Equity is Essential: Working to Achieve Access for All Lesson Plan

Lesson title: Equity is Essential: Working to Achieve Access for All

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Subject and topic:

English Language Arts

Grade level:

3-5

Duration:

1 to 2 classes

Lesson summary:

Students will read *Not So Different: What You Really Want to Ask About Having a Disability* by Shane Burcaw and consider what it means to have a disability, what inclusion means and how to create a more accessible world.

Standards:

- CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Objectives:

- SWBAT recognize familiar language around disability.
- SWBAT understand how ableism works against people with disabilities.

Essential Questions:

- What does it mean to have a disability?
- How can we work to make our community more inclusive?

Vocabulary:

- Disability
- Ableism
- Inclusion
- Different
- Accessible

Materials:

- Not So Different: What You Really Want to Ask About Having a Disability by Shane Burcaw (book)
- Chart paper
- Sharpie markers
- Cardstock paper (for "about us" posters and disability language posters)
- Marker boxes (for kids)
- Pencils

Introduction

Show them the cover of the book *Not So Different: What You Really Want to Ask About Having a Disability* by Shane Burcaw, and ask them what they think the book will be about. Have them use clues from the images and words that they see.

Whole Class Activity:

Begin by talking to students about what it means to be a person with a disability. Discuss all of the key vocabulary words prior to the read aloud. Read the story aloud to students, and pause throughout to check for understanding. Questions can be centered around the main character, the questions that he is asked and answers, and around what an experience of a person living with a physical disability is like.

Independent/Small Group Activity:

Students will work together at their tables to make posters about inclusion, and what that looks like in different places for Mr. Burcaw. For example, one table could draw a picture of our school and the ways in which it could be more accessible. Another table could draw a picture of the movie theater and how it may be more accessible. They will then share their ideas with the whole class.

Related Materials:

[SPACES](#) is a song (and video) Shane and others in the spinal muscular atrophy

(SMA) community created that aims to highlight the talents and humanity of people with disabilities. This link is the world premiere of the song, music video, and album artwork on Shane's YouTube channel "Squirmy & Grubbs"

SPACES was developed from beginning to end with members of the SMA community. The song was written and performed by singer/songwriter James Ian, the music video was directed by Hollywood consultant and filmmaker Dominick Evans, and the SPACES album art was created by artist Zarek Elizondo, all of whom are living with SMA.
https://youtu.be/Pm1M7wUCoos

Short interview with Director Dominick Evans:
https://www.goodmorningamerica.com/living/video/director-rare-neuromuscular-disease-creates-music-video-bed-81061382

Conclusion:

Students will come up with questions for Mr. Burcaw, similar to the questions that he is asked and answers in his book. They will think about their own lives and then consider what it would be like for them if they used a wheelchair, and what questions they might have.

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. You will find an evaluation both for you and your students to complete there.