

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:

- summarize a short source accurately
- explain the difference between an observation and a conclusion
- write a short message for a named reader

Objectives

Students will be able to:

- separate what a video shows from what it cannot prove

Objectives, continued

- identify Title II of the ADA as the part that covers a city program and a city sidewalk
- write an access report with a location, a time, an observation and a specific request
- explain in one sentence why the report asks a question instead of claiming a violation

Materials

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

The task in this edition

Task: Write an access report to the city’s ADA coordinator about the blocked route.

Students make: Report, 120—170 words

Pacing

Opener (page 181): 5 min. Short on time: 4 min. Read What happened aloud. Skip the group-chat excerpt.

Key terms (pages 182 and 183): 5 min. Short on time: skip. Define program access and ADA coordinator aloud in one minute.

Look at the evidence (page 187): 10 min. Short on time: 8 min. Students fill in only the What it shows boxes.

Pacing, continued

Look at the evidence (page 188): 5 min. Short on time: 3 min. Read the flyer aloud. Students fill in only its What it shows box.

Key idea (pages 189 and 190): 8 min. Short on time: 4 min. Read the first paragraph of the key idea and the ASPA card. Skip In the news.

Sort the evidence (page 191): 7 min. Short on time: skip.

Practice (page 192): 6 min. Short on time: 5 min. Take the vote. Skip Improve a draft.

Your task (pages 193 and 194): 8 min. Short on time: 6 min. Students fill in only the observation and question boxes.

Your draft (page 195): 20 min. Short on time: 16 min. Students write the report in class and the rationale sentence at home.

Check your work (pages 196 and 197): 8 min. Short on time: skip. Collect reports and score them with the rubric yourself.

Questions to discuss (pages 198 and 199): 10 min. Short on time: 4 min. Use question 1 as an exit ticket.

Talk about this case at home (page 200): at home.

Periods: full chapter 92 minutes; one period 50 minutes.

Case 10 plan, continued

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

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 181):** Medium
- □ □ **Key terms (pages 182 and 183):** Low
- □ □ **Look at the evidence (page 187):** Low
- □ □ **Look at the evidence (page 188):** Low
- □ □ **Key idea (pages 189 and 190):** Low
- ■ □ **Sort the evidence (page 191):** Medium
- ■ □ **Practice (page 192):** Medium
- □ □ **Your task (pages 193 and 194):** Low
- □ □ **Your draft (page 195):** Low
- □ □ **Check your work (pages 196 and 197):** 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. 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 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. Skip this page. Define program access and ADA coordinator aloud in one minute.

💬 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 construction company, because its fence blocks the ramp.

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.

Reading passage

From a video to a report the city can answer

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: The camera goes down

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

The northeast curb ramp is behind construction fencing. A sign reads "SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR," and its arrow points to a path that begins with a flight of stairs. Sami's summary is four short sentences in the group chat: the ramp is fenced off, the detour sign points to stairs, so no, bus in 12.

Mateo had the sign on video before he even thought about it. He asks whether she wants him to post it. Sami answers with a question: does that get her on the bus? He admits it does not. He puts the camera down and checks the other corners for a ramp while she looks up the next stop. Sami also sets a rule for the future. He can film the ramp and the sign. If he wants to film her, he asks first, and ideally not while she is busy missing a bus.

In this case, your role is to write down the corner, the time and the sign before anyone posts. The report comes later, once Sami is on her way.

Stop and think. Sami decides what the next 12 minutes need. Why should that decision be hers?

Pacing

Reading: about 5 min (623 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: The camera goes down”:** Sami decides what the next 12 minutes need. Why should that decision be hers?
2. **After “Sizing the claim to the evidence”:** Which barrier on Sami's trip would a photo miss?
3. **After “What the law and history add”:** Why is “the city is breaking the ADA” a weaker report than a specific question?

Sizing the claim to the evidence

Mateo's next thought is legal: is the city breaking the Americans with Disabilities Act? That is a **claim**, the Case 1 term for a statement that something is true that you can check with evidence. The evidence is narrow. The sign went up Monday. Mateo recorded it Tuesday at 4:05 p.m. The route map shows five stages: home to the corner, the blocked northeast ramp, the bus stop, the bus to the parks department building and the workshop entrance and room. Nobody has checked that last stage yet. One corner and one sign cannot show whether another accessible route exists or whether the whole city is out of compliance.

A **barrier** is something that blocks or limits a person from taking part. Sami meets one at the ramp. The workshop flyer could be a second one. It says "All welcome!" and "Call the front desk," but it gives no information about accessible entrances or how to request access.

Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities. Access covers the whole visit: finding the information, getting there, going in, taking part and leaving. That is why a good report looks at all five stages, not just the corner.

Case 9 introduced **jurisdiction**, the place or area where a particular government or rule has authority. Here it answers "whose job is it?" The city 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 puts it simply. The report goes to the city's ADA coordinator, not his followers. It lists the corner, the time, the sign and one question: is there an accessible detour, and how long will this stay blocked? He sends it only if Sami says yes.

? Stop and think. Which barrier on Sami's trip would a photo miss?

What the law and history add

The Justice Department explains that Title II of the ADA covers state and local government programs and services. Its guide for cities also covers keeping curb ramps usable during street work (U.S. Department of Justice, updated February 24, 2020).

The ADA itself came from protest. On March 12, 1990, activists climbed the Capitol steps to show what stairs do to access, and the law was signed that July (HISTORY, July 24, 2020). Thirty-five years later, NPR looked at what the law changed and what barriers people still report (NPR, July 22, 2025).

? Stop and think. Why is "the city is breaking the ADA" a weaker report than a specific question?

This page continues page 184. The notes for both pages are on the sheet for page 184.

35 years of the Americans with Disabilities Act — celebrating the success and concern

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 a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard sheet of stationery.

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 posted detour begins with stairs, so a wheelchair user cannot follow it.

What it leaves out

➡ Whether an accessible route exists, and how long the ramp stays blocked.

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

➡ Five stages. The blocked ramp is stage 2, and the bus comes in 12 minutes.

What it leaves out

➡ Whether the workshop entrance and room work for Sami. Nobody checked.

Case 10 | Look at the evidence | Grades 9–10 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

➤ The parks department runs the workshop and invites everyone.

What it leaves out

➤ How to request access, and whom to contact about it.

What is still missing from the evidence?

➤ Whether an accessible detour exists and how it is marked, how long the ramp stays blocked, and whether the workshop entrance and room are accessible.

Notes

Case 10 | Look at the evidence | Grades 9–10 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.

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➡ 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 ____, so that ____.

➡ The flyer should add how to request access and whom to contact, so that Sami can ask before she travels.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 4 min. Read the first paragraph of the key idea and the ASPA card. 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.

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 189. The notes for both pages are on the sheet for page 189.

Sort the evidence

On your own Mark whether each piece of evidence supports or narrows each claim. Then write whose view is missing. About 7 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 ADA coordinator. I would ask whether there is an accessible detour and how long the ramp will be blocked.

Pacing

Full chapter: 7 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. It gives the office that can act the corner, time and sign, and it asks Sami first. A claims a violation. C leaves the stairs detour for the next person.

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

➤ On Tuesday at 4:05 p.m., the northeast curb ramp was blocked by fencing.

Rewrite phrase 2

➤ Is there an accessible detour, and how long will this ramp be blocked?

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 5 min. Take the vote. 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 9—10**Your task**

On your own Read the steps. Fill in the planner boxes before you start your draft. About 8 minutes.

Write an access report to the city's ADA coordinator about the blocked route.

Use: Case evidence plus the DOJ ADA and city governments page.

You'll make: Report, 120—170 words

Time: 50 minutes

- 1 Reread Evidence A and B. Write the corner, day and time of the blocked ramp.
- 2 Fill in the planner: what you saw, what you do not know yet and your question.
- 3 Decide how to mention Sami. Mention her only if she agrees.
- 4 Write a report of 120 to 170 words to the city's ADA coordinator on the Your draft page.
- 5 Write one sentence that explains why you ask a question instead of claiming a violation.
- 6 Check your report with the questions on the Check your work page.



Prefer typing? Scan to open the online workspace.

Location, day and time

📍 Northeast corner of Elm Street and 4th Avenue, Tuesday, 4:05 p.m.

What we saw

We saw ____.

📍 We saw the curb ramp blocked by fencing and a detour sign that points to stairs.

Case 10 | Your task | Grades 9—10 educator edition**⌚ Pacing**

Full chapter: 8 min.

✂ Short on time: 6 min. Students fill in only the observation and question boxes.

💬 Say this

“Your reader works for the city and has never seen this corner. What do they need to find it?” — List on the board: corner, day, time, what you saw.

👁 Watch for

Misconception: Reports declare a violation. **Listen for:** “The city is clearly violating the ADA.” **Then:** Ask what one corner at one time can prove. Turn the claim into a question.

📄 Support

- Report template: location, date/time, observation, effect, request
- Model report

🔗 Stretch

- Explain in one sentence why you are asking a question rather than claiming a violation.

🔥 Heat check

■□□ Low.

📋 Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

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

The Case plan sheet gives each code in plain words.

What we do not know yet

Which part of the ADA applies, and why

Our question for the city

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.

07 Answer key

- Precise location and time
- Observation separated from conclusion
- Specific request
- Correctly identifies Title II as relevant

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 20 minutes.

Your report to the ADA coordinator, 120 to 170 words

○ To the City ADA Coordinator: I am writing about the construction at the northeast corner of Elm Street and 4th Avenue. It is next to the bus stop. On Tuesday at 4:05 p.m., the curb ramp there was blocked by construction fencing. The detour sign pointed to a path that begins with a flight of stairs. My friend Sami, who uses a wheelchair and agreed to be mentioned, could not use that detour to reach her bus. The city runs the workshop she was going to and maintains the sidewalk, so we understand ADA Title II may apply. Could you tell us whether there is an accessible detour, how it is marked and how long the ramp will be blocked? We would also like to know how to report this if it happens again. Thank you.

Why I asked instead of claimed, one sentence

○ I asked because we saw one corner at one time, and only the city knows whether another route exists.

Pacing

Full chapter: 20 min.

✂ Short on time: 16 min. Students write the report in class and the rationale sentence at home.

Say this

“Read your report as the coordinator. Can you answer its question?” — Partners underline the question in each other’s report.

Watch for

Misconception: Reports mention Sami without her permission. **Listen for:** “A wheelchair user I know couldn’t get to the bus.” **Then:** Ask whether Sami agreed. If not, describe the barrier without her.

Heat check

■□□ Low.

○ Answer key

What to notice in the sample:

1. Gives the exact place and time, so the office can find the problem.
2. Mentions Sami only with her permission.
3. Names the relevant law without declaring a violation.
4. Asks a specific question the office 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 8 minutes.

Does your report give the exact corner, day and time?	☒ Yes ☐ No
Does it describe what you saw without saying the city broke the law?	☒ Yes ☐ No
Does it ask one question the city can answer?	☒ Yes ☐ No
Does your rationale explain why you asked instead of claimed?	☒ 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 reports 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 report is scored with the case rubric, with a check that the one-sentence rationale explains why it asks rather than accuses.

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

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 flyer, which gives no way to request access. That barrier is about information, so no camera at the corner would show it.

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

➤ A record of the corner, the time and the sign helps the city fix it. Posting Sami without her permission turns her trip into someone else's story.

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

➤ Mark an accessible detour before the fence goes up and post how long the closure lasts. Give a contact for people who cannot use the detour.

My take

My claim: ____.

➤ Mateo should send the ADA coordinator the corner, time and sign, and one question, if Sami agrees.

The best evidence is ____, because ____.

➤ The detour sign, because it shows that the only posted route starts with stairs.

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⌚ 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 ____.

- ☞ Posting the video would get a faster answer from the city.

I would change my mind if ____.

➤ The city had already marked an accessible detour that Mateo missed.

Notes

[illegible]

This page continues page 198.

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 9–10 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.