

Case 10: Whose job is it to fix the blocked route?

Content note

This case involves disability access on a city route. No student should share their own disability or health information, so keep the discussion on Sami’s trip.

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which construction blocks the curb ramp on Sami’s route to a city workshop, and the detour points to stairs. They examine the sign, the route map and the workshop flyer. They use the Department of Justice’s Title II guide to see which part of the ADA applies. They then audit the whole trip and write a message to the city’s ADA coordinator.

Before this case

- Students should already be able to:
- restate a summary of a legal guide accurately
 - apply a rule from a reading to a new example
 - write an explanatory text of about 400 words

Objectives

Students will be able to:

Objectives, continued

- distinguish Title II from Title III of the ADA with examples from the case
- explain program access accurately, including why an older building may not need a ramp at every door
- use Sami’s trip to illustrate the rules without claiming a violation
- name the office a resident should contact

Materials

- This chapter, one copy per student
- Evidence A, B and C
- The Department of Justice page “ADA Update: The ADA and City Governments”
- A jurisdiction chart comparing Title II and Title III

The task in this edition

Task: Write an explainer on ADA jurisdiction and program access using Sami’s trip as the example.

Students make: Explainer, 400–500 words

Pacing

Opener (page 188): 5 min. Short on time: 4 min. Students read What happened on their own.

Key terms (pages 189 and 190): 5 min. Short on time: skip.

Pacing, continued

Look at the evidence (page 194): 10 min. Short on time: 8 min. Students fill in only the What it shows boxes.

Look at the evidence (page 195): 5 min. Short on time: 3 min. Read the flyer aloud. Students fill in only its What it shows box.

Key idea (pages 196 and 197): 12 min. Short on time: 10 min. Skip In the news.

Sort the evidence (page 198): 8 min. Short on time: skip.

Practice (page 199): 6 min. Short on time: skip.

Your task (pages 200 and 201): 10 min. Short on time: 9 min. Fill in the jurisdiction chart together on the board.

Your draft (page 202): 25 min. Short on time: 22 min. Students write the first two paragraphs in class and finish at home.

Check your work (pages 203 and 204): 8 min. Short on time: skip. Collect drafts and score them with the rubric yourself.

Questions to discuss (pages 205 and 206): 10 min. Short on time: 4 min. Use question 1 as an exit ticket.

Talk about this case at home (page 207): at home.

Periods: full chapter 104 minutes; one period 60 minutes.

Case 10 plan, continued

Standards

RI.11–12.1 Back up an analysis with the strongest evidence from the text, including where the text leaves things uncertain.

W.11–12.2 Write an explanatory text that conveys complex ideas clearly and accurately.

W.11–12.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.11–12.1.c Keep a discussion moving with questions that probe reasoning and evidence, and make sure the full range of views is heard.

SL.11–12.1.d Respond to different views, pull together what each side says, resolve conflicts where possible and name what still needs research.

D2.Civ.12.9–12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how people use the ADA to address local access issues.

D2.Civ.13.9–12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate intended and unintended outcomes of a construction detour.

Codes of ethics

- **ASPA Code of Ethics:** 3. Promote democratic participation.

Codes of ethics, continued

- **NPPA Code of Ethics for Visual Journalists:** Code of Ethics, standard 3
- **ABA Model Rules of Professional Conduct:** Rule 3.1 Meritorious Claims and Contentions

Heat map

- ■ □ **Opener (page 188):** Medium
- □ □ **Key terms (pages 189 and 190):** Low
- □ □ **Look at the evidence (page 194):** Low
- □ □ **Look at the evidence (page 195):** Low
- □ □ **Key idea (pages 196 and 197):** Low
- ■ □ **Sort the evidence (page 198):** Medium
- ■ □ **Practice (page 199):** Medium
- □ □ **Your task (pages 200 and 201):** Low
- □ □ **Your draft (page 202):** Low
- □ □ **Check your work (pages 203 and 204):** Low

Try it at your school

Find your city's ADA contact.

- With a trusted adult, search your city's website for "ADA coordinator" or "accessibility"
- Save how to report a blocked sidewalk or curb ramp (often 311 or a public works page)
- If you notice a barrier, note the location, date and time

Try it at your school, continued

- Ask the person affected what they want before reporting on their behalf

Who to ask: City ADA coordinator, 311 or public works, school transportation office for school routes

Safety: Don't film or post people with disabilities without clear permission. Stay out of construction zones.

Sources

- HISTORY, "When the 'Capitol Crawl' Dramatized the Need for Americans with Disabilities Act," July 24, 2020
- Minnesota Governor's Council on Developmental Disabilities, "The Capitol Crawl," No date listed
- U.S. Department of Justice, "The ADA and City Governments," No date listed

Case 10: Whose job is it to fix the blocked route?

A construction detour sends Sami toward stairs on her way to a city workshop, and her bus comes in 12 minutes.

On your own Read What happened. Underline where the detour sign points. About 5 minutes.

Your role: You're the one who writes down the corner, the time and the sign before Mateo posts. **New skill:** Report a problem to the office responsible.

Sami, Jordy and Mateo plan with picture cards on a whiteboard.

What happened

It is Tuesday, 4:05 p.m., at the corner of Elm Street and 4th Avenue. Sami is on her way to a free community workshop run by the city's parks department. It starts at 5. Sami uses a manual wheelchair, and her bus comes in 12 minutes. Mateo is with her.

The curb ramp on the northeast corner is blocked by construction fencing. A sign reads "SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR." Its arrow points to a path that begins with a flight of stairs. That detour does not work for Sami.

Your question: Whose job is it to fix the blocked route, and what should Sami and Mateo tell the city?

Mateo already has the sign on video, and his first idea is to post it. Sami asks whether the video gets her on the bus. It does not, so Mateo puts the camera down. He checks the other corners for a ramp while Sami looks up the next bus stop.

Later, they want to report the corner to the city. Mateo wonders whether the city is breaking the Americans with Disabilities Act (ADA). First, they need to know what one video can show and which office is responsible.

Pacing

Full chapter: 5 min.

 Short on time: 4 min. Students read What happened on their own.

Say this

"Sami has 12 minutes. What does she need right now, and what can wait?" — Make two columns on the board: now and later.

Watch for

Misconception: Students decide the city broke the law.

Listen for: "That's illegal." **Then:** Ask what one corner at 4:05 can show. Write "We need more facts" under later.

Support

- Read What happened aloud while students follow along.
- Show the route map in Evidence B before you read.

Heat check

 **Medium.** Students may share their own or a family member's disability.

Cool-down: Thank the student and return to Sami's trip. No one needs to share health information.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 5 minutes.

Program access Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities.

En español: acceso a los programas

In this case: The city runs the workshop. Program access asks whether Sami can reach and join the workshop, not only whether one ramp is open.

Barrier A barrier is something that blocks or limits a person from taking part.

En español: barrera

In this case: Fencing blocks the curb ramp at Elm Street and 4th Avenue, and the detour points to stairs. The flyer gives no way to request access.

ADA coordinator An ADA coordinator is the staff member a government names to handle disability access questions and complaints.

En español: coordinador de la ADA

In this case: Mateo plans to send the city's ADA coordinator the corner, the time, the sign and one question, if Sami agrees.

Who is involved

Sami

Trying to catch her bus to the workshop

"The sign says detour. The detour starts with stairs. So, no. Twelve minutes."

Mateo

Filmed the detour sign

"I had the sign on video before I even thought about it. Sami asked if that gets her on the bus. Fair. Camera down."

Pacing

Full chapter: 5 min.

 Short on time: skip this page.

Say this

"Which key term explains why the whole trip matters, not only the ramp?" — Wait for program access.

Watch for

Misconception: Students think program access means every door needs a ramp. **Listen for:** "Every building needs a ramp." **Then:** Reread the key idea: the program as a whole must be accessible. A city can move a service to an accessible place.

Support

- Pair students who share a language to explain each term in their own words.
- Spanish words from the case: ruta, barrera, rampa, desvío.
- **Cognates:** access (acceso), barrier (barrera), program (programa), route (ruta), ramp (rampa), coordinator (coordinador), construction (construcción), observation (observación).

Heat check

 Low.

Answer key

Any first guess is fine. Students return to it on the My take page.

Before you look at the evidence, whose job do you think it is to fix Sami's route?

→ My first guess is the city, because the sidewalk and the workshop both belong to the city.

[illegible]

Reading passage

A barrier, a bus and the right office

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 6 minutes.

Words to know

- **Program access:** Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities.
- **Barrier:** A barrier is something that blocks or limits a person from taking part.
- **ADA coordinator:** An ADA coordinator is the staff member a government names to handle disability access questions and complaints.
- **Claim:** A claim is a statement that something is true. You can check a claim with evidence.
- **Jurisdiction:** A jurisdiction is the place or area where a particular government or rule has authority.

The story: The next twelve minutes

Sami studies design and photographs things most people walk past. She also uses a manual wheelchair and wants access planned before an event, not offered as an apology afterward. At 4:05 p.m. on a Tuesday, at the corner of Elm Street and 4th Avenue, she is on her way to a free parks department workshop that starts at 5. Her bus comes in 12 minutes.

The northeast curb ramp is fenced off for construction. The posted detour, "SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR," points to a path that begins with stairs. Sami says it without drama. The sign says detour, the detour starts with stairs, so no.

Mateo is with Sami, and his reflex is a filmmaker's. He has the sign on video before he has thought about what the video is for. When he offers to post it, Sami asks whether that gets her on the bus. It does not. Mateo puts the camera down and checks the other corners for a ramp while Sami looks up the next stop. The order of priorities is the first lesson of the case. The person facing the barrier decides what the moment needs and what gets said about her. The report can wait an hour.

Your role is to write down the corner, the time and the sign before anyone posts, so that the later report rests on a clean record.

Stop and think. Why does the case put Sami's bus ahead of Mateo's video?

Pacing

Reading: about 6 min (769 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: The next twelve minutes”:** Why does the case put Sami's bus ahead of Mateo's video?
2. **After “Evidence, barriers and program access”:** Program access applies to the program as a whole. How does that change what a report should ask?
3. **After “The law's origins and its limits”:** What is the difference between recording a barrier and making Sami the content?

Evidence, barriers and program access

Mateo's next question is whether the city is violating the Americans with Disabilities Act. That is a **claim**, a statement that something is true that can be checked with evidence, and Case 1 taught you to match a claim to what the evidence can support. Mateo draws the limit himself. His video shows one fenced ramp and one sign at 4:05. It cannot show whether another way around exists, so he cannot call the whole route illegal.

The route map widens the frame. Sami's trip has five stages: home to the corner, the northeast ramp, the bus stop, the ride to the parks department building and the workshop entrance and room. The last stage has not been checked. The flyer adds a different kind of gap. It invites everyone, lists a front desk number and says nothing about accessible entrances or how to request access.

A **barrier** is something that blocks or limits a person from taking part. The fenced ramp is a physical barrier. The flyer's silence may be an informational one. **Program access** is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities. The standard applies to the program, not to each building separately. It generally does not require every older building to be accessible, and a city can relocate a service to an accessible place. Existing buildings and new construction have different requirements. Access still covers the whole visit: finding the information, getting there, going in, taking part and leaving.

The last question is who can fix it. Case 9's term **jurisdiction**, the place or area where a particular government or rule has authority, points to the city, which both runs the workshop and manages the street. An **ADA coordinator** is the staff member a government names to handle disability access questions and complaints. Mateo's planned report is short: the corner, the time, the sign and one question. Is there an accessible detour, and how long will the ramp be blocked? It goes out only if Sami agrees.

? **Stop and think.** Program access applies to the program as a whole. How does that change what a report should ask?

The law's origins and its limits

The Justice Department's guide for cities explains that Title II of the ADA covers state and local programs, including keeping curb ramps usable during street work (U.S. Department of Justice, updated February 24, 2020). The law's history explains its focus on steps and routes. On March 12, 1990, activists climbed the Capitol steps to show what stairs do to access, and the ADA was signed that July (HISTORY, July 24, 2020). Minnesota's disability council notes that the protest involved ADAPT, which began as Americans Disabled for Accessible Public Transit (Minnesota Governor's Council on Developmental Disabilities, March 1, 2015).

This page continues page 191. The notes for both pages are on the sheet for page 191.

The law's origins and its limits, continued

Enforcement is uneven. In New York, a North Bronx subway station is set to get elevators nearly a decade after an ADA lawsuit (THE CITY, October 3, 2025). Federal auditors found gaps in checking whether paratransit services for disabled riders actually work (GAO, November 15, 2012).

Professional codes speak to both people at the corner. The ASPA code asks public servants to “respect and assist all persons in their dealings with public organizations” (ASPA Code of Ethics, 2013). The NPPA code asks visual journalists to “be complete and provide context when photographing or recording subjects” (NPPA Code of Ethics, no date listed).

 **Stop and think.** What is the difference between recording a barrier and making Sami the content?

Sources

Real source | U.S. Department of Justice | February 24, 2020

The ADA and City Governments

Real source | HISTORY | July 24, 2020

When the ‘Capitol Crawl’ Dramatized the Need for Americans with Disabilities Act

Real source | Minnesota Governor’s Council on Developmental Disabilities | March 1, 2015

The Capitol Crawl

Real source | THE CITY | October 3, 2025

North Bronx Subway Station to Get Elevators, Nearly a Decade After ADA Lawsuit

Real source | U.S. Government Accountability Office | November 15, 2012

ADA Paratransit Services: Demand Has Increased, but Little Is Known About Compliance (GAO-13-17)

Real source | American Society for Public Administration (ASPA) | 2013

ASPA Code of Ethics

Real source | National Press Photographers Association (NPPA) | No date listed

NPPA Code of Ethics for Visual Journalists

This page continues page 191. The notes for both pages are on the sheet for page 191.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 10 minutes.

Evidence A | Construction sign

The detour sign

The sign reads “SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR.” Its arrow points to a path that begins with a flight of stairs. The sign went up on Monday. Mateo recorded it on Tuesday at 4:05 p.m.

Look closely: Where does the arrow point? Who could not use that path?

What it shows

➡ The only posted detour starts with stairs. It went up Monday.

What it leaves out

➡ Whether another accessible route exists, and how long the closure will last.

Evidence B | Route map

Sami and Mateo’s route map

1. Home to the corner of Elm Street and 4th Avenue: sidewalk clear. 2. Northeast curb ramp: blocked by construction fencing. 3. Bus stop: next bus in 12 minutes. 4. Bus to the parks department building. 5. Workshop entrance and room: not yet checked.

Look closely: Which stage is blocked, and which stage has nobody checked?

What it shows

➡ Access as a whole trip: one blocked stage and one unchecked stage.

What it leaves out

➡ Stage 5, the workshop entrance and room, which nobody has checked yet.

Case 10 | Look at the evidence | Grades 11–12 educator edition

🕒 Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Students fill in only the What it shows boxes.

💬 Say this

“Find the stage on the route map that nobody has checked. Why does it matter?” — Wait for stage 5, the workshop entrance and room.

👁 Watch for

Misconception: Students treat the video as proof about the whole route. **Listen for:** “The video proves the city is breaking the law.” **Then:** Ask which stage the video shows. It shows stage 2, at one time.

📄 Support

- Give each document on its own half-page.
- Provide a printed route map with the five stages labeled.
- **Cognates:** access (acceso), barrier (barrera), program (programa), route (ruta), ramp (rampa), coordinator (coordinador), construction (construcción), observation (observación).

➡ Stretch

- Ask which barrier on the trip is about information, not concrete, and which document shows it.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Flyer

The workshop flyer

The flyer reads “Free Community Workshop Series. Tuesdays, 5–7 p.m., Parks Department Annex. All welcome! Questions? Call the front desk.” It gives no information about accessible entrances or how to request access.

Look closely: What does the flyer tell someone who needs to request access?

What it shows

➤ A city program that invites everyone but gives no access information.

What it leaves out

➤ How to request access. “Call the front desk” is its only contact.

What is still missing from the evidence?

➤ Whether an accessible detour exists, how long the closure lasts, whether the workshop entrance and room are accessible, and who the ADA coordinator is.

Notes

Case 10 | Look at the evidence | Grades 11–12 educator edition

🕒 Pacing

Full chapter: 5 min.

✂ Short on time: 3 min. Read the flyer aloud. Students fill in only its What it shows box.

💬 Say this

“Find the stage on the route map that nobody has checked. Why does it matter?” — Wait for stage 5, the workshop entrance and room.

👁 Watch for

Misconception: Students treat the video as proof about the whole route. **Listen for:** “The video proves the city is breaking the law.” **Then:** Ask which stage the video shows. It shows stage 2, at one time.

📄 Support

- Give each document on its own half-page.
- Provide a printed route map with the five stages labeled.
- **Cognates:** access (acceso), barrier (barrera), program (programa), route (ruta), ramp (rampa), coordinator (coordinador), construction (construcción), observation (observación).

➡ Stretch

- Ask which barrier on the trip is about information, not concrete, and which document shows it.

🔥 Heat check

■□□ Low.

Key idea: program access

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 12 minutes.

Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities. The U.S. Department of Justice explains that Title II of the ADA covers state and local government programs and services. Program access generally does not require every older building to be accessible. For example, a city can relocate a service to an accessible place. Existing buildings and new construction have different requirements.

Access covers the whole visit: finding the information, getting there, going in, taking part and leaving. A **barrier** is something that blocks or limits a person from taking part. Sami meets one barrier at the curb ramp. The workshop flyer could be another, because it gives no way to request access. The Justice Department's guide for cities also covers curb ramps during street work.

One video of one corner cannot show whether a city is following the law. It can show what happened, where and when. An **ADA coordinator** is the staff member a government names to handle disability access questions and complaints. That office can say whether an accessible detour exists. Before you report a barrier someone else faces, ask them what they want said.

Professional standards

Real source | American Society for Public Administration (ASPA)

ASPA Code of Ethics: 3. Promote democratic participation

"respect and assist all persons in their dealings with public organizations"

In plain words: ASPA members in public service agree to help every person use public programs and services.

Question: The parks flyer says "All welcome!" with no access information. What should it add so Sami can request access?

Your answer

The flyer should add ____, so that ____.

➡ The flyer should add a contact for access requests and information about the entrance, so that Sami can plan the whole trip before she leaves.

⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 10 min. Skip In the news.

💬 Say this

"The ASPA code asks public servants to assist all persons. What would that look like on this flyer?" — Accept any addition that tells Sami how to request access.

👁 Watch for

Misconception: Students treat the ASPA code as a law.

Listen for: "The city broke the ASPA rule." **Then:** Say: "A code of ethics is a standard a profession sets for its own members. Here, the ADA is the law."

📄 Support

- Read the quotation aloud. Point out the label: a real source, quoted word for word.
- Draw two boxes: Title II for city programs and sidewalks, Title III for private businesses.

🔄 Stretch

- Use the NPPA row: which stages of Sami's route does Mateo's photo leave out?

🔥 Heat check

■□□ Low.

Notes

A throwback to March 12, 1990, when activists climbed the Capitol steps to show what stairs do to access. The ADA was signed that July.

A lawsuit pushed a transit agency to add elevators, showing how the ADA makes access a public duty.

This page continues page 196. The notes for both pages are on the sheet for page 196.

Sort the evidence

On your own Mark whether each piece of evidence supports or narrows each claim. Then write whose view is missing. About 8 minutes.

Sort what the evidence supports. Which claim can you make today, which one needs more facts, and who can supply them?

Evidence	Claim 1 The city is breaking the ADA.	Claim 2 On Tuesday, the posted detour did not work for a wheelchair user.
1 Photo: the northeast curb ramp blocked by fencing on Tuesday at 4:05 p.m.	☐ Narrows	☐ Supports
2 Detour sign points to a path that starts with stairs	☐ Neither	☐ Supports
3 DOJ: Title II requires program access, not every facility to be accessible	☐ Narrows	☐ Neither

Still open

- Is there another accessible route to the bus and the workshop? Ask the ADA coordinator.

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

☐ The parks department's. I would ask how people request access to the workshop and whether the entrance and room are accessible.

Pacing

Full chapter: 8 min.

 Short on time: skip this page.

Say this

“Which claim can you make today, and which one needs more facts?” — Model the photo row together.

Watch for

Misconception: Students mark the photo as supporting “The city is breaking the ADA.” **Listen for:** “The photo proves it.” **Then:** The photo supports the Tuesday claim and narrows the violation claim. Ask who could supply the missing facts.

Support

- Let students write S (supports) or N (narrows) in each box before writing sentences.

Heat check

 **Medium.** The missing-perspective question can turn to students' own access needs.

Cool-down: Keep answers about Sami, the city and the flyer. No student speaks for a group or shares health information.

Practice: choose a response

On your own Choose what Mateo should do and explain why. Then fix the two marked phrases. About 6 minutes.

Mateo wants people to know about the blocked corner. What should he do?

- ☐ A Post the video with a caption saying the city is breaking the ADA.
- ☒ B Send the ADA coordinator the corner, the time, the detour sign and one question, if Sami agrees.
- ☐ C Skip the report if Sami finds another bus stop that works today.

Why I chose it

➤ B. A claims more than one video can show and uses Sami without asking. C solves today but leaves the detour in place. B asks the office that can answer.

Improve a draft

A student's first draft

➤ 1 The city is breaking the ADA. There is construction blocking the ramp and a wheelchair user I know couldn't get to the bus. We were standing there for like ten minutes trying to figure out another way and the sign just pointed to stairs. My friend almost missed her workshop because of it. This is discrimination and completely illegal. Nobody even cares about this. You need to ➤ 2 fix every ramp in the neighborhood right away or we will post the photos everywhere.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ We saw one blocked ramp and a detour sign that points to stairs.

Rewrite phrase 2

➤ Could you tell us whether an accessible detour exists and how it is marked?

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

“Mateo has the video. What should he do with it?” — Vote before discussing.

👁 Watch for

Misconception: Students choose A because posting gets attention. **Listen for:** “Post it, then they’ll fix it.” **Then:** Ask whether Sami agreed. Point to her line: “Me, ask first.”

📄 Support

- Read the three options aloud before students choose.

🔥 Heat check

■ ■ □ **Medium.** Students may bring up real viral videos of disabled people.

Cool-down: Keep it about Mateo’s video. Ask what Sami wants.

➤ Answer key

A revised version: Hello, I’m writing about the construction at the corner of Elm Street and 4th Avenue, by the bus stop. On Tuesday at about 4 p.m., the curb ramp on the northeast corner was blocked, and the detour sign pointed to a route with stairs. My friend, who uses a wheelchair and agreed to be mentioned, could not reach the bus stop that way. Could you tell us whether there is an accessible detour during construction, how it’s marked and how long the ramp will be blocked? We’d also like to know how to report this if it happens again. Thank you.

Grades 11–12

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 10 minutes.

Write an explainer on ADA jurisdiction and program access using Sami's trip as the example.

Use: DOJ Title II guidance and case evidence.

You'll make: Explainer, 400–500 words

Time: 60 minutes

- 1 Reread the key idea. Underline what program access requires.
- 2 Fill in the jurisdiction chart for the workshop, the sidewalk and a private café.
- 3 Explain why an older building may not need a ramp at every door.
- 4 Choose two stages of Sami's trip to use as examples.
- 5 Write an explainer of 400 to 500 words, starting on the Your draft page.
- 6 Name the office a resident should contact. Keep claims about violations out.
- 7 Check your explainer with the questions on the Check your work page.

Prefer typing? Scan to open the online workspace.

The parks department workshop

🔗 Title II, because it is a city program.

The city sidewalk and curb ramp

🔗 Title II, which covers city sidewalks.

A private café

🔗 Title III, which covers private businesses.

The office to contact

🔗 The city's ADA coordinator

Case 10 | Your task | Grades 11–12 educator edition

🕒 Pacing

Full chapter: 10 min.

✂ Short on time: 9 min. Fill in the jurisdiction chart together on the board.

💬 Say this

“Sort three places into Title II or Title III: the workshop, the sidewalk and a private café.” — Workshop and sidewalk: Title II. Café: Title III.

👁 Watch for

Misconception: Students think program access means every door needs a ramp. **Listen for:** “So every entrance has to have a ramp.” **Then:** Reread the summary: the program as a whole must be accessible. Ask how a city could move a service.

📁 Support

- Jurisdiction chart: Title II vs. Title III
- Program-access explainer

🔗 Stretch

- Explain why an older building might not need a ramp at every door while the program still must be accessible.

🔥 Heat check

■□□ Low.

📋 Standards

Common Core: RI.11-12.1; W.11-12.2; W.11-12.5; SL.11-12.1.c; SL.11-12.1.d.

C3 Framework: D2.Civ.12.9-12; D2.Civ.13.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

Program access in one sentence

☛ The workshop as a whole must be accessible, even if not every older building is; a city can move a service to an accessible place.

What Sami's trip can and cannot show

It shows one blocked ramp and a detour with stairs on Tuesday. It cannot show whether the program as a whole is accessible.

Notes

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 200.

07 Answer key

A strong response:

- Accurately distinguishes Title II and Title III
- Explains program access correctly
- Uses the case to illustrate, not overclaim
- Names who to contact

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 25 minutes.

Title II and Title III

Which part of the ADA applies to Sami's trip? The Americans with Disabilities Act has different titles for different settings. Title II covers state and local government programs and services, including city sidewalks. Title III covers private businesses. On Sami's route, the parks department workshop and the curb ramp at Elm Street and 4th Avenue both fall under Title II. A private café would fall under Title III.

Program access and Sami's trip

Program access is the Title II rule that a city program, as a whole, must be accessible. It generally does not require every older building to be accessible. A city can, for example, move a service to an accessible place. That is why an older building might not need a ramp at every door. For Sami, access means the whole trip: finding the information, getting there, going in, taking part and leaving. Mateo's video shows one stage on one Tuesday afternoon: a blocked ramp and a detour sign that points to stairs. It cannot show whether an accessible detour exists or whether the workshop room works, because nobody has checked. A resident with those questions should contact the city's ADA coordinator.

Pacing

Full chapter: 25 min.

 Short on time: 22 min. Students write the first two paragraphs in class and finish at home.

Say this

“Use Sami's trip to show the rule, not to prove a violation. Where does your draft go too far?” — Partners mark any sentence that declares a violation.

Watch for

Misconception: The explainer treats one video as proof. **Listen for:** “The video shows the city isn't following the ADA.” **Then:** Ask which stage the video shows. Program access is about the whole program.

Heat check

 Low.

Answer key

What to notice in the sample:

1. Draws the line between Title II and Title III.
2. States program access the way the Department of Justice summary does.
3. Uses the case to illustrate without overclaiming.
4. Names who to contact.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 8 minutes.

Do you distinguish Title II from Title III accurately? ☒ Yes ☐ No

Do you explain program access the way the Department of Justice guide does? ☒ Yes ☐ No

Do you use Sami's trip as an example without claiming a violation? ☒ Yes ☐ No

Do you name the office to contact? ☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No location or time.	☐ General description.	☐ Specific location, time and observation.	☐ Specific observation plus what remains unknown.
Reasoning	☐ Declares a violation.	☐ Mixes observation and conclusion.	☐ Separates observation from legal question.	☐ Connects observation to program access and asks the right office.
Audience & purpose	☐ Threatening or vague.	☐ Polite but no clear request.	☐ Specific, answerable request to the right office.	☐ Request plus how to report future issues.
Revision	☐ No change.	☐ Tone only.	☐ Adds specifics and removes the legal conclusion.	☐ Explains how each change helps the city act and respects Sami.

Pacing

Full chapter: 8 min.

 Short on time: skip this page. Collect drafts and score them with the rubric yourself.

Say this

“Mark your level honestly. Then make one change and say why.” — Ask for one added detail or one removed legal conclusion.

Watch for

Misconception: Students keep a sentence that declares a violation. **Listen for:** “The city is clearly violating the ADA.” **Then:** Point to the Reasoning row. Replace the sentence with a question for the coordinator.

Heat check

 Low.

Answer key

How to assess: The explainer is scored for an accurate Title II and Title III distinction, a correct account of program access, restraint in applying it to Sami and a named contact.

Proficient looks like:

- **Evidence:** Specific location, time and observation.
- **Reasoning:** Separates observation from legal question.
- **Audience & purpose:** Specific, answerable request to the right office.
- **Revision:** Adds specifics and removes the legal conclusion.

This page continues page 203. The notes for both pages are on the sheet for page 203.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 10 minutes.

1 Which barrier on Sami's trip would a photo miss?

➤ The unchecked workshop entrance and the flyer with no access information. Both sit outside the frame, and the flyer is a barrier in information, not concrete.

2 What is the difference between recording a barrier and making Sami the content?

➤ Recording documents the barrier for the office that can act. Making Sami the content puts her in public view without consent, and she said, "Me, ask first."

3 Construction is temporary, but the detour affects people now. What should a city do to keep routes usable during repairs?

➤ Plan an accessible detour as part of the construction, mark it on the sign and post a contact. The cost is time and money at each work site.

My take

My claim: ____.

➤ The city is responsible for the route to its own program, so the report should go to its ADA coordinator.

The best evidence is ____, because ____.

➤ The route map, because it shows access as a whole trip and marks what nobody has checked.

Case 10 | Questions to discuss | Grades 11–12 educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 4 min. Use question 1 as an exit ticket.

💬 Say this

"Answer with a detail from the evidence, not a story about someone you know." — Post the question numbers and take one answer per question.

🔗 Stretch

- With an adult, find your city's ADA coordinator page and summarize how it takes complaints.
- Going further: Write a first description of Sami's trip. Then check one stage you skipped, such as the workshop entrance. Rewrite your description and note what changed.
- Going further: Suppose someone says the fix is to install a ramp. What problem does that fix assume? List two barriers from Sami's trip that a new ramp would not remove.
- Going further: Make a route guide for Sami's trip in two forms, such as a map and a numbered list. Check that each form works without color or a picture.
- Going further: With a trusted adult, search your city's website for "ADA coordinator" or "accessibility" pages. Save how to report a blocked sidewalk or curb ramp, often through 311 or a public works page. Ask the person affected before you report for them, and stay out of construction zones.
- Find your city's ADA coordinator page and summarize its complaint process
- Research how your city communicates construction detours

My take, continued

Someone who disagrees might say ____.

➤ Whoever put up the fence should fix it, not the city.

The limit of the evidence is ____.

- ⦿ No document shows whether an accessible detour exists.

I would change my mind if ____.

☛ The city showed that an accessible detour was marked and working that day.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 205.

Heat check

Question 2: Medium. Students may bring up online videos of disabled people or share their own experiences.

Cool-down: Keep the talk on Sami and Mateo. No one shares health or disability information. Reread Sami’s line: “Me, ask first.”

Talk about this case at home

Case 10: Whose job is it to fix the blocked route?

In this case, construction blocks a curb ramp on a young woman's route to a city workshop, and the detour points to stairs. Your student studied what one video can show, then wrote a question for the city office responsible for access.

Questions to talk about

- 1 Who in our town takes care of sidewalks and curb ramps?
- 2 What details make a report to the city easy to act on?
- 3 Why should you ask someone before you post a video of them?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Case 10 | Talk about this case at home | Grades 11–12 educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Take this page home or read it with someone you trust.” —
Nobody needs to share health or disability information to complete it.