



Opening Activity

Opening Activity: Novel Clues

The purpose of this activity is to hook students to the content of the novel and also build visual context for the novel.

Instructions:

Project or provide students with attached **Novel Clues** page. You can choose to do this activity all together, in small groups, or individually.

Have students think about words that describe each clue. If you provide the **Novel Clues** page – have them brainstorm words around each image. If you are projecting the handout, have students write out numbers 1 through 5 on a piece of paper and brainstorm words associated with each number.

Provide an expectation of the number of brainstormed words per image (example: *3 words that describe what you see in image number 1*). Prompt students to think creatively – go beyond their initial ideas – think about all the senses (feelings, smells, noises etc.).

Consider chunking the activity to provide opportunities for students to share out, and model/hear examples of strong brainstorming. A flow for the activity might be: revealing image number one, giving time for brainstorming and then sharing out and recording words on the board all together. Have students record words they don't have and then repeat the process for each image.

Ex: Novel Clue 1 (An image of the desert, cactus and sunset) Words that I would associate with this image could be – Desert, Spikey, Sweaty, Isolated, Reptiles, etc.

Once the page is full of vocabulary as you have moved through each clue – prompt students to form a prediction statement using three of the brainstormed words.

Ex. I predict this will be a story in the sweaty isolated desert where someone is being constantly bullied on an anonymous blog.

Teacher Consideration(s):

Supporting context of the book for students with visuals – particularly for any students who may be unfamiliar with references of place, colloquial expressions and so on – throughout the Read Aloud is an effective context building strategy. To identify and select images to support context for students appears throughout this guide as an *ELL Consideration*. However, it should be noted that all students can benefit from these visual clues.

Lastly, the final section and celebration of the book being completed includes an activity that **returns to this opening activity** and specifically the students predicting and original thinking. Save student brainstorming and predictions as a way to support this end of book thinking task as well as to promote how knowledge grows over time.



Opening Activity: Novel Clues

1



2



3



4



5



Opening Activity:

A Brief European History of Disabilities

This opening activity introduces students to the concept of *disability studies*, and the realities of persons with disability throughout European History. The purpose is to build some context around persons with disability and their historical treatment by society, before reading about a contemporary experience.

This reading also models person-first language. See **Teacher Resource: The Language of Disability** for more on this complex topic.

Instructions:

Provide students with the reading handout – and read together out loud, asking students to follow along. Prompt students that they will be returning to the timeline, section by section. However, the immediate focus on this first read through is to listen and learn to gain an overall understanding of the patterns and changes throughout history.

Once done reading – prompt students with overall questions like:

- What stood out to you?
- What did you notice?
- Did you hear any patterns?

Let students know that this next phase of learning, will be zooming into specific sections, using specific skills determined by the type of question being asking.

Next provide the students with the hand out chart – that follows the **Comprehension Strategy: Three Types of Questions**. There are two of each question type. Model and guide the first question in each type as a class. Then support students in doing the second of the same question type independently.

Types of Questions:

Right There Questions: Model with students to look for the words of the question within the original text. Model that the answer to the question comes immediately after the words, which is why it is called a 'right there' question. Model how you want them to be responding to the question (full sentence form).

Think and Search: Model with students that this level of question is a step up from the 'right there' question. The information is in the text itself, but they may have to keep reading to gather and collect information. In addition, they may take information from the text and summarize or put it into their own words. Sentence answers for this type of question might look like several listed items in a single sentence.

Author & Me: Model with students that this question is about explaining what the author meant. (Not to be confused with text to self connections). A good explanation of Author & Me questions is that – *The answer to the question is not in the text. I will have to think about the information that author gives and what I already know to answer the question. The author's information provides clues to help me answer the question.* This is the highest level of question because it shifts from literal text to inferring text. It could be identifying a pattern, explaining a contradiction, or relaying a commonly known idea.

Teacher Consideration(s):

The final section and celebration of the book being completed has an activity that **returns to this opening activity** and the original students thinking. Save student work to support this end of book thinking task as well as to promote how knowledge grows over time.

A Brief European History of Disabilities

*Did you know that there is something called disabilities studies? Researchers look into the past to learn more and uncover details about the lives of persons with disabilities.

500 B.C.E. – 400 C.E. Greek and Roman Times

Greek and Roman cultures placed great importance on beauty and physical perfection. This meant that society favored able-bodied persons and that they had very negative attitudes towards the imperfect body. Many believed health and physical ability was a reflection of the many Gods' pleasures or displeasures.

People with disabilities in the Greek and Roman world were excluded from society. Many persons with disabilities were required to survive through a mixture of begging, crime, casual work, and being helped by family. It was during Greek and Roman Times that the trend of using persons with disabilities as entertainment, sometimes put in cages to be looked at, is where the concept of the 'Freak Show' came from.

500 C.E. – 1500 C.E. Middle Ages

The middle ages, sometimes called the medieval era, was a time of oppression, poverty and the decline of logic. Day-to day life was connected to farming and surviving in harsh conditions. War injuries, disease, and work-related injuries were common ways of acquiring a disability in this time (and all times), while others were born with a disability.

There was not a lot of medical knowledge in this time period, so physical disabilities at birth were treated cruelly, and babies were often abandoned. Blind and Deaf babies were most safe, as their conditions were not detectable at birth.

Looking back, researchers believe that most people with disabilities who were able to work, did so in the farming industry; planting and harvesting crops – protected by their families. In the late Middle Ages, the concept of public services began, and thus came a period in society of taking responsibility for, caring for, and housing people with disabilities.

1300 C.E. – 1600 C.E. Renaissance

This time period is commonly known for its interest in the arts, architecture, philosophy, literature, and the sciences. With an increased emphasis on the sciences, health was an area that began to be understood from a science perspective alongside the religious perspective.

The attention to science meant more understandings and improvements to medicine. This also slightly shifted society's general view of disability. Persons with disability were no longer considered punishments from the Gods and began to be viewed as people separate from their disability.



1700 C.E. – 1800 C.E. Industrial Revolution

In the 1700s to mid 1800s, the British Industrial Revolution was a period that caused major changes in society. One of the biggest changes was a change from farming life to city life.

This impacted persons with disabilities because those who had been able to live with families, assisting on the farm, now lived in cities. This city life meant working hourly in factories, which many people with disabilities were not welcomed to do. It also meant that the crowded cities and poverty led to a lot of disease, making everyone more exposed to catching and passing on disease. Persons with disabilities were particularly vulnerable to these conditions.

Many disability historians have reported on the increase in disabled beggars during the Industrial Revolution period. Another unique aspect of this time was the societal obsession with 'the miracle cure'. People believed that disabilities could be cured by a simple touch from the queen or other people of prominence.

1700 C.E. – 1800 C.E. Educational Enlightenment

In the late 1700's medical doctors, philosophers and educators began to believe that with education and training, persons with disabilities could achieve far more than what society was currently expecting. In 1783, an institute for blind youth was started in London England; this was a first of its kind.

Prior to braille being invented, the invention of the printing press helped create raised letters to support children to learn who were blind. Canada's first boarding school for the blind opened its doors in Halifax, Nova Scotia in 1871.

This creation of segregated spaces for students with disabilities to live and learn lasted for a long time into modern society. In many cases, students stayed in boarding schools away from their families, which was very difficult. However, it also meant that students had an opportunity to meet, live, and learn alongside other students with similar disabilities.

1900 C.E - 1999 C.E. 20th Century

Important medical advancements contributed to improving the daily lives and health of persons with disabilities during this time period. In 1928, a hospital in Britain developed the first antibiotic in history, penicillin, which was quickly followed by vaccinations for childhood diseases like mumps and rubella.

In general, disability in the 1900's became more visible because of the number of persons with disability in society. One reason for this increase of persons with disabilities, was due to historically significant events . War injuries are not a new cause of disability but with two world wars, and several regional wars to follow those; war created a new wave of disability awareness in society throughout the 1900's. Society was also living longer, which meant more people were aging into disability, making it more visible.

Name: _____

A Brief European History of Disability

Greek and Roman Times	Right There Question: Greek and Roman cultures put great importance on what?
Middle Ages	Right There Question: What did society start to take responsibility for?
Renaissance	Think and Search Question: What are two examples of the science perspective?
Industrial Revolution	Think and Search Question: What are two ways that the Industrial Revolution was difficult for persons with disabilities?
Educational Enlightenment	Author and Me Question: What does the author mean by <i>'persons with disabilities could achieve far more than what society was currently doing'</i> ? Explain your thinking.
20 th Century	Author and Me Question: What does the author mean by <i>"more people were aging into disability."</i> ? Explain your thinking.