

"My Limb Difference Doesn't Define Me"

Jordan Reeves, 13, embraces her limb difference.
Now she's helping other kids do the same.

About the Story

Lexile: 940L (article)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to synthesize information from a nonfiction article and a Q&A, and then write an essay

Key Skills:

author's craft, literary devices, author's purpose, tone, interpreting text, synthesis

Essential Questions:

- What does it mean to be inclusive?
- What makes us feel strong and powerful?
- What does it mean to have empathy for others?

Standards:

The articles and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.5, R.7, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6.** For more standards information—including TEKS—go to Scope Online.

Your Teaching Support Package

Find your full suite of materials at
scope.scholastic.com.

Audio:

- The article
- Vocabulary

Literature Connections: ideas for connecting to curricular texts

Skill Builders to print or project:

- Vocabulary
- Preparing to Write: Jordan's Mission
- Close Reading and Critical Thinking
- **Core Skills Workout:** Text Evidence*, Tone
- Quiz*
- Contest Entry Form

*Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Respond to Questions

(3 minutes)

Project the following questions on the board for students to respond to in their journals or on a piece of paper as they enter the classroom: *What is empathy? How is it different from sympathy? (You may use a dictionary to assist you.) Do you think the world is generally an empathetic place? Explain.* Students will consider a variation of these questions after they read the article and the Q&A.

Preview vocabulary.

(10 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Highlighted words: *advocate, circulation, inclusive, navigate, prosthetic, prototypes, synthetic*

2 Reading and Discussing

“My Limb Difference Doesn’t Define Me”

(30 minutes, activity sheets online)

- Read aloud the As You Read box on page 16.
- Read the article as a class. Optionally, play the audio from Scope Online. Discuss the following questions as a class.

Close-Reading Questions

Consider the first section of the article.

How does author Mackenzie Carro portray Jordan Reeves? (author’s craft)

Carro portrays Jordan as tough, determined, and bold, saying that when kids were staring at and whispering about Jordan, she “didn’t stay upset for long. Instead, she took action.” Carro also writes that Jordan is “on a mission: to help other kids feel the same strength she felt in her homemade T-shirt.” Jordan is portrayed

as someone who doesn’t let negativity and misunderstanding go unaddressed but instead channels them into something positive.

In the section “Doing It Differently,” Carro asks a series of questions. Why? What purpose do these questions serve? (literary devices, author’s craft)

Carro’s questions are meant to help the reader imagine what it would be like to have a limb difference. In this way, Carro invites the reader to be empathetic.

What is the main purpose of the sidebar “How 3-D Printing Is Changing the World”?

(author’s purpose) *The sidebar explains what 3-D printing is and that it is being used in many different ways.*

What do you think Carro’s attitude toward Jordan is? How do you know? (tone)

Carro admires Jordan and considers her to be a strong person who defies expectations. On page 16, when writing about the everyday tasks most people use two hands for, Carro writes, “But Jordan can do all these things—and more.” Carro supports this statement by listing the many activities Jordan has participated in—soccer, softball, basketball, track, cheerleading, marching band. Carro is highlighting activities Jordan does that some people might not expect her to be able to do. Carro also describes Jordan’s perseverance and creativity while working on Project Unicorn and describes her as “a powerful advocate for kids with physical differences” (18).

“Advice From Jordan”

(15 minutes, activity sheets online)

Read the Q&A as a class and respond to the following questions, some of which refer to both texts.

Close-Reading Question

On page 19, Jordan says, “A wheelchair is freedom!” What does she mean? What does this help readers understand?

(interpreting text) *Jordan means that while wheelchair users might have physical differences that affect their ability to walk, wheelchairs are what give them the independence and the power to go where they want to go without restraint. This helps readers understand why the term “wheelchair-bound” is problematic—it portrays wheelchairs as something that define, limit, and confine people, both in our language and in our thinking. Jordan views wheelchairs as liberating; they help people go where they want to go, just differently.*

Critical-Thinking Questions

Jordan encourages people to ask questions about her limb difference. What is the value of asking each other questions about things we don’t understand? *Answers will vary. Students may say that asking questions gives people the opportunity to correct any misconceptions they have. Asking questions can also help make us more empathetic.*

How can people’s understanding of disabilities be increased? *Students may say that one way is to read about people’s*

experiences with disabilities. Other ways include getting to know people with disabilities, speaking up when we hear things that go against our knowledge of those with disabilities, and seeking out organizations, social media spaces, and brands that support people with disabilities.

- Revisit the Do-Now prompt. Ask students: *What role does empathy play in Jordan’s mission? How can the world show someone with a physical difference empathy rather than sympathy?*
- Invite students to share their answers with the class.

3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students complete the activity **Preparing to Write: Jordan’s Mission**. This synthesizing activity will prepare them for the writing prompt on page 19. *For alternate culminating tasks, see below.*

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, explain what Jordan’s mission is. Use details from the article and the Q&A in your answer.

For Advanced Readers

What is Jordan’s mission? How is she accomplishing it? Answer both questions in a well-organized essay. Support your ideas with information from the article, Q&A, and one additional resource of your choice.

For Biographers

Choose someone with a physical difference (such as Bethany Hamilton or Franklin D. Roosevelt) to research. Then write an essay or create a video about that person.

For Scientists

Research 3-D printing and its incredible potential. Then write an essay or create a presentation predicting how 3-D printing will change the world in your lifetime.