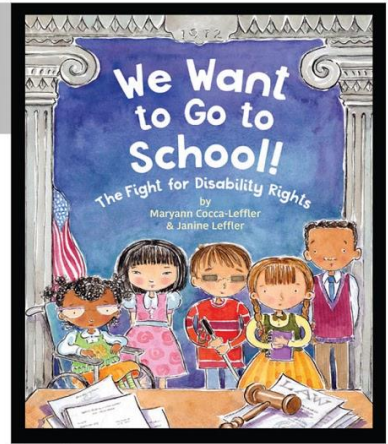


Teacher's Instructional Guide

College and Career Readiness Anchor Standards for Reading:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.



Authors:
Maryann Cocca-Leffler
and Janine Leffler

Understanding Discrimination and the Fight for Equal Rights:

This book describes the legal battles fought by the families of children with disabilities (Mills v. the Board of Education) in the early 1970's, as well as the fight for racial equality in schools (Brown v. the Board of Education) in the 1950's.

It is important for educators to establish a timeline to go along these historic events and the struggles that led up to them to put them into a relatable context for students. The author has included a timeline at the end of the book.

One of the questions this book brings up is the question of 'Why?' Many of your students will likely share in this wondering. Start a conversation that builds off of the reasons the Board of Education gave in opposition to inclusion of students with disabilities, as well as the opposition to inclusion of people of color.

Before you Read:

Go Over Important Vocabulary:

Discuss the meaning of words like disabilities, inclusion and equity.

Understanding the past so that students can better understand the present.

Engage students in a conversation about segregation.

You may have read books or had conversations about segregation prior to reading this text. You can incorporate this book into a unit on equity or inclusion in schools, workplaces, etc.

As You Read:

Monitor Students:

This book may bring up emotions in students who may have, or know others with disabilities, or students who have been affected by racial bias. Be mindful of student reactions.

After Reading:

Monitor Students:

Students may have additional questions or want to learn more about how to create a more inclusive environment in their school. Depending on their age level, encourage students to discuss other forms of discrimination they may be aware of in their schools or communities. Discuss the ways their communities have changed to be more welcoming of people with disabilities.

Text Dependent Questions:

Asking text dependent questions enables students to draw on specific examples from the text to provide evidence and verify the rationale for their answers.

At the beginning of the book, the author describes her own experiences as a student. How did her personal experiences with inclusion support the inclusion of students with disabilities in schools?

Prior to 1971, how did students with disabilities receive their educations?

What reasons did the members of the Board of Education give for denying students with disabilities a chance for a free public education?

How did the families react when they were told no?

What were some of the arguments the families gave in support of inclusion?

Mills v. The Board of Education was a 'class action lawsuit.' What do you think that means?

In the 1970's, how many students in the United States were not receiving an education due to having a disability?

Additional Questions to discuss:

What was the author's purpose for writing this book? Was it to inform, entertain or persuade the audience?

Create your own question: What questions would you ask the author about her life as a student if you could?

Discuss the concept of empathy. Students can discuss how they would want to be treated if they were in the shoes of someone who felt like they were not welcomed.