

Global Book Bag

Title: All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything

Author: Annette Bay Pimentel

Grade Levels: 3-5

Global Competence:

- Recognize the value of each person in a global community
- Reduced Inequalities



Based on a true story, a young girl recognizes that she does not have access to everything that other people have access to. Jennifer uses a wheelchair and cannot go places that other children can go, including on buses or into her school cafeteria. Her questions and observations lead to participation in protests advocating for disability rights. She even participates in the Capitol Crawl in Washington, DC, drawing attention to the American Disability Rights legislation.

In this book bag, students will identify and map out their daily activities. The map will indicate places or items that become obstacles for people with disabilities. Students will write a reflection statement based on their map and propose solutions that would increase access for others. Finally, students will explain why every person should have access to the places identified on their map (e.g., school, grocery store, library, etc.).

Bag Contents:

- *All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything* book
- lined paper
- blank paper
- colored pencils
- journal
- pencil or pen

Directions:

1. With a parent/guardian or older sibling/caretaker, read the story in the book *All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything*.

2. Discuss the story. Consider these prompts:

- *In what ways was Jennifer treated differently because of her wheelchair?*
- *How would you want to be treated if you had a disability or difference?*
- *What are accommodations? Who are they for? Why are these important?*
- *Why did Jennifer start working with activists? What was the outcome?*

3. Using the lined paper and pencil, make a list of your daily activities. Start with the first thing you do when you wake up and include as many details as possible, such as:

- get out of bed
- use the bathroom
- take shower
- change my clothes
- go to kitchen for breakfast

Include as many details for a typical day in your life.

4. Using the blank paper and colored pencils, draw a map showing the locations of the activities on your list. You might draw your house, neighborhood, and school. If you visit a store or library or other location, include that on your map.

Once your map is completed, draw your movement from place to place on your map. Use your list to help you identify the start of your daily activities and the routes you take throughout the day.

Finally, use a color or icon to identify the places on your map – along your route – that might be problematic for someone who has a disability (e.g., wheelchair, cane, walker, service animal, blind, hearing impaired). Create a key for your map showing how you identify those places on your map.

5. Using the journal, review some of the entries from your classmates. Then go to the next blank page and write your personal reflection responding to these prompts:

- *What are some of the obstacles that others might face on your daily route?*
- *How might you think differently about people's access to certain places?*
- *What are some ideas for solutions to increase access to places for people with disabilities?*
- *Why should all people have equal access to places and services?*

6. Place your list, map, and journal into the bag and return with the other items to share in class.

Extended Learning:

1. Conduct an internet search to learn more about the Americans with Disabilities Act. Share what you have learned and what questions you still have with others.

2. Who is Jennifer Keelan? Find information about the Capitol Crawl and Jennifer online at: <https://www.history.com/news/americans-with-disabilities-act-1990-capitol-crawl>

3. Discuss what it means to “Recognize the value of each person in a global community.”

