



“All the Way to the Top” Book Lesson Plan



Lesson title: “All The Way To The Top” book lesson plan

Subject and topic:

ELA

Grade level:

K-5

Duration:

One class period

Lesson summary:

In this lesson students will learn new vocabulary words and explore important civil rights themes by reading the book “All the Way to the Top” by Annette Bay Pimentel. “All the Way to the Top” tells the childhood story of Jennifer Keelan-Chaffins, who climbed all the way to the top of the stairs of the US capitol in 1990 to encourage congress to pass the Americans with Disabilities Act (ADA). Jennifer has cerebral palsy and became famous for the photos taken of her while climbing the stairs without a wheelchair at just 8 years old. The book tells the story from her perspective and covers how she felt she was not treated equally in her community and how she and other activist worked to get the ADA passed.

Standards:

- CC.1.2.4.A-Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- CC.1.2.4.F - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
- Standard - CC.1.2.4.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- Standard - CC.1.3.4.B - Cite relevant details from text to support what the text says explicitly and make inferences.
- Standard - CC.1.3.4.F - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.



Objectives:

- Students will learn the meaning of words that are important to the disability rights movement through the story “All the Way to the Top” and will demonstrate their understanding of these words by answering questions about the book.

Essential Questions:

- EQ1: What is an activist
- EQ2: What is/was the Capitol Crawl
- EQ3: What was the purpose of the Capitol Crawl?

Vocabulary:

- Disability
- Activist
- Cerebral Palsy
- Barrier
- Accessibility

Materials:

- A Copy of “All the Way to the Top” or a PDF which can be found her: [All The Way to the Top by Annette Bay Pimentel](#).
- If you use the link above for the book, download the book instead of using the web browser to display it. If it does not show up when you first go to the link, it will still work as long as you download it.
- Read aloud of All the Way to the Top:
<https://www.youtube.com/watch?v=nQsqSoQKZXk>
- All the Way to the Top Discussion Guide Worksheet that accompanies this lesson plan.

Lesson Preparation

1. Make sure students have the worksheet, either virtually or in person



2. For a virtual class, have the PDF of the book ready to be screen shared with your class.

Lesson procedures

1. The teacher will tell students that today the students will be reading a book about how a student their age used their voice and actions to help her community and the country. Tell them the book is titled “All the Way to the Top” and it focuses on an important protest from the disability rights movement. Students may be a little confused as to what that is, so tell them the first activity will teach them a little bit about the movement, and what Jennifer was standing up for.
2. Instruct students to get out the worksheet titled “Reading Discussion Guide for “All the Way to the Top.”
3. Read the instructions from the worksheet and make sure students understand the instructions.
4. The words for this worksheet were taken from the appendix section of the book. In the PDF go to page 29. Tell students the answer will be found in these paragraphs and that the class will be reading them together, and discussing the vocabulary word after each section. Explain that the class will not be reading all the sections, but that they can read it on their own after the lesson.
5. The definition for disability is found in the section titled “What is Disability.” The first sentence is what the students should write down.
6. Use the “Fighting for Rights” section to define “disability rights activist.” The first sentence is what students should write down.
7. The “You Can’t Catch Cerebral Palsy” section includes the definition for Cerebral Palsy. Make sure students know that CB means Cerebral Palsy. The part students should copy is from the 2nd sentence to the end of the 3rd.
8. Tell students to skip the section titled “Access for Everyone” for now.
9. The definition of barriers is found in the “Problem or Person section.” The definition of barriers is not directly said in this section, so after reading tell students that barriers are “physical and social challenges that prevent or stop people from going somewhere, doing an activity, or being a part of a group.
10. Next explain the instructions for part 2 on the worksheet. This is a small section that has students fill in the blanks. After explaining the instructions, read the section titled “Access for Everyone.”



11. Have students fill in the blanks on their own. Give them about 2 minutes to do this. Then call on 2 students to each share one of their answers.
12. Now tell students it is time to read the book. Read the book to your students using the provided PDF found on the same page.
13. After reading the book, instruct students to part 3 of the vocabulary worksheet.
14. Read the instructions and then form groups of 3 to 4.
15. Give students about 10 minutes to complete this section.
16. Ask for each group to share an answer for each question or limit it to a couple groups per question depending on how much time is left.
17. Instruct students to complete part 4 on their own, and to hand in the worksheet when they are done.

Related materials:

- Documents below

Evaluation:

Ask your students this question related to this lesson to gauge how much they learned. **Did this lesson help you understand a lot about d/Deaf etiquette?**

Thank you for bringing the conversation about disability into your classroom. Help us evaluate this lesson plan by visiting [our evaluation page to assess this lesson.](#)



Reading Discussion Guide for “All the Way to the Top”

Instructions: As we read through All the Way to the Top, you will be instructed to write down vocabulary words and phrases that are important to understanding the story, its themes, and the history it tells. We will first write the definitions as found in the book, and then after reading the book we will create our own definitions based off Jennifer’s experience. Type your answer in the space after the vocabulary word.

1. What is a disability as defined by “All the Way to the Top?”

Disability:

2. What is a disability rights activist?

Disability Rights Activist:

3. What is Cerebral Palsy?

Cerebral Palsy:

4. What is a barrier for a person with a disability?

Barrier:

Part 2: Finish the Sentence

1. The barriers make spaces and activities “inaccessible,” which means not everyone one can participate. The opposite of inaccessible is _____.



1. A space that is accessible to all people is a space that has no

_____.

Part 3:

After reading the book, we will now take another look at the vocabulary words from part 1. During this exercise you will be answering the questions in groups of 3 to 4. You will use the PDF of the book that is provided to you to find direct examples to support your answers. We will then share our answers as a class. You will be turning this in, so make sure every group member writes down their answers.

1. Think back to your definition of disability in part 1. What “disabled” Jennifer from being an equal part of her school and community? Was it Cerebral Palsy? Or were there barriers that disabled her? Include examples from the book to answer explain your answer in 2 to 3 sentences.

2. Find 3 examples in the book of how Jennifer was a Disability rights activist. Explain why you chose each example.



3. How did Jennifer's school treat her differently because she had Cerebral Palsy, and how was she demanding to be treated in protest? Include examples of barriers she faced.

Part 4: Answer the 2 part question below in 4 to 5 sentences on your own.



Above is a picture of the Capitol Building in Washington D.C.. These are the stairs Jennifer climbed during the Capitol Crawl protest for the ADA. Next to that photo is a photo of Jennifer while she was on her way to the top (circled in red). Why do you think it was important to climb these stairs and what did they represent or mean to her? How could the Capitol building be changed to represent the changes Jennifer protested for? Look back at our vocabulary words and the book for hints.

