

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:
- find a detail in a short text and point to it
 - follow the stages of a trip on a simple map
 - write a complete sentence that asks a question

Objectives

- Students will be able to:
- trace a trip to a city program in stages
 - mark each place on the route where something could go wrong

Objectives, continued

- write one question for the city and check it against what Sami wants

Materials

- This chapter, one copy per student
- A printed route map with five stages, one per pair
- Evidence A, B and C on half-pages

The task in this edition

Task: Map Sami’s trip from home to the workshop and mark each place something could go wrong.

Students make: Annotated map plus 3—4 sentences

Pacing

- Opener (page 160):** 6 min. Short on time: 4 min. Read What happened aloud. Skip the group-chat excerpt.
- Key terms (pages 161 and 162):** 6 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.
- Look at the evidence (page 165):** 12 min. Short on time: 10 min. Students fill in only the What it shows boxes.
- Look at the evidence (page 166):** 5 min. Short on time: 2 min. Read the flyer aloud. Students fill in only its What it shows box.

Pacing, continued

- Key idea (pages 167 and 168):** 8 min. Short on time: skip. Say that the city runs the workshop, so the city is the office to ask.
- Sort the evidence (page 169):** 8 min. Short on time: skip.
- Practice (page 170):** 8 min. Short on time: 5 min. Take the vote and read the best option’s feedback. Skip Improve a draft.
- Your task (pages 171 and 172):** 18 min. Short on time: 18 min.
- Check your work (pages 173 and 174):** 5 min. Short on time: skip. Check the maps yourself with the rubric.
- Questions to discuss (page 175):** 8 min. Short on time: 3 min. Use the first My take frame as an exit ticket.
- Talk about this case at home (page 176):** at home.
- Periods:** full chapter 84 minutes; one period 45 minutes.
- Standards**
- RI.6.1** Use evidence from the text to support what it says directly and what you can infer from it.
- W.6.2** Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

Case 10 plan, continued

Standards, continued

- W.6.5** With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.
- SL.6.1.c** Ask and answer specific questions with details that add to the discussion.
- SL.6.1.d** Review the main ideas of a discussion and show you understand other views by reflecting and paraphrasing.
- RI.7.1** Use several pieces of evidence from the text to support what it says directly and what you can infer.
- W.7.2** Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.
- W.7.5** With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.
- SL.7.1.c** Ask questions that draw out more detail, and respond with relevant ideas that bring the discussion back on topic.
- SL.7.1.d** Take in new information from others and change your view when the evidence calls for it.
- RI.8.1** Use the evidence that most strongly supports your analysis of what a text says and implies.
- W.8.2** Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

Standards, continued

- W.8.5** With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.
- SL.8.1.c** Ask questions that connect several speakers’ ideas, and respond with relevant evidence and observations.
- SL.8.1.d** Take in new information from others and qualify or defend your view based on the evidence.
- D2.Civ.4.6-8** Explain the powers and limits of the branches of government, public officials and agencies at different levels. In this case: Students explain the powers and limits of local government offices responsible for access.
- D4.7.6-8** Assess what you and others can do about local, regional and global problems, considering strategies and likely outcomes. In this case: Students assess their capacity to take action through a route audit and a question to the city.

Codes of ethics

- **ASPA Code of Ethics:** 3. Promote democratic participation.
- **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 160):** Medium
- □ □ **Key terms (pages 161 and 162):** Low
- □ □ **Look at the evidence (page 165):** Low
- □ □ **Look at the evidence (page 166):** Low
- □ □ **Key idea (pages 167 and 168):** Low
- ■ □ **Sort the evidence (page 169):** Medium
- ■ □ **Practice (page 170):** Medium
- □ □ **Your task (pages 171 and 172):** Low
- □ □ **Check your work (pages 173 and 174):** 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
- 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.

Case 10 plan, continued

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 6 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: 6 min.

✂ Short on time: 4 min. Read What happened aloud. Skip the group-chat excerpt.

💬 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 6 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: 6 min.

✂ Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

💬 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.

Your first guess

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

I think it is ___'s job because ___.

➤ I think it is the construction workers' job because they put up the fence.

Notes

This page continues page 161. The notes for both pages are on the sheet for page 161.

Reading passage

Twelve minutes at Elm and 4th

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 5 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: A detour that starts with stairs

It is Tuesday at 4:05 p.m., at the corner of Elm Street and 4th Avenue. Sami is heading 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 Sami.

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

Mateo already has the sign on video. His first idea is to post it. Sami asks one question: does that get 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. The report can wait an hour.

Stop and think. Why does Sami care more about the bus than about the video right now?

What one video can show

Later, Mateo wonders whether the city is breaking the Americans with Disabilities Act, or ADA. That is a big **claim**, a word from Case 1. A claim is a statement that something is true. You can check a claim with evidence. But one video of one corner cannot prove what a whole city is doing. It can show what happened, where and when.

Pacing

Reading: about 5 min (446 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: A detour that starts with stairs”:** Why does Sami care more about the bus than about the video right now?
2. **After “What one video can show”:** What can Mateo's video prove, and what can it not prove?
3. **After “How the ADA began”:** Why should Mateo ask Sami before he reports a barrier she faced?

What one video can show, continued

A **barrier** is something that blocks or limits a person from taking part. The fenced ramp is one barrier. The workshop flyer may be another. It says “All welcome!” but gives no way to ask about an accessible entrance.

In Case 9, you learned that a **jurisdiction** is the place or area where a particular government or rule has authority. The city runs the workshop, so the city is responsible. An **ADA coordinator** is the staff member a government names to handle disability access questions and complaints. That is who should get the report, not Mateo’s followers.

Program access is an ADA rule that a city’s services, taken as a whole, must be usable by people with disabilities. A good report names the corner, the day and time and where the sign points. It asks one question: is there an accessible detour, and how long will the ramp be blocked? Mateo will send it only if Sami says yes. Your job is to write down the corner, the time and the sign before anyone posts.

? Stop and think. What can Mateo’s video prove, and what can it not prove?

How the ADA began

On March 12, 1990, about 60 disabled activists set aside their wheelchairs and other mobility aids and climbed the steps of the U.S. Capitol. The youngest was eight-year-old Jennifer Keelan. The protest became known as the Capitol Crawl. It showed Congress what stairs do to public life. The ADA was signed that July (HISTORY, July 24, 2020).

? Stop and think. Why should Mateo ask Sami before he reports a barrier she faced?

Sources

Real source | HISTORY | July 24, 2020

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

Notes

This page continues page 163. The notes for both pages are on the sheet for page 163.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 12 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 detour starts with stairs, so Sami cannot use it.

One question I still have

➡ Is there another way around with no stairs?

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

➡ The trip has five stages. The ramp at stage 2 is blocked.

One question I still have

➡ Can Sami get into the workshop room?

⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 10 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

👉 The workshop is free, on Tuesdays, and says “All welcome!”

One question I still have

👉 How would Sami ask for access?

What is still missing from the evidence?

👉 We don’t know if there is a way around with no stairs or how long the ramp stays blocked. We don’t know if Sami can get into the workshop room.

Notes

🕒 Pacing

Full chapter: 5 min.

✂ Short on time: 2 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 8 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 ____.

 **The flyer should add how to ask for access and who to call about it.**

Pacing

Full chapter: 8 min.

 **Short on time:** skip this page. Skip this page. Say that the city runs the workshop, so the city is the office to ask.

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.**

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 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 167. The notes for both pages are on the sheet for page 167.

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 city's view is missing. I would ask if there is a way around the ramp with no stairs.

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 8 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. It tells the city what they saw and asks a question. It also lets Sami decide if she is part of it.

Improve a draft

A student's first draft

➊ 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 ➋ 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

➤ The ramp at Elm Street and 4th Avenue was blocked. The sign pointed to stairs.

Rewrite phrase 2

➤ Is there a way around with no stairs while the ramp is blocked?

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 5 min. Take the vote and read the best option's feedback. Skip Improve a draft.

💬 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 6—8

Your task

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

Map Sami's trip from home to the workshop and mark each place something could go wrong.

Use: The route map, the detour sign description and Sami's conversation.

You'll make: Annotated map plus 3—4 sentences

Time: 45 minutes

- 1 Read the route map in Evidence B. Number the five stages of Sami's trip.
- 2 Mark the stage where the ramp is blocked.
- 3 Read the detour sign in Evidence A. Circle where its arrow points.
- 4 Decide whether Sami can use that detour. Look for stairs.
- 5 Write 3 or 4 sentences in the Your draft box, with one question for the city.
- 6 Check that your question matches what Sami wants.

Show it your way

Write it: Write 3—4 sentences with the frame "At __, the barrier was __. We could ask __."

Say it: Walk a partner through Sami's trip stage by stage, pointing to where something could go wrong and what you would ask the city.

Show it: Mark the printed route map with a symbol at each barrier and a question mark wherever you need more information.



Prefer typing? Scan to open the online workspace.

Case 10 | Your task | Grades 6—8 educator edition

⌚ **Pacing**

Full chapter: 18 min.

✂ Short on time: 18 min.

💬 **Say this**

"Walk the trip with your finger. Where could something go wrong?" — Take one answer per stage.

👁 **Watch for**

Misconception: Students mark only the blocked ramp.

Listen for: "The ramp is the only problem." **Then:** Point to stage 5: not yet checked.

📄 **Support**

- Printed route map with five stages
- Frames: "At __, the barrier was __. We could ask __."
- Vocabulary: route, barrier, ramp, detour
- Talk with a partner first

🔗 **Stretch**

- Add one barrier a photo would miss, like missing information online.

🔥 **Heat check**

■□□ **Low.**

Your task, continued

The stage where the ramp is blocked

➤ Stage 2, the northeast curb ramp at Elm Street and 4th Avenue

Where the detour sign points

➤ To a path that starts with a flight of stairs

A stage nobody has checked

➤ Stage 5, the workshop entrance and room

Your draft

Your sentences, 3 or 4

At ____, the barrier was _____. We could ask _____.

➤ At the corner of Elm Street and 4th Avenue, the barrier was a blocked curb ramp. The detour sign points to stairs, so Sami cannot use it. Nobody has checked the workshop entrance yet. We could ask the city if there is a way around with no stairs.

This page continues page 171.

Standards

Common Core, grade 6: RI.6.1; W.6.2; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.2; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.2; W.8.5; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.4.6-8; D4.7.6-8.

The Case plan sheet gives each code in plain words.

➤ Answer key

A strong response:

- Marks at least three stages of the trip
- Describes the blocked ramp accurately
- Names one question for the city
- Asks what Sami wants instead of deciding for her

What to notice in the sample:

1. Describes the blocked ramp and where it is.
2. Looks past the ramp to another stage of the trip.
3. Asks one question the city can answer.

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 5 minutes.

Does your map mark at least three stages of the trip?	☒ Yes ☐ No
Does it describe the blocked ramp correctly?	☒ Yes ☐ No
Does it ask the city one question?	☒ Yes ☐ No
Did you check your question against what Sami wants?	☒ 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: 5 min.

✂ Short on time: skip this page. Skip this page. Check the maps yourself with the rubric.

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 educator checks the map for at least three stages and an accurate description of the blocked ramp, and the sentences for a question that respects Sami’s choices.

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.

[illegible]

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 8 minutes.

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

➤ A photo would miss the flyer. It does not say how to ask for access.

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

➤ Recording the barrier shows the ramp and the sign. Making Sami the content means filming her without asking.

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

➤ The city should post a detour with no stairs and say how long the ramp will be closed.

My take

I think Sami and Mateo should ___ because ___.

➤ I think Sami and Mateo should ask the city for a way around because the sign points to stairs.

The evidence that changed my first guess is ___.

➤ The route map changed my first guess. It shows nobody checked the workshop room.

One question I still have is ___.

➤ One question I still have is how long the ramp will be blocked.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 3 min. Use the first My take frame 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.

🔥 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 6—8 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.