ongoing development of teaching guides for culturally sensitive international films, *Journeys in Film* has developed guides for exceptional narrative films like *Hidden Figures*, the story of the black women who became "human computers," mathematicians, and engineers for NASA. We also have guides for documentaries that teach about a broad range of social issues in real-life settings such as famine-stricken and war-torn Somalia, a maximum-security prison in Alabama, and a World War II concentration camp near Prague. *Journeys in Film* guides help teachers integrate these films into their classrooms, examining complex issues, encouraging students to be active rather than passive viewers, and maximizing the power of film to enhance critical thinking skills and to meet the Common Core Standards.

Journeys in Film is a 501(c)(3) nonprofit organization.

Introducing *Crip Camp*

The documentary feature *Crip Camp* marks a historic moment in mainstream representation of the disability experience. The film shares, with insight, clarity, humor, and beauty, the experiences of one group of disabled young people and their journey to activism and adulthood. It provides an opportunity for all to delve into the rich and complicated history of disability activism, culture, and history.

The goal of this curriculum is to extend the knowledge and understanding of disability and of disabled people offered in the Netflix film *Crip Camp*.

Impact producers Stacey Milbern and Andraéa LaVant invited us, Drs. Bianca I. Laureano and Aiesha Turman, to imagine a curriculum grounded in an equity and justice approach to disability, one that challenges us to go beyond the expectations of inclusion and diversity. We brought together a team and the result is the curriculum you are now reading. You can learn more about the authors and collaborators on page 11.

Our bold collective vision is to support students, educators, and families in a welcomed conversation about the **disability rights movement, power, ableism, and disability justice**. We hope as you read through these lesson plans that you too may envision the possibilities in your homes, classrooms, and communities when guided by those most impacted. We hope to reach as many educators as possible who are teaching now and those who will be teaching in the future. We wish to offer an example of what is possible and to shift from diversity and inclusion to equity and power for disabled people in learning environments!

We invite you to engage with the film and through social media using the hashtag #CripCampFilm. If you use the curriculum let us know!

We are all worthy!

Bianca & Aiesha



Lesson

Civil Rights, Human Rights, and Power

Enduring Understandings

- The struggle for disability rights is part of the larger movement for civil rights in the United States and the global struggle for human rights.
- Civil rights are determined by the culture of the society in which one lives, but human rights should be universal.
- The United Nations Universal Declaration of Human Rights and the U.S. Government's Section 504 of the Rehabilitation Act of 1973 both guarantee basic rights to all individuals. However, not all rights are adequately enforced.
- Sit-ins by people with disabilities proved effective and eventually led to the Americans with Disabilities Act of 1990.

Essential Questions

- What is meant by civil rights? By human rights? By disability rights?
- What are the basic human rights outlined and supported by the United Nations? By Section 504 of the Rehabilitation Act of 1973? How well are these rights enforced?
- What is a sit-in? Why do people engage in one? How did a sit-in help people with disabilities to achieve their rights?

Notes to the Teacher

[Important: Before beginning this lesson, be sure to read the notes about accessibility in the “To the Teacher” section at the beginning of this guide.]

Before beginning this lesson, be sure to read the information about access check-ins in the section “To the Teacher” at the beginning of this guide. Also, note that you are encouraged to teach this lesson after you have taught Lesson 2, Power and Disability Justice: An Introduction.

The activities in this lesson plan add up to more than a 45- to 60-minute session. This is intentional to allow for choice and flexibility. Activities can be done over several sessions and you may choose to select and edit the activities so they meet the needs of your participants. Don't worry if you don't always know an answer. Saying “I don't know” or “This is new information for a lot of us, including me” helps build a “power-with” relationship of honesty with participants.

This lesson plan seeks to help participants conceptualize the struggle for disability rights as part of the larger movement for civil rights in the United States and the global struggle for human rights. The film *Crip Camp* illustrates how these issues are linked. As a facilitator in the learning environment, you are not the person responsible for providing or managing therapeutic interventions around trauma. Be sure to notify any support networks or individuals, such as guidance counselors or school psychologists, that you are doing these lessons so they are prepared to help participants as needed.

In Part 1 of the lesson, participants consider what is meant by the term “civil rights.” They recall examples from the African American civil rights movement of the 1960s and extend the concept to other groups. They also consider the meaning of the term “human rights.” An optional activity encourages participants to create artwork depicting the connection between human rights and the essentials needed for human dignity.

Part 2 is an introduction to the United Nations Declaration of Human Rights. Participants will read the Preamble and Article 1 aloud to focus on general principles and then do a jigsaw activity to discover what other rights are deemed by the UN to be essential. Participants then consider if these rights are upheld in their own school, community, and country. This is an excellent opportunity to invite a guest speaker to your classroom, perhaps someone from the local ACLU or from a watchdog organization like Human Rights Watch or Amnesty International.

In Part 3, participants learn about the difference between de jure and de facto discrimination. After watching a short clip from *Crip Camp*, they identify different kinds of discrimination against people with disabilities. They read Section 504 of the Rehabilitation Act to learn how it was designed to protect the rights of people with disabilities and then learn about other social movements that encountered pushback from people who thought their own rights would be endangered if full rights were guaranteed to others.

Participants take a closer look at Section 504 in Part 4, where they identify specific rights that are guaranteed by either the Universal Declarations of Human Rights or Section 504. Then they try to arrive at a consensus about which rights should be guaranteed by the U.S. government. An optional activity gives them the opportunity to write to someone in the local, state, or federal government to offer persuasive arguments for guaranteeing a particular right.

Part 5 presents an extended clip from *Crip Camp* that shows the sit-ins that eventually led to the Americans with Disabilities Act. This part of the lesson connects the earlier discussions of power to the actions of individuals that caused a power shift and moved the disability rights movement further along. Be sure to set up the film on the projector at the correct place; see the note in the Procedure section of this lesson plan.

The conclusion of the lesson in Part 6 gives participants a reflective prompt to be completed on sticky notes and shared with other members of the group. An alternate activity is to create an image that illustrates particular rights that should be guaranteed to all. This part of the lesson also asks participants to brainstorm ways that they themselves can support the disability rights movement.

Social Emotional Learning Competencies: (CASEL):

Self-awareness:

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

Self-management:

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

Social awareness:

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Relationship skills:

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

Responsible decision-making:

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Common Core Standards addressed by this lesson

Reading (Informational)

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



Common Core Standards, continued

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

History/Social Studies

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Duration of lesson

4-5 class periods, with additional time for optional activities

Assessment(s)

Class discussions
Completion of **Handout 3: Whose Rights?**
Concluding notes or graphic

Materials needed

Chalkboard or large sheets of paper and markers
Crip Camp and method of projection

Handout 1: The Universal Declaration of Human Rights or internet access

Handout 2: Section 504 of the Rehabilitation Act of 1973 or internet access

Handout 3: Whose Rights?

Procedure

Part 1: Civil Rights and Human Rights (40-50 minutes)

1. Begin with an access check-in, which includes a reminder that access needs can change from one moment to the next. An access check-in is also a reminder for you, as a facilitator, to create and maintain, as best you can, a space where participants can ask for accommodations.
2. Next, introduce the topic by sharing with participants that one of the things you will be discussing in this lesson is the importance of understanding civil and human rights. Ask participants: What are your rights? (Possible answers: clean water, food, education. Participants might also recall phrases from the Bill of Rights and from the news, such as “the right to free speech” and “the right to remain silent.” Remind participants that none of these answers are incorrect.)
3. Now ask participants: Do you think you have all the rights you should have? If yes, why? If no, why, and what’s missing? Allow participants a few minutes to think about this and take a few notes about their answers.
4. Give students time to share their responses if they wish. Remind participants that you are not here to judge and that what they share will stay in the space. If participants decline, and if they feel like sharing their reasons, please allow them to do so. Do not coax participants to share who do not want to; some may have had negative and/or traumatizing experiences.



5. Now ask, “Who or what are some of the barriers to someone having all of their rights?” Again, give participants time to think and write down some ideas and then allow time to share.

6. Point out that in this lesson they will explore different types of rights and that there are many kinds of barriers to people having those rights. On the board or on a large piece of chart paper, draw a vertical line to make two columns. Inform participants that you will be exploring civil rights, human rights, and uses of power.

7. Ask “What do you know about civil rights?” (Possible answers: Martin Luther King, the March on Washington, *Brown vs. Board of Education*, or Black people demanding rights in the 1950s and 1960s.) Write these responses in the left side of the column. Let participants know that none of these answers are incorrect, then write this definition on the board or another piece of paper: Civil rights are the rights of citizens to political and social freedom and equality.

8. Now, ask participants to re-evaluate their prior understanding of civil rights and add other examples. Write these new definitions in the right column. Have students compare and contrast the columns. (The responses on the right include all people, not solely African Americans.) Explain that the term *civil rights* is often understood as the struggle for African American freedom in the United States. However, *civil rights* has a much broader definition.

9. Have participants gather in pairs or small groups. Have them list all of the civil rights movements and causes they know of. They can be “official” and historical movements (such as LGBTQ+ rights) or other rights they perceive (such as the right to safety from gun violence). Next, Write the words “HUMAN” and “RIGHTS” at the top of chart paper or a blackboard. Below the word “HUMAN,” draw a circle or the outline of a human being. Ask participants to generate a list of what qualities define a human being and write the words or symbols inside the outline. For example, “empathy” or “intelligence.”

10. Then, ask participants what they think is needed in order to protect, enhance, and fully develop these qualities of a human being. For example, ‘education,’ ‘friendship,’ ‘loving family.’ List these answers outside the circle or outline and ask participants to explain their connection to being human.

11. Continue to add answers inside and outside the circle as the class discusses the prompts below. Tell participants that their answers can reflect their own experiences, something they have read in class such as a novel or poem, or current events.

- What does it mean to be fully human?
- Based on this list, what do people need to live in dignity?
- Are all human beings essentially equal? What is the value of human differences?
- Are we still human if we don’t have one of the qualities we think of as “essentially” human? For example, some people think that complex language is unique to humans. Does this mean someone who is not able to communicate verbally is less human?
- What happens when a person or government attempts to deprive someone of something that is necessary to human dignity?

12. At the end of the discussion, point out that everything inside the circle relates to human dignity, the totality of being human. Everything written around the outline represents what is necessary to human dignity. Human rights are based on these necessities.

13. (Optional) If time permits, have participants create visual art using digital or non-digital media based on one, some, or all of the inside-outside pairs. Have “artist talks” where participants explain their visual depictions of the connections between the pairs.

Part 2: Introduction to the Universal Declaration of Human Rights (30-40 minutes)

1. Inform participants that you will be exploring the concept of human rights as outlined by the United Nations. Distribute copies of **Handout 1: The Universal Declaration of Human Rights (UDHR)**, or electronically share the Declaration, which can be found at <https://www.un.org/en/about-us/universal-declaration-of-human-rights>. Explain that this document, crafted in the wake of World War II in 1948, sets the standard for how human beings should behave towards one another so that everyone's human dignity is respected.

2. Have participants read aloud the Preamble and Article 1 of the Declaration aloud in their groups. Ask them to focus on these portions and explain what they mean in their own words:

...[R]ecognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world... (Preamble)

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. (Article 1)

3. Separate participants into pairs or small groups and assign several articles from the Declaration to each group. Allow time for them to read the articles and discuss their meaning.

4. Ask participants to explain in their own words to the class as a whole what each section means. Then discuss these prompts with the class as a whole:

- Do you think these rights are upheld in your school? In your community?
- Where and how do you see these rights being violated?
- Do you think the United States upholds these rights? What might be the reasons why the U.S. upholds or fails to uphold these rights?

5. Explain that the UDHR asserts that everyone around the world has the same human rights and these cannot be taken away. Then point out that the UDHR is not a legally binding document, but that it is considered customary international law because it is regarded as a standard of achievement for all people and nations.

6. Show participants the short clip from *Crip Camp* at 38:05–38:50 where Lionel Je' Woodyard, a former camp counselor, states:

I took ideas back home that my community was unfamiliar with. I wore tie-dye shirts. My afro had grown really, really....It was out like this. I burned incense. Between the revolution that was going on, the peace movement, the desire to stop the war, I became very involved in that. Jened had exposed me to the world outside of Alabama.

7. Discuss with participants:

- How was Lionel affected by working at the camp?
- How are all the things he spoke about connected? (If needed, replay the clip to remind students of the disparate things mentioned.)
- How do you think Lionel's time working with the campers impacted his ideas about disability rights? Civil rights? Human rights?

8. Ask participants if there is a difference between civil rights and human rights and allow participants some time to think about/process this. Have them submit their answers via chat box or on slips of paper. Select participants to read answers aloud. Remember, there are no incorrect answers; responses may even include that they are one and the same.

9. End this activity by explaining that civil rights relate to the place or country where one lives; they are based in culture. For example, civil rights in the United States are not the same as civil rights elsewhere. In Russia, for example, there is no right to bear arms, which is guaranteed by our Second Amendment. However, human rights apply to everyone, regardless of location. Nevertheless, enforcement of both civil and human rights varies from place to place, and many violations of human rights have been recorded by organizations like Amnesty International and Human Rights Watch.

Part 3: Introduction to Section 504 (30- 45 minutes)

1. Introduce the Section 504 sit-in by showing the short slide show “What Is Section 504?” at <https://www.instagram.com/p/B-dHzw1JPOA/>.

2. Explain that one way people take power and fight for equity and fairness is by focusing on their rights. Ask students: Based on the slide show, what rights do you think were being fought for?

3. Have them look up the following terms: *discrimination*, *de facto discrimination*, and *de jure discrimination*. Have volunteers share their dictionary definitions and the meanings in their own words, then offer these definitions. Write them on the board to give participants time to copy them.

- **Discrimination:** unfair treatment of someone based on their identification with a group defined by race, ethnicity, sex, sexual orientation or other factors

- **De facto discrimination:** unfair treatment of someone that is a matter of custom but not based in law
- **De jure discrimination:** unfair treatment of someone that is based on laws

Ask participants to give you examples of these forms of discrimination against people with and without disabilities. You will receive a variety of responses. Remember, the goal is to get participants thinking about the possibilities and understanding that none of their answers are wrong.

4. After reviewing the definitions and receiving responses, show participants the clip from *Crip Camp* detailing discrimination (39:29 to 41:20). Then solicit ideas from participants about what discrimination was discussed. (Possible answers: public transportation, no sidewalk access, examples offered during the roundtable discussion) Ask whether these kinds of discrimination were *de facto* or *de jure* discrimination. Follow up by asking: What do you think was done to fight that discrimination? Who do you think was involved?

5. Next, show the clip (44:12 to 44:30) where Judy Heumann states:

The civil rights movement was going on all around us and that was an opportunity to talk about why we were excluded, and what did we need to do? There weren’t antidiscrimination laws at the federal level. But members of the Senate and House were looking for avenues to make that happen.

Discuss with participants:

- Why do you think Judy Heumann felt excluded?
- Do you think she considered disability rights to be a civil right? Why or why not?
- Why do you think there were no antidiscrimination laws on the federal level?
- Why would only some senators and representatives want to help?

6. Break participants into small groups and give them copies of **Handout 2: Section 504, Rehabilitation Act of 1973** or the link to it at <https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center/statutes/section-504-rehabilitation-act-of-1973>.

Explain to them that the Rehabilitation Act was passed in 1973. Section 504 was especially important to people with disabilities. Ask participants to read through the opening paragraph, which states:

No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service.

7. Have participants, in pairs or small groups, discuss what they think this means. Once they have finished their discussion, have each group share some of their key points with the larger group. Then ask: “What would be gained by the passage of this act? Who would gain from it? Would anyone lose? If so, who would lose what?”

8. Next, discuss with participants that often, when one group of people gains rights or access, other groups lash out violently because they think that they are losing rights. Ask if they know of any examples of this occurrence. Examples can come from fiction or from real-life experiences and understanding.

Examples you could share:

- a. During the time of Jim Crow laws after the end of slavery and during the African American struggle for rights, also known as the Civil Rights Movement, African Americans and their allies often faced deadly violence or had their physical movements restricted by whites.
- b. From May 31 to June 1, 1921, in the all-Black Greenwood section of Tulsa, OK, whites from the surrounding neighborhood rioted, looted, and burned down 35 blocks of the neighborhood known as “Black Wall Street” based on an inflammatory report about a young Black man riding in the Drexel Building elevator with a white woman. Stories about Black men and white women were often conflated so that white mobs could exact extrajudicial violence on Black people. (<https://www.tulsaohistory.org/exhibit/1921-tulsa-race-massacre/>)
- c. During “Freedom Summer” of 1964, civil rights workers, both Black and white, attempted to register Black voters. Three of these workers, James Chaney, Michael Schwerner, and Andrew Goodman, were arrested and, once they were released, they were followed and murdered by white men.
- d. LGBTQ+ protections provided by the government in the past are in constant danger of being stripped away and Black trans women are killed at an alarming rate.
- e. Under the Trump administration, the Department of Housing and Urban Development proposed a rule that would end protections for transgender people living in homeless shelters. (<https://thehill.com/blogs/blog-briefing-room/news/445073-trump-administration-proposal-would-gut-protections-for>)
- f. In 1998, then-President Bill Clinton signed Executive

Order 13087, which prohibits discrimination in federal employment based on sexual orientation or gender identity. These regulations began to filter into the civilian workplace as trans activists and their allies sought equal protection under the law. Since then, there has been an increase in the recorded murders of transgender people, with the primary targets being Black and Latina. There were more transgender people murdered in the first 7 months of 2020, than in all of 2019. In fact, in a 2016 survey conducted by the National Center for Transgender Equality, 47% of all Black respondents and 30% of Latina respondents reported being denied equal treatment, verbally harassed, and/or physically attacked in the previous year because of being transgender. (<https://transequality.org/blog/murders-of-transgender-people-in-2020-surpasses-total-for-last-year-in-just-seven-months>)

9. Explain to participants that, while the Rehabilitation Act of 1973 was enacted, Section 504 was not enforced, which meant that not much changed for people with disabilities in the United States. End this activity by asking participants if they think that not enforcing Section 504 was a violation of the human rights of people with disabilities.

Part 4: Whose Rights? Examining Section 504 (25–30 minutes)

1. Tell participants that they are going to take a deeper look into Section 504. If you have not already done so, print out or share electronically **Handout 2** or share electronically from <https://www.dol.gov/agencies/oasam/centers-of-fices/civil-rights-center/statutes/section-504-rehabilitation-act-of-1973>.

2. Write the definitions of segregation and integration on the board:

Segregation: The separation of a specific racial, religious or other group from the general body of society

Integration: A situation in which different groups—such as those defined by race, ethnicity, sex, sexual orientation, ability or other factors—live together and use the same facilities

3. Have participants read Section 504. Ask them about the ways that people with disabilities have been segregated from non-disabled people in the past and today. (Examples: not having access to public spaces or public transportation; not being able to get jobs)

4. Ask participants how people with disabilities can be fully integrated into society. Explain that an example of this can be enforcement of Section 504. Ask students why they think Section 504 wasn't enforced. (*Crip Camp* shows that Section 504 was not enforced because it would cost too much money to make all buildings accessible to all people and to make public spaces like schools accessible; lawmakers considered people who were misusing drugs not to be worthy of care.)

5. Distribute **Handout 3: Whose Rights?** Review the directions on the handout and then use the Universal Declaration of Human Rights and Section 504 documents to complete it with participants.

6. After participants have completed their handout, ask volunteers to share what they understand to be the connection between human rights and Section 504. Then ask the whole class:

- What does the UDHR have in common with Section 504?
What is different between the UDHR and Section 504?
- Should the US government guarantee any of these rights? Why or why not?

Try to achieve consensus about which rights should be guaranteed by the U.S. Government.

7. Tell participants that it wasn't until the Americans With Disabilities Act (ADA) took effect on July 26, 1990, that there was significant change, which included changes in building codes, work practices and schools.

8. Point out that rights are essential, and they are often the first stage of a fight for liberation, but they are not enough. Disability justice goes beyond rights and what the government does to make sure people with disabilities are able to live the lives they want. As noted earlier, Section 504 mandated that accommodations be made for people with disabilities. In essence, they were "given" their rights, but little to nothing was done to enforce them.

9. End by asking participants about ways they think Section 504 could be further enforced.

10. (Optional) To extend this activity, have participants write a letter to their council person, state representative, senator, or U.S. representative, explaining why a specific right should be guaranteed. Included in the letter should be specific information from the Universal Declaration of Human Rights, the Constitution, Section 504, or the ADA, plus examples from history to support their argument. If you opt to do this, be prepared to give students the names and mailing addresses of your local officials. Also be prepared to review proper business letter format; some students may never have written such a letter.

Part 5: 504 Sit-In: We're Gonna Fight...For Our Rights (35–40 minutes)

1. Tell participants that they will be discussing the 504 sit-in. Ask if they have ever heard the term "sit-in" and, if so, to give their definitions of the term. Then offer them this definition: Sit-in: to occupy a place as a form of protest. (Point out that a march is a form of protest where protesters occupy a place, but not the same as a sit-in, where people stay in one place and refuse to leave.)

2. Ask participants to give an example of a sit-in and why people might want to join one. Examples of sit-ins include Occupy Wall Street, the lunch counter sit-ins during the African American struggle for civil rights in the mid-20th century, and contemporary Black Life Matters protests where traffic was blocked or disrupted.

3. Tell participants that you are going to show a section of *Crip Camp* that provides context for and footage of the 504 sit-in (1:01:11–1:27:52). [Note: The section of video immediately before this clip may be inappropriate for school audiences. Be sure to set the film at the exact place indicated.] Point out that these events took place in 1977, four years after Section 504 was enacted. Have participants pay special attention to the theme of power—how it is used and/or how it changes—and write down anything pertaining to this theme.

4. Once the video clip has finished, ask participants:

- What grabbed your attention and why?
- Who was in power before, during, and after the sit-in? Why?
- Why do you think it took 24 days for the regulations to be signed?

5. Point out that the 504 sit-in was a pivotal moment in the disability rights movement, which focused on making sure people with disabilities were not discriminated against. This show of collective power by people with all types of disabilities with support from non-disabled allies moved the disability rights movement forward, eventually leading to the creation of the Americans with Disabilities Act of 1990 (ADA).

6. (Optional) Have participants explore other rights movements in the U.S. Using digital social media, have participants look for contemporary movements and how they are activated through hashtags, specifically on Twitter and Instagram. Participants can trace a specific hashtag related to a protest or civil rights movement, perhaps even the hashtags connected with the *Crip Camp* Twitter account. Have them chart the origins and movement of the hashtag, including the number of impressions and the locations where the hashtag is used.

Part 6: Poster (30 minutes)

1. The goal of this activity is to affirm participants and help them synthesize their work around civil and human rights. Thank participants for their engagement. On the board, write the following: “I/We have a human right to...”

2. Organize participants in pairs or small groups. Provide paper and markers to each group. Ask each group to make a poster illustrating a chosen right and then do a poster talk about how to support rights and justice for all. Display posters around the room afterwards.

Glossary

Americans With Disabilities Act

The Americans with Disabilities Act (ADA) became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else. The ADA is divided into five titles (or sections) that relate to different areas of public life.

- Employment
- Public Services: State and Local Government
- Public Accommodations and Services Operated by Private Entities
- Telecommunications
- Miscellaneous Provisions

Learn more about the ADA at <https://adata.org/fact-sheet/ADA-overview>.

Civil Rights

The rights of citizens to political and social freedom and equality.

Discrimination

Unfair treatment of someone based on their membership in a group defined by race, ethnicity, sex, sexual orientation, or other factors.

De Facto Discrimination

Unfair treatment of someone that is a matter of custom but not based in law.

De Jure Discrimination

Unfair treatment of someone that is based on laws.

Integration

A situation in which different groups—such as those defined by race, ethnicity, sex, sexual orientation, ability, or other factors—live together and use the same facilities.

Human Rights

The basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe, or how you choose to live your life.

Segregation

The separation of a specific racial, religious, or other group from the general body of society.

Sit-In

To occupy a place as a form of protest.

Unconstitutional

Inconsistent with the provisions in a country's constitution.

Universal Declaration of Human Rights (UDHR)

Proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages; it can be found online and in PDF form here: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

Resources to Learn More

Read More

United Nations Office of the High Commissioner of Human Rights, *OHCHR and the rights of Persons with Disabilities*. Retrieved at: <https://ohchr.org/en/disabilities>

Listen More

The Accessible Stall With Kyle and Emily, “Episode 76: The Americans With Disabilities Act.” (July 26, 2019) Retrieved at: <https://www.theaccessiblestall.com/episode-76-the-americans-with-disabilities-act/>

Watch More

Judith Heumann, Our Fight for Human Rights - And Why We're Not Done Yet. (October 2016) Retrieved at: https://www.ted.com/talks/judith_heumann_our_fight_for_disability_rights_and_why_we_re_not_done_yet

**Handout 1**

The Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages.

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

**Handout 2**

Section 504, Rehabilitation Act of 1973

Section 794. Nondiscrimination under Federal grants and programs; promulgation of rules and regulations

(a) Promulgation of rules and regulations

No otherwise qualified individual with a disability in the United States, as defined in section 705 (20) of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. The head of each such agency shall promulgate such regulations as may be necessary to carry out the amendments to this section made by the Rehabilitation, Comprehensive Services, and Development Disabilities Act of 1978. Copies of any proposed regulations shall be submitted to appropriate authorizing committees of the Congress, and such regulation may take effect no earlier than the thirtieth day after the date of which such regulation is so submitted to such committees. See also 29 CFR Part 32 and 29 CFR Part 37.

(b) “Program or activity” defined

For the purposes of this section, the term “program or activity” means all of the operations of --

- (1)(A) a department, agency, special purpose district, or other instrumentality of a State or of a local government; or
(B) the entity of such State or local government that distributes such assistance and each such department or agency (and each other State or local government entity) to which the assistance is extended, in the case of assistance to a State or local government;
- (2)(A) a college, university, or other postsecondary institution, or a public system of higher education; or
(B) a local educational agency (as defined in section 8801 of Title 20), system of vocational education, or other school system;
- (3)(A) an entire corporation, partnership, or other private organization, or an entire sole proprietorship --
 - (i) if assistance is extended to such corporation, partnership, private organization, or sole proprietorship as a whole; or
 - (ii) which is principally engaged in the business of providing education, health care, housing, social services, or parks and recreation; or
(B) the entire plant or other comparable, geographically separate facility to which Federal financial assistance is extended, in the case of any other corporation, partnership, private organization, or sole proprietorship; or
- (4) any other entity which is established by two or more of the entities described in paragraph (1), (2) or (3); any part of which is extended Federal financial assistance.

(c) Significant structural alterations by small providers

Small providers are not required by subsection (a) to make significant structural alterations to their existing facilities for the purpose of assuring program accessibility, if alternative means of providing the services is available. The terms used in this subsection shall be construed with reference to the regulations existing on March 22, 1988.

(d) Standards used in determining violation of section

The standards used to determine whether this section has been violated in a complaint alleging employment discrimination under this section shall be the standards applied under title I of the Americans with Disabilities Act of 1990 (42 U.S.C. 12111 et seq.) and the provisions of sections 501 through 504, and 510, of the Americans with Disabilities Act of 1990 (42 U.S.C. 12201-12204 and 12210), as such sections related to employment.

Section 794a. Remedies and attorney fees

(a)(1) The remedies, procedures, and rights set forth in section 717 of the Civil Rights Act of 1964 (42 U.S.C. 2000e-16), including the application of sections 706(f) through 706 (k) [42 U.S.C. 2000e-5(f) through k)] shall be available, with respect to any complaint under section 791 of this title, to any employee or applicant for employment aggrieved by the final disposition of such complaint, or by the failure to take final action on such complaint. In fashioning an equitable or affirmative action remedy under such section, a court may take into account the reasonableness of the cost of any necessary work place accommodation, and the availability of alternative therefor or other appropriate relief in order to achieve an equitable and appropriate remedy.

(2) The remedies, procedures, and rights set forth in title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq) shall be available to any person aggrieved by any act or failure to act by any recipient of Federal assistance or Federal provider of such assistance under section 794 of this title.

(b) In any action or proceeding to enforce or charge a violation of a provision of this subchapter, the court, in its discretion, may allow the prevailing party, other than the United States, a reasonable attorney's fee as part of the costs.



Handout 3

Whose Rights?

Directions: For each right listed below, indicate with a check in the appropriate box whether it is included in the Universal Declaration of Human Rights (Column 1) and Section 504 of the 1973 Rehabilitation Act (Column 2). Also indicate whether you think this right should be guaranteed by the United States Government (Column 3).

RIGHT	Column 1: Included in UDHR	Column 2: Included in Section 504	Column 3: Should be guaranteed by the U.S. Government
Fair employment			
Education			
Public transportation			
Adequate shelter			
Health care			
Trial by jury			
Adequate food			
Clean air and water			
Access to public spaces like parks			
Right to live as one chooses			

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