**Elementary Social Studies Learning Experience**

**Integrated with a Reading and Writing Instructional Resource**

Grade 1 Civics and History

|  |
| --- |
| **Social Studies Experience Overview** |

After reading the literary text about Jennifer Keelan’s experience fighting for equality for people with disabilities, students will further explore the rights established in the Americans with Disabilities Act (ADA). They will investigate a variety of sources to help them understand the Act and the rights it guarantees and its impact on Kentucky and their local community.

***KAS for Social Studies* alignment:**

* 1.I.Q.1 Ask compelling questions about communities in Kentucky.
* 1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.
* 1.C.RR.1 Identify the rights and responsibilities of citizens.
* 1.H.CH.1 Describe how events, people and innovation of the past affect their present lives, community and state.
* 1.I.UE.2 Construct responses to compelling and supporting questions about communities in Kentucky.
* 1.I.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky.

*Educators may have to engage with a standard multiple times throughout a year in order to meet the full intent of the standard. As a result, the following assignment example may not encompass the entire scope of the standards identified*.

|  |
| --- |
| **Reading and Writing Connection** |

Vibrant student experiences in Social Studies differ from those in Reading and Writing. However, intentionally aligning the topics enhances learning in both. The following green-rated High-Quality Instructional Resource (HQIR) is used in Reading and Writing during the same time period as this Social Studies learning experience:

HQIR: Core Knowledge Language Arts (CKLA)

Knowledge-Building Topic: The Human Body

Grade-Level Complex Text(s): *Everybody Has a Body* by Core Knowledge Foundation, *All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything* by Annette Bay Pimentel

The following Reading and Writing standards and tasks, along with Interdisciplinary Literacy Practices, play a supporting role and are integrated in this vibrant Social Studies Learning Experience:

Text-Dependent Tasks: Writing to Learn, Writing to Demonstrate Learning, Writing to Publish

*Kentucky Academic Standards for Reading and Writing*: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7 RI.1.9, RI.1.10, C.1.2, C.1.7, L.1.4, L.1.5,

*Interdisciplinary Literacy Practices*: 1, 2, 3, 4, 5, 6, 7, 8, 10

|  |
| --- |
| **Setting the Stage: Compelling Question** |

| **1.I.Q.1** Ask compelling questions about communities in Kentucky.  **Compelling Question:**  “How can I improve my community?” |
| --- |

Compelling questions are open-ended, enduring and center on significant unresolved issues. For more information on compelling questions, visit Section B: “What are Compelling Questions and how do students ask them?” from the [Inquiry Practices of the *KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

The compelling question, “How can I improve my community?” is connected to the essential questions provided in the Fish Tank ELA unit, “Movements for Equality.” By responding to the provided questions, “Why are movements for equal rights important?” and “How have people who are not in positions of power led the fight for equity and justice? What can we learn from them?”, students will gain knowledge that will help them respond to the compelling question.

It is important to note that students in your classroom may have both visible and invisible disabilities. It is critical that all students feel included and have a sense of belonging in the classroom to ensure a safe space when engaging with the content in this lesson. For guidance in establishing a safe classroom space to enable effective communication and discourse, visit the KDE’s [Creating Collaborative Civic Spaces](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Collaborative_Civic_Spaces_PowerPoint.pptx) professional learning module.

|  |
| --- |
| **Supporting Question** |

| **1.I.Q.2** Identify supporting questions to investigate compelling questions about communities in Kentucky.  **Supporting Question:** “Why is it important to protect the rights of people with disabilities?” |
| --- |

Explain to students that they are going to investigate the supporting question, “Why is it important to protect the rights of people with disabilities?” Begin by activating students’ prior knowledge about this topic through their reading and writing lesson. Ask them to recall the book *All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything* and the discussions they participated in during this lesson, and work together to complete a KWL chart, such as the one below:

|  |
| --- |
| “Why is it important to protect the rights of people with disabilities?” |

|  |  |  |
| --- | --- | --- |
| K  What do we already know? | W  What do we want to know? | L  What have we learned? |

|  |  |  |
| --- | --- | --- |
|  |  |  |

Complete the K and W section together prior to beginning the investigations below.

**Investigation 1: Rights of Citizens with Disabilities**

| **1.C.RR.1** Identify the rights and responsibilities of citizens. |
| --- |

The following sources may be utilized during this investigation to explore the rights of citizens with disabilities:

* Rocky Mountain ADA Center. (2020, September 25). *What is the ADA? Basics and Definitions of the Americans with Disabilities Act*. <https://www.youtube.com/watch?v=zKyjshcxbI0>.
* ADA National Network. (n.d.). *An Overview of the Americans with Disabilities Act*. <https://adata.org/factsheet/ADA-overview>.

Explain to students that you are going to show them a video about the Americans with Disabilities Act (ADA). Present the following questions for students to consider as they watch the video. The Fish Tank ELA lesson identified “accessible” as a vocabulary word, but supported students as needed with understanding the meaning of this word prior to moving on.

|  |
| --- |
| * What is the purpose of the ADA? * According to the ADA, what must be accessible for people with disabilities? * To whom does the ADA apply? * What does it mean to have a disability that is not visible? |

Then, show students the video, [*What is the ADA? Basics and Definitions of the Americans with Disabilities Act*](https://www.youtube.com/watch?v=zKyjshcxbI0). Consider pausing to discuss each question together as they are explained in the video to check for students’ understanding.

To further explore what the ADA protects, provide a student-friendly summary of the various sections of the ADA and the rights guaranteed by each. An example excerpted and adapted from [*An Overview of the Americans with Disabilities Act*](https://adata.org/factsheet/ADA-overview) is below:

|  |
| --- |
| **An Overview of the Americans with Disabilities Act**   * It gives people with disabilities the same job opportunities as people without disabilities. * It requires places operated by the government (such as libraries, post offices and schools) to be accessible to people with disabilities. For example, having ramps available so people in wheelchairs can get into the buildings and providing Braille so people with visual disabilities can read the signs. * Private businesses (places that are not operated by the government) must give equal treatment to people with disabilities. They should also make changes to their buildings and services to help make them more accessible. * Telephone and Internet companies must provide services that allow people with hearing or speech disabilities to communicate. * Public Service Announcements (PSAs, which are widespread information campaigns meant to inform and educate the public on different topics) must have closed captions so people who are hearing impaired can read them. * Public and private transportation (such as trains and buses) must accommodate people with disabilities. For example, there should be a safe space for a wheelchair on a bus. |

Read the summary to the class, pausing to clarify challenging vocabulary and concepts and checking for students’ understanding. Then, conduct a [Think, Pair, Share](http://www.pz.harvard.edu/resources/think-pair-share), asking students to respond to the following question using examples the source they have investigated so far:

|  |
| --- |
| What are the rights of citizens with disabilities? |

After pairs had had time to discuss, allow them to share out as a whole group. Consider recording their responses on chart paper so students can refer to them later. Ensure that students understand that the ADA protects the rights of people with disabilities and promotes equality before moving on to the next investigation.

**Investigation 2: Impact of the ADA on Kentucky**

| **1.H.CH.1** Describe how events, people and innovation of the past affect their present lives, community and state. |
| --- |

Explain to students that *[All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything](https://www.youtube.com/watch?v=FmM8Ns1DOb0)* is based on a true story about Jennifer Keelan. Show students this short video from an interview with her about her experience:

It’s Our Story. (2010, July 21). *Jennifer Keelan, 08 of 12: "Climbing the Capitol Steps for ADA"* [video]. <https://youtu.be/kU9cDyqvH-g?si=Iu9W7JV7nHGEZ1sq>.

Facilitate a class discussion about the video. For more information on how to conduct whole group discussions, visit [Leading Discussions](https://bokcenter.harvard.edu/leading-discussions). Some questions to pose may include:

|  |
| --- |
| * Why did Jennifer decide to climb the steps? * Why was her climb an important action that helped lead to the passage of the Americans with Disabilities Act (ADA)? * How does the ADA impact us today? |

Since the theme of Grade 1 is “Impact on Community and State”, it is important that students have the opportunity to apply this new learning to Kentucky. Explain to students that they will now examine how the passage of the ADA has impacted our state. Show students the following video:

Lex18. (2021, July 26). *Kentucky woman shares personal experiences on ADA Awareness Day*. <https://www.lex18.com/news/kentucky-woman-shares-personal-experiences-on-ada-awareness-day>.

Ask students to consider how the ADA has impacted the life of this individual as they watch. After watching the video, some questions to pose to check for understanding may include:

|  |
| --- |
| * How does Tammy’s service dog help her every day? * How did the ADA help Tammy? * What barriers does Tammy still have, despite having a service dog and the help of ADA accommodations? |

To demonstrate their knowledge of the identified standards from the *KAS for Social Studies* in these investigations, students will now complete a Task Aligned to the Supporting Question.

**Task Aligned to the Supporting Question:**

| ***KAS for Social Studies* alignment:**   * 1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky. * 1.C.RR.1 Identify the rights and responsibilities of citizens. * 1.H.CH.1 Describe how events, people and innovation of the past affect their present lives, community and state. * 1.I.UE.2 Construct responses to compelling and supporting questions about communities in Kentucky. |
| --- |

|  |
| --- |
| **Task Aligned to the Supporting Question:**  Respond to the following question: “Why is it important to protect the rights of people with disabilities?”  In your response, identify the rights of people with disabilities and explain the impact of the ADA. |

To prepare for this task, ask students to recall what they have learned throughout the previous investigations and complete the L section of the KWL chart you started prior to the first investigation:

|  |
| --- |
| “Why is it important to protect the rights of people with disabilities?” |

|  |  |  |
| --- | --- | --- |
| K  What do we already know? | W  What do we want to know? | L  What have we learned? |

|  |  |  |
| --- | --- | --- |
|  |  |  |

Then, read the Task Aligned to the Supporting Question (above) aloud to students. Break it down, clarify challenging vocabulary

Student responses may take on many forms in addition to written paragraphs. Some examples of other possible student products include, but are not limited to posters, videos and voice recordings. Determine the form student responses will be taking and communicate the criteria and expectations for this product with students.

To help students prepare for the task in the form you have chosen, you may provide sentence starters, such as:

* It is important to protect the rights of people with disabilities because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* People with disabilities should have the same rights as people with no disabilities, such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The ADA has impacted our lives by \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Task Aligned to the Compelling Question**

| ***KAS for Social Studies* alignment:**   * 1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky. * **1.I.CC.2** Construct an argument with reasons to address how to improve the local community and Kentucky. * **1.I.CC.4** Use listening and voting procedures to decide on and take action in their school, local community or Kentucky. |
| --- |

|  |
| --- |
| **Task Aligned to the Compelling Question:**  Address the compelling question: “How can I improve my community?” by writing a letter to take action. |

By now, students should understand that the ADA has impacted Kentucky by providing more accessibility, but there are still barriers for people with disabilities. Explain to students that they will now examine their own school building to determine its accessibility. Remind students that people in the school building may have both visible and invisible disabilities that need accommodations prior to their investigation. Assign students to a partner, and provide them with the following graphic organizer:

|  |  |
| --- | --- |
| In what ways is our school accessible to people with disabilities? | In what ways could our school’s accessibility be improved? |
|  |  |

Explain to students that they will work with their partner to fill out this graphic organizer while you tour the school property together. As they observe the school grounds, ask them to work together to take notes of things they notice that help make the school more accessible to people with disabilities, and ways the school could become more accessible. Students may use both words and pictures in their graphic organizer to communicate their ideas. Encourage pairs to discuss their observations and ideas together as they explore each area, and to consider how there are many different types of disabilities which may present different challenges while navigating the school. Some examples of things they notice that improve accessibility may include but are not limited to ramps that allow wheelchairs to get onto elevated curbs, ramps that lead into the building instead of stairs, an elevator, doors with automatic capabilities and a larger stall in the bathroom. Some ideas students may present for improvement may include but are not limited to: ramps allowing more access to the playground, a wheelchair accessible swing, providing Braille for signs in the school and improving lighting throughout the building.

After returning to the classroom and providing partners time to complete their graphic organizers, discuss their observations and ideas as a class. Record students’ input in the graphic organizer displayed for the class and allow students to add to their own graphic organizers. Once a variety of ideas to improve the school’s accessibility have been shared, ask students to construct an argument about how their school community can be improved to be more accessible to people with disabilities. To add authenticity to this task, consider asking students to write a letter to school personnel, such as the principal, district superintendent or a school board member to present their ideas.

Inform students that their voices are important, and they can make positive changes in their community. Share the following examples of other students who identified accessibility issues on their school playgrounds and took action to help improve them so they can be enjoyed by all students:

* CBS News. (2023, January 13). *Students raise funds to make playground inclusive for those with disabilities* [video]. <https://www.cbsnews.com/video/students-raise-funds-to-make-playground-inclusive-for-those-with-disabilities/>
* Mehta, Jonaki. (2023, March 3). *These students raised hundreds of thousands to make their playground accessible*. [These students raised hundreds of thousands to make their playground accessible](https://www.npr.org/2023/03/03/1158958194/these-students-raised-thousands-to-make-their-playground-wheelchair-friendly)

Choose one idea for improvement and work together as a class to write a letter that addresses this change and how it would improve the accessibility of their school. Provide the structure of the letter, including the greeting, introduction, body (including the argument for a way to improve the school and how it would benefit people with disabilities), and a closing. Below is an example of what this letter may look like:

|  |
| --- |
| Dear Ms. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,  We are learning about how movements for equal rights and how the Americans with Disabilities Act (ADA) helps public spaces become more accessible for people with disabilities. Our school has done many things to help people with disabilities, but I have an idea for improvement.  Our playground does not have enough equipment that can be used for people with wheelchairs. They are not able to use the monkey bars, slides or swings in their wheelchair. Could we add a swing that is accessible for people in wheelchairs? This would allow everyone to have something at the playground that they can play on, and everyone will be included during recess.  Thank you for listening and I hope you will consider this improvement to our playground.  Sincerely,  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Allow the example you create to serve as a model for students. Then, either as individuals or partners, ask students to select the idea for improvement that they feel the most strongly about and to write a letter proposing this change. Provide support to students as necessary. When complete, support students with sending their letters to the person to whom they were addressed.