

UNIT OVERVIEW

Unit Length	7 Multi-Day Lessons for High School History/Social Studies 4 Multi-Day Lessons for High School Health Science
Grade Level(s) & Subject(s)	High School History/Social Studies (Grades 10-12) High School Allied Health (Grades 10-11)
Unit Overview	<p>This interdisciplinary unit focuses on the medical apartheid system that still exists in America. Our unit and lesson plans will explore the legacy of slavery in the U.S. healthcare system and how it impacts our current healthcare institutions and practices. The racist ideas regarding Black people’s bodies promoted by medical practitioners during slavery continue to affect Black people’s health and continue to inform current medical education and practices, resulting in the healthcare inequality experienced by Black Americans today.</p> <p>This interdisciplinary project connects history and science teachers through the development of units and lesson plans that focus on the intersection of race, medicine, and equity in America. The units of study and lesson plans were developed collaboratively by both science and history teachers. Students will be able to develop projects that relate to both disciplines. They will be guided along the way by their ability to use student choice when selecting their research topic and deciding on the format for their projects.</p> <p>This project will provide our students with a strong understanding of the legacy of slavery, their cultural identities, and the world around them, so they are the best equipped to succeed. Understanding their identities and society requires fundamental knowledge about how our history impacts our community and culture today.</p> <p><b><u>Lesson Progression Recommendations:</u></b></p> <p>Greetings fellow educators! This interdisciplinary unit features lessons designed for teachers of middle and high school History, Social Studies, and Science. Teachers are encouraged to modify the lesson progression, or the order of the lessons featured in this unit plan as needed for their school context.</p> <p>We encourage you to review and implement the lessons in the order that will best engage your students, while satisfying your district or school’s curriculum requirements. Each lesson topic has been separated for you to review and implement as a stand alone lesson, or you may opt to select a combination of lessons, or you may decide to implement the entire unit. Our overarching goal was to provide you with cross-curricular themes, differentiated resources, activities and assessments that</p>

	<p>would encourage student choice and voice, while highlighting the historical scholarship of the 1619 Project’s Education Network’s rich and abundant resources.</p> <p><b>Lesson Progression Breakdown: Below is a breakdown of the lesson titles/themes featured in this unit, the recommended grade levels/courses they were implemented in, and the lesson timeframe.</b></p> <ul style="list-style-type: none"> <li>❖ <b>History of Medical Apartheid:</b> Recommended for History/Social Studies teachers of students in grades 10-12, and features 2-multi-day lessons.</li> <li>❖ <b>Dermatology:</b> Recommended for History/Social Studies teachers of students in grades 10-12, and features 2-multi-day lessons.</li> <li>❖ <b>Black Maternal Healthcare Crisis:</b> Recommended for History/Social Studies teachers of students in grades 11-12, and features 3-multi-day lessons.</li> <li>❖ <b>Allied Health:</b> Recommended for Science teachers of students in grades 10-11, and features 2-multi-day lessons.</li> <li>❖ <b>Mental Health:</b> Recommended for History/Social Studies teachers of students in grades 7 (or higher), and features 2-multi-day lessons.</li> </ul>
<p>Enduring Understandings &amp; Essential Questions</p>	<p>Enduring Understandings:</p> <ol style="list-style-type: none"> <li>1. Racism in the United States has roots that extend deep into the history of medical research.</li> <li>2. Diverse forms of racial discrimination have shaped the relationship between physicians and Black, Indigenous, or People of Color (BIPOC) patients and the attitude of BIPOC towards modern medicine.</li> <li>3. Racial and ethnic disparities in health care occur in the context of broader historical and contemporary social and economic inequality and evidence of persistent racial and ethnic discrimination in many sectors of American life.</li> </ol> <p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. How do racist ideas from slavery continue to impact the health care of Black people in the present day?</li> <li>2. How have medicine and science been used to justify slavery and the racial hierarchy?</li> <li>3. Scientific racism is a set of beliefs developed in the 19th century to help justify the continued existence of the institution of slavery in the United States. Does scientific racism still influence how doctors treat Black patients?</li> <li>4. What does the pervasiveness of discrimination mean for health?</li> </ol>
<p>Objectives &amp; Outcomes</p>	<ol style="list-style-type: none"> <li>1. Students will examine the relationship between power and race and how it has shaped science and medicine in the United States.</li> <li>2. Students will engage in authentic research about the history and interconnection of race, medicine, and equity, discovering how that history impacts our community and culture today.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Armed with this knowledge, students will be able to elevate the power of their voices to demand changes in medical practices that continue to harm our community.</li> <li>4. Students will be able to connect the reasons for shorter life expectancy and higher rates of diseases like asthma, diabetes, and hypertension to medical fallacies and malpractice perpetrated against generations of BIPOC.</li> <li>5. Students will research and debate the influence/impact racism in medicine has had on the access to and equity of mental health services in the BIPOC community.</li> </ol>
Standards	<p>Common Core Standards</p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources,</li> <li>● CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics</li> <li>● CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.</li> <li>● CCSS.ELA-LITERACY.RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts,</li> <li>● CCSS.ELA-LITERACY.RST.9-10.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases used in a specific scientific or technical context</li> <li>● CCSS.ELA-LITERACY.RL.11-12.2: Determine main ideas and how they develop</li> <li>● CCSS.ELA-LITERACY.W.11-12.1.A: Introduce precise, knowledgeable claims</li> <li>● CCSS.ELA-LITERACY.RI.9-10.7: Analyze various accounts of a subject told in different mediums</li> <li>● CCSS.ELA-LITERACY.WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</li> <li>● CCSS.ELA-LITERACY.WHST.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products</li> </ul> <p>Next Generation Science Standards  <b>Science and Engineering practices</b>          Students build toward these elements for high school:</p> <ul style="list-style-type: none"> <li>● <b>Practice 2: Developing and Using Models</b> <ul style="list-style-type: none"> <li>● Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.</li> </ul> </li> <li>● <b>Practice 4: Analyzing and Interpreting Data</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible</li> <li>● <b>Practice 6: Constructing Explanations and Designing Solutions</b> Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.</li> <li>● <b>Practice 8: Obtaining, Evaluating, and Communicating Information</b> Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem.</li> </ul>
<p>Facilitation Resources</p>	<p>1619 Resources</p> <ol style="list-style-type: none"> <li>1. <a href="#">The 1619 Project</a> from The New York Times Magazine</li> <li>2. <a href="#">The 1619 Project: A New Origin Story</a> by Nikole Hannah-Jones &amp; The New York Times Magazine</li> <li>3. <a href="#">‘1619.’ a Podcast From The New York Times</a></li> </ol> <p>Additional Books and Articles</p> <ol style="list-style-type: none"> <li>1. <a href="#">Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present</a> by Harriet A Washington</li> <li>2. <a href="#">The Story of My Life</a> by J. Marion Sims</li> <li>3. <a href="#">"Scholars Argue Over Legacy of Surgeon Who Was Lionized, Then Vilified"</a> by Barron Lerner for <a href="#">The New York Times</a>. <a href="#">Archived</a> from the original on February 22, 2015. Retrieved February 17, 2021.</li> <li>4. <a href="#">The Belmont Report Ethical Principles and Guidelines for the Protection of Human Subjects of Research</a></li> <li>5. <a href="#">“Syphilis Victims in U.S. Study Went Untreated for 40 Years.”</a> by Jean Heller from the <i>New York Times Archive</i></li> <li>6. <a href="#">FINAL REPORT of the Tuskegee Syphilis Study Ad Hoc Advisory Panel (1973)</a></li> <li>7. <a href="#">“The Case for Medical Reparations”</a> by Derek Ayeh for <i>The New Inquiry</i></li> <li>8. <a href="#">"The Portrayal of J. Marion Sims' Controversial Surgical Legacy"</a> by Sarah Spettel and Mark Donald White for The Journal of Urology</li> <li>9. <a href="#">The Difference between Racism and Colorism</a> by Lori Tharps for Time. October 2016.</li> <li>10. <a href="#">"I'm Not the Nanny"</a> by Lori Tharps for the <i>New York Times</i></li> <li>11. <a href="#">The Long Shadow of Eugenics In America</a> by Linda Villarosa for the <i>New York Times</i></li> <li>12. <a href="#">The Long History of Forced Sterilization of Latinas</a> by Julissa Arce for Unidos.org</li> <li>13. <a href="#">The Legacy of Henrietta Lacks</a> from John Hopkins University</li> </ol>

	<p>14. <a href="#">“Black Maternal Health Week: Serena Williams Shares Her Near-Fatal Birthing Story”</a> by Jenn Barthole for <i>Ebony Magazine</i></p> <p>15. <a href="#">How COVID Exposed Racial Disparities</a> by Karen Bates for NPR</p> <p>16. <a href="#">“How the legacy of slavery affects the mental health of black Americans today”</a> by Alma Carten for <i>The Conversation</i></p> <p>Additional Film and Video</p> <ol style="list-style-type: none"> <li>1. <a href="#">Black Health Disparities Go Back To Slavery   Discovered Truth: A Healthcare Journey</a> documentary by Twin Cities PBS. March 2021.</li> <li>2. <a href="#">The U.S. medical system is still haunted by slavery</a> by Vox. Dec 2017.</li> <li>3. <a href="#">Memphis churches rally to close disparity in breast cancer survival rates</a> from <i>PBS News Hour</i></li> <li>4. <a href="#">The Problem with Race-Based Medicine</a> by Dorothy Roberts for TED</li> <li>5. <a href="#">Proposal to end ‘race norming’ in the NFL concussion settlements</a> by Good Morning America</li> <li>6.  <a href="#">What is the difference between Racism and Colourism?   Indus Special   Indus News</a></li> <li>7. <a href="#">The Long History of Forced Sterilization</a> by Unidos US</li> <li>8. <a href="#">Two-thirds of pregnancy-related deaths are preventable in the US</a> by Good Morning America</li> <li>9. <a href="#">Aftershock Documentary</a></li> <li>10. <a href="#">Social Inequalities in Health</a> by the National Institutes of Health</li> <li>11. <a href="#">Why Racial Disparities in Healthcare Make COVID-19’s Impact Worse for Minorities</a> by Johnson &amp; Johnson</li> <li>12. <a href="#">How COVID-19 is driving political, economic crises in Latin America</a> by PBS News Hour Race Matters in Healthcare Disparities</li> <li>13. <a href="#">Post Traumatic Slave Syndrome. How is it different from PTSD.</a> Dr. Joy DeGruy for Al Jazeera</li> <li>14. Excerpts from the film:  <a href="#">On These Grounds Official Trailer</a></li> </ol> <p>Websites and Databases</p> <ol style="list-style-type: none"> <li>1. <a href="#">National Center for Bioethics in Research and Healthcare</a></li> <li>2. <a href="#">Covid E Stim</a></li> <li>3. <a href="#">Bioscience.com</a></li> </ol>
<p>Performance Task</p>	<p><b><a href="#">Reimagining Race, Medicine, &amp; Health Inequity Performance Task:</a></b></p> <p>Essential Question: How have healthcare inequities impacted the BIPOC community, and how can those inequities be reimagined through policy?</p>

	<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. SWBAT research, design, implement, and evaluate community-based solutions that advance health equity.</li> <li>2. SWBAT create a shared vision and value of health equity and identify strategies that support community-based solutions to alleviate health equity.</li> <li>3. Students will present their “Race, Medicine, and Health Equity” projects and facilitate panel discussion sessions with community partners.</li> </ol> <p>Project Task: You are a community activist. Your task is to create a policy to address one of the following healthcare inequities:</p> <ul style="list-style-type: none"> <li>● Impact of Iatrophobia</li> <li>● Dermatology and Colorism</li> <li>● Mental Health of BIPOC communities</li> <li>● Impact of the COVID-19 Pandemic on BIPOC communities</li> <li>● Black Maternal Health</li> </ul> <p>After selecting one of the healthcare inequities above, you will create a policy that meets the performance task requirements below. You must also select a project visual format to display this information (these options are also listed in the requirements section). Use this project as an opportunity to be a creative and intellectual visionary!</p> <p><b><u><a href="#">Reimagining Race, Medicine, &amp; Health Inequity Performance Task Rubric</a></u></b></p>
<p>Assessment &amp; Evaluation</p>	<ol style="list-style-type: none"> <li>1. Group discussion will allow students to share their understanding of the topics and be exposed to different ways of interpreting/understanding</li> <li>2. Group will select from a <b>“Choice Board”</b> to create a project that will be shared about their chosen research topic. Choice Board options include an editorial, panel discussion, PSA video, documentary, exhibit, performance, or a website/Google Sites</li> <li>3. <b>Writing task:</b> After analyzing and evaluating the sources about historical and modern-day scientific racism, what reactions, thoughts, or feelings do you have? Use the <b><u><a href="#">RACE Strategy</a></u></b></li> <li>4. <b>Student-Led Debate:</b> <ol style="list-style-type: none"> <li>a. SWBAT to collaborate and research information on the equity of access to Mental Health Services in the BIPOC community.</li> <li>b. SWBAT to debate the proposed resolution, <i>Resolved: The United States Federal Government should support/endorse/enforce a plan to ensure reduced-affordable Mental Health services are made accessible to members of the BIPOC community</i> using the policy-debate format.</li> </ol> </li> </ol>

## HISTORY STUDY

### History of Medical Apartheid Lesson 1

#### Objectives

1. Students will be able to explain why African Americans distrust the American medical system.
2. Students will be able to research historical events and practices that led to iatrophobia in the African American community.

#### Essential Questions

1. How do racist ideas from slavery continue to impact the health care of BIPOC people today?
2. What are some historical reasons for rampant iatrophobia? Are such fears still justified in the present day? Why or why not?
3. How does Villarosa define “weathering” in chapter 12: “Medicine”? What impact does weathering have on the health of Black Americans?
4. Black Americans have made important contributions to the history of medicine and
5. the development of healthcare systems in the United States. Which historical Black medical professionals can you name, and what were some of their contributions?

#### Resources

1. Chapter 12: “Medicine” by Linda Villarosa in *The 1619 Project: A New Origin Story*
2. Chapter 15: “Healthcare” by Jeneen Interlandi in *The 1619 Project: A New Origin Story*
3. [“Medical Inequality” by Linda Villarosa](#) for *The 1619 Project*
4. [Black Health Disparities Go Back To Slavery | Discovered Truth: A Healthcare Journey](#) documentary by Twin Cities PBS. March 2021.
5. [The U.S. medical system is still haunted by slavery](#) by Vox. Dec 2017.
6. ["Scholars Argue Over Legacy of Surgeon Who Was Lionized, Then Vilified"](#) by Barron Lerner for *The New York Times*. [Archived](#) from the original on February 22, 2015. Retrieved February 17, 2021.
7. [The Problem with Race-Based Medicine](#) by Dorothy Roberts for TED
8. [‘1619,’ a Podcast From The New York Times](#)
9. [The 1619 Podcast Listening Guide](#)
10. [Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present](#) by Harriet A Washington

<b>Key Terms</b>	
social determinants of health; Medical Apartheid; iatrophobia; Scientific Racism; bioethics; weathering; food desert; spirometer; Jim Crow laws; eugenics; racial disparities; Theory (Scientific/Medical); fallacies; complicity; Unconscious Bias; Internalized Racism	
<b>Historical Figures</b>	
J. Marion Sims; Samuel Cartwright; Dr. Thomas Hamilton.; John Brown; a Fugitive Slave	
Pacing	Lesson / Activities
Day 1	<p><b>Anticipatory Set (5 minutes)</b>            Think-Pair-Share Activity- In what ways are you in control of your health and in what ways are you not in control?" The teacher will guide the students in a discussion of the topic</p> <p><b>Direct Instruction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Complete a K-W-L graphic organizer about the word iatrophobia</li> <li>• The teacher will show a <a href="#">Medical Inequality slide presentation</a> that introduces Chapter 12: "Medicine" by Linda Villarosa in <i>The 1619 Project: A New Origin Story</i> about racist ideas from slavery and its impact on medicine.</li> </ul> <p><b>Guided Practice (25 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. Students will complete the <a href="#">Double Entry Chart for Close Reading</a> while reading chapter 12, pages 319-323 (Kindle edition)</li> <li>2. Have students use the "<a href="#">Big Paper Silent Conversation</a>" strategy to read and react to selected notable quotes from the text. Gallery Walk: Big Papers are taped to the walls or placed on tables, and learners comment on the Big Papers in silence, at their own pace. Assign students in pairs or triads, to a particular Big Paper and then have them switch to the next one after five or ten minutes.</li> </ol> <p><b>Closing/Exit Ticket:</b>            Use the <a href="#">Surprising, Interesting, Troubling Exit Ticket</a>. One Surprising fact or idea, One Interesting fact or idea, One Troubling fact or idea</p>
Day 2	<p><b>Anticipatory Set (5 minutes)</b>            What are some historical reasons for rampant iatrophobia? Are such fears still justified in the present day? Why or why not?</p> <p><b>Direct Instruction (5 minutes)</b>            The teacher will explain that this podcast episode talks about some of the histories around access to medicine, medical insurance, and</p>



	<p>healthcare in the United States.          Ask the students to compose responses in their journals to these questions: Do you know what these terms mean? Where have you heard them before? Why might this history be important to know?</p> <p><b>Guided Practice (30 Minutes)</b>  <a href="#">‘1619,’ a Podcast From The New York Times</a> Station activity          Students will rotate through six stations that provide audible excerpts from Episode 4: How the Bad Blood Started. This episode provides information about how Black Americans were denied access to doctors and hospitals for decades. From the shadows of this exclusion, they pushed to create the nation’s first federal healthcare programs.          Students will rotate through the six stations corresponding with the listening guide questions. They will generate responses to the listening guide questions in their journals.          Use <a href="#">The 1619 Podcast Listening Guide</a></p> <p><b>Closing/Exit Ticket:</b> Journal Reflection: How has listening to this episode helped you to understand the history of healthcare in the United States?</p>
Day 3	<p><b>Anticipatory Set (5 minutes)</b>          The teacher will guide students in the development of a concept map that responds to this prompt: “Which historical Black medical professionals can you name and what were some of their contributions?”  <a href="#">Concept Maps: Generate, Sort, Connect, Elaborate:</a> Have students write the topic or question in the center of a piece of paper, perhaps using their journals to revisit the concept map at a later time during the unit.</p> <p><b>Guided Practice (30 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. Students will view: <a href="#">Black Health Disparities Go Back To Slavery   Discovered Truth: Full Documentary</a>, then compose responses to the reflection questions on the <a href="#">Video Note Taking Worksheet</a></li> <li>2. Jigsaw Activity: Students will work in groups and select one of the 6 chapters from <i>Medical Apartheid: PART 1 A Troubling Tradition</i> to research the history of racists practices in medicine:             <ol style="list-style-type: none"> <li>a. Chapter 1 SOUTHERN DISCOMFORT: Medical Exploitation on the Plantation</li> <li>b. Chapter 2 PROFITABLE WONDERS: Antebellum Medical Experimentation with Slaves and Freedmen</li> <li>c. Chapter 3 CIRCUS AFRICANUS: The Popular Display of Black Bodies</li> <li>d. Chapter 4 THE SURGICAL THEATER: Black Bodies in the Antebellum Clinic</li> <li>e. Chapter 5 THE RESTLESS DEAD: Anatomical Dissection and Display</li> <li>f. Chapter 6 DIAGNOSIS: FREEDOM: The Civil War, Emancipation, and Fin de Siècle Medical Research</li> </ol> </li> </ol>

**Formative Assessment:** Each group will select from a [“Choice Board”](#) to create a project that will be shared about their chosen topic from *Medical Apartheid: PART 1 A Troubling Tradition*.

Choice Board options include: an editorial, panel discussion, PSA video, documentary, exhibit, performance, or a website([website rubric](#))

**Closing/Exit Ticket:**

**3-2-1** What are three things you learned about today? What are two questions you have about what you learned? What is one goal you will set for yourself tomorrow?

### History of Medical Apartheid Lesson 2

**Objectives**

Students will be able to...

1. Engage in authentic research about the history and interconnection of race, medicine, and equity, discovering how that history impacts our community and culture today.
2. Determine the main idea of informational texts through close reading.
3. Craft precise, knowledgeable claims in writing.
4. Compare and contrast the past with the present.

**Essential Questions**

1. How was the Tuskegee study unethical? How did that change after penicillin was discovered to treat syphilis?
2. How do you think learning about the Tuskegee Institute Syphilis Study influenced African Americans’ trust in the government, specifically in public health?
3. How do racist ideas from slavery continue to impact the health care of Black people in the present day?
4. How have medicine and science been used to justify slavery and the racial hierarchy?

**Resources**

## Race, Medicine, and Health Inequity: Medical Apartheid

Unit by Teaching to Transgress

part of the 2022 cohort of *The 1619 Project* Education Network

1. “Bad Blood” by Yaa Gyasi in *The 1619 Project A New Origin Story* (Audible) by Nikole Hannah-Jones & *The New York Times Magazine*
2. 1619 podcast, Episode 4: [“How the Bad Blood Started”](#)
3. [Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present](#) by Harriet A Washington
4. [National Center for Bioethics in Research and Healthcare](#)
5. [REMARKS BY THE PRESIDENT IN APOLOGY FOR STUDY DONE IN TUSKEGEE](#)
6. [The Belmont Report Ethical Principles and Guidelines for the Protection of Human Subjects of Research](#)
7. [“Syphilis Victims in U.S. Study Went Untreated for 40 Years.”](#) by Jean Heller from the *New York Times Archive*
8. [FINAL REPORT of the Tuskegee Syphilis Study Ad Hoc Advisory Panel \(1973\)](#)
9. Chapter 12: “Medicine” by Linda Villarosa in *The 1619 Project A New Origin Story* by Nikole Hannah-Jones & *The New York Times Magazine*
10. [“Medical Inequality”](#) by Linda Villarosa for *The 1619 Project*
11. [Memphis churches rally to close disparity in breast cancer survival rates](#) from *PBS News Hour*
12. [The Problem with Race-Based Medicine](#) by Dorothy Roberts for TED
13. [Proposal to end ‘race norming’ in the NFL concussion settlements](#) by Good Morning America

### Key Terms

Syphilis; Placebo; Informed consent; Penicillin; health disparity; Cultural Racism; Healthcare Disparities; Health Equity; Individual/Implicit Bias; Individual/Explicit Bias

### Historical Figures

Henrietta Lacks

Pacing	Lesson / Activities
Day 1	<p><b>Anticipatory Set (5 minutes):</b>” Would you ever consider signing up for a medical trial? Why or why not? What are some motivations for people who volunteer?</p> <p><b>Direct Instruction (15 minutes)</b></p> <ol style="list-style-type: none"><li>1. Introduction: As an introduction to the disparity in health care by race, show students the <i>PBS NewsHour</i> video <a href="#">Memphis churches rally to close the disparity in breast cancer survival rates</a>. Once the video is over, ask students the following questions as a class:</li></ol>

	<ul style="list-style-type: none"> <li>• What about the news story surprised you?</li> <li>• What are the reasons why African American women are dying at significantly higher rates than white women? Use information from the video to support your answer.</li> <li>• What solutions might help close the gap?</li> </ul> <p><b>Guided Practice (20 minutes)</b>          Students will listen to the 04:22 minutes recording of “Bad Blood” by Yaa Gyasi (using “<i>The 1619 Project: A New Origin Story</i> audiobook OR 33:52-39:12 in the <a href="#">1619 podcast, episode 4, “How the Bad Blood Started”</a>). Using the S.I.T strategy, students will reflect on the recording and then identify: something Surprising, something Interesting, something Troubling from the recording. Use the “<a href="#">Concentric Circles</a>” strategy to respond to this question:</p> <ul style="list-style-type: none"> <li>• What do you know about the Tuskegee Experiment Gyasi references in her short story?</li> <li>• How does this work help to illustrate the distrust some marginalized communities have in the public health system?</li> </ul> <p><b>Closing/Exit Ticket:</b>          Journal Reflection: What additional research do you want to do about the history of medicine, access to health care, or civil rights in America after listening to this recording?</p> <p><b>Formative Assessment: Writing Task:</b> How can the scientific community repair and build trust with the BIPOC community? Use the <a href="#">RACE Strategy</a></p>
Day 2	<p><b>Anticipatory Set (5 minutes):</b>          Journal Reflection: What inequities do you think still exist in our medical system today? Who in your community do you know fighting to make positive changes in this area?</p> <p><b>Guided Practice (35 minutes)</b>          Students will work in small groups to research the National Research Act passed by Congress in 1974. Explain the connection between the passage of this act and the Tuskegee Study.</p> <ul style="list-style-type: none"> <li>• How did the National Research Act change the way research was conducted?</li> <li>• How does an Institutional Review Board work?</li> <li>• What is the long-term damage of the Tuskegee Study with regard to the African American community?</li> </ul> <p>Read the transcript <a href="#">REMARKS BY THE PRESIDENT IN APOLOGY FOR STUDY DONE IN TUSKEGEE</a> on May 16, 1997, to the eight remaining survivors and descendants of victims of the study.</p> <ul style="list-style-type: none"> <li>• Why is this important?</li> </ul>

	<ul style="list-style-type: none"> <li>• Who benefitted from the apology and why?</li> <li>• Why would a leader apologize for activities in which their administration did not participate?</li> <li>• Can you name another situation where a leader has issued a similar apology?</li> </ul> <p><b>Closing/ Exit Ticket:</b> After analyzing and evaluating the sources about historical and modern-day scientific racism, what reactions, thoughts, or feelings do you have?</p>
<p>Day 3</p>	<p><b>Anticipatory Set (5 minutes): <a href="#">History of Medical Apartheid Hexagonal Thinking</a></b> Working in small groups, students will use a set of vocabulary hexagons and begin making connections between them. The conversations will be about showing how and why they think the different ideas and options connect.</p> <p><b>Direct Instruction (15 minutes)</b> The teacher will share the Google Slides: <a href="#">The Problem with Race-Based Medicine</a> Students will Jigsaw by viewing the videos: <a href="#">Dorothy Roberts: The Problem with Race-Based Medicine</a> and <a href="#">Proposal to end ‘race norming’ in NFL concussion settlements</a> Students will compose responses to the following prompts: <a href="#">3 Big Questions</a></p> <ul style="list-style-type: none"> <li>• Write three things you learned from the video(s) that you did not know before.</li> <li>• What, if anything, surprised you about what you thought you already knew or</li> <li>• challenged any previous knowledge you thought you had?</li> </ul> <p><b>Guided Practice (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Students will review <a href="#">Medical Inequality by Linda V.</a> and Chapter 15: “Healthcare” by Jeneen Interlandi in <i>The 1619 Project A New Origin Story</i></li> <li>• Students will use the <a href="#">Text-to-Text, Text-to-Self, Text-to-World</a> worksheet to analyze and compare the readings</li> </ul> <p><b>Closing/ Exit Ticket:</b> Journal Reflection: In what ways could the scientific community repair and build trust with the Black community?</p> <p><b>Performance Assessment Requirements:</b> Students will begin their research to create a website, exhibit, documentary, or performance that is related to Race and Medicine Visual Component: After researching the healthcare inequity of your choice, you will create a creative, colorful, and aesthetically-pleasing visual for your policy! Your visual should also include the following information about your policy: <b>Historical Background:</b> Using reliable sources, include a brief history and data regarding the healthcare inequity, which includes the shortcomings that ultimately led to the health inequity.</p>

## Dermatology Lesson 1

### Objectives

1. Explore, “What is an obsession?”
2. Evaluate the article by Linda Villarosa
3. Recognize and combat their own unconscious biases while also advocating for equality for all skin tones.
4. Develop strategies to correct personal unconscious biases in our daily interactions.

### Essential Questions

1. How did Linda Villarosa open your eyes to the impact of public health disparities in our country?
2. What factors influence your unconscious biases?
3. How do we identify where personal unconscious biases reside across gender, race/ethnicity, and/or cultural attributes in the workplace?
4. Can we develop strategies to correct personal unconscious biases in daily interactions?

### Resources

1. [“The Case for Medical Reparations”](#) by Derek Ayeh for *The New Inquiry*
2. [“Scholars Argue Over Legacy of Surgeon Who Was Lionized, Then Vilified”](#) by Barron Lerner for *The New York Times*. [Archived](#) from the original on February 22, 2015. Retrieved February 17, 2021.
3. [“The Portrayal of J. Marion Sims' Controversial Surgical Legacy”](#) by Sarah Spettel and Mark Donald White for The Journal of Urology
4. [“Medical Inequality”](#) by Linda Villarosa for *The 1619 Project*
5. Washington, Harriet, The New York Times, [“Medical Apartheid,”](#) February 2007.

### Key Terms

Colorism is “prejudice or discrimination against individuals with a dark skin tone, typically among people of the same ethnic or racial group” (Oxford Dictionary).

Unconscious bias- Any distortion of experience by an observer or reporter of which they are not themselves aware (Oxford Dictionary).

Pacing

Lesson / Activities

Day 1	<p><b><u>Anticipatory Set (5 minutes):</u></b> What is an obsession?</p> <p><b><u>Direction Instruction (10 minutes):</u></b> Teacher will provide resources that explore the impact of unconscious bias and the formation of stereotypes in the BIPOC community. Teacher will determine groups to answer questions:</p> <ul style="list-style-type: none"> <li>● Choose a marginalized group you don't identify with.</li> <li>● Imagine the kinds of biases the group faces.</li> </ul> <p><b><u>Day 1 Guided Practice (25 minutes):</u></b></p> <ol style="list-style-type: none"> <li>1. Students will answer a K-W-L graphic organizer. What do we know about biases in medicine? What do we want to know? What we learned?</li> <li>2. Students will read the <a href="#">article</a> as a whole group.</li> <li>3. Students will start the discussion questions for Day 2.</li> <li>4. Students complete the Day #1 <a href="#">Exit Ticket</a></li> </ol>
Day 2	<p><b><u>Day 2 Guided Practice</u></b></p> <ol style="list-style-type: none"> <li>1. Students engage in <a href="#">discussion questions</a> around the previous day's reading.       <ol style="list-style-type: none"> <li>a. Who is John Brown? Explain.</li> <li>b. Who is Dr. Thomas Hamilton?</li> <li>c. What was Dr. Thomas Hamilton's <u>obsession</u> pertaining to Black dermatology?</li> <li>d. How do we know this happened to John Brown?</li> <li>e. What did these misconceptions lead to in the 1830s?</li> </ol> </li> <li>2. Students complete the Day #2 <a href="#">Exit Ticket</a></li> </ol>
Day 3	<p><b><u>Day 3 Guided Practice</u></b></p> <ol style="list-style-type: none"> <li>1. Students will be split up into 2 groups to <a href="#">research</a> and compare the many experiments performed on African Americans by Dr. Thomas Hamilton and Dr. J. Marion Sims. From their research, students will identify the experiments completed and reasons given for performing the procedures on enslaved people. <a href="#">Rubric</a>.</li> <li>2. Students complete the Day #3 <a href="#">Exit Ticket</a></li> </ol>

Day 4	<p><b><u>Day 4 Guided Practice</u></b></p> <ol style="list-style-type: none"> <li>In pairs students will research African American and/or Latinx dermatologists in New Jersey creating an <a href="#">invitation letter</a> in preparation for the culminating event and <a href="#">Performance Task, Reimagining Race, Medicine, and Health Inequity</a></li> <li>Students will complete the Day #4 <a href="#">Exit Ticket</a></li> </ol>
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## Dermatology Lesson 2


### Objectives

1. Explain the difference between racism and colorism.
2. Discuss in detail the implications of implicit bias

### Essential Questions


1. Colorism vs Racism: What is the difference?
2. How does colorism affect the biases, attitudes, feelings, and reactions we have toward people with certain skin tones?

### Resources

1. [The Difference between Racism and Colorism](#) by Lori Tharps for Time. October 2016.
2.  [What is the difference between Racism and Colourism? | Indus Special | Indus News](#)
3. [“I’m Not the Nanny”](#) by Lori Tharps for the *New York Times*

### Vocabulary

Implicit bias-an unfair belief about a group of people that you are not aware of and that affects your behavior and decisions.

Pacing	Lesson / Activities
Day 1	<b><u>Anticipatory Set (5 minutes):</u></b> Video:  <a href="#">What is the difference between Racism and Colourism?   Indus Special   Indus News</a>



**Direct Instruction (10 minutes):** Teacher will use a [Mad Libs exercise](#) to model examples of how students can identify potential biases and barriers. Potential Question: Have you and/or someone you know experienced bias?

**Note to Educators:** The Mad Libs activity in the Direct Instruction is intended to provide students with an example of how students can form wide-ranging, unconscious biases. It is crucial for young people to learn about equity and social justice so they can thrive in our increasingly global, multilingual and multicultural society. When students become aware of the structural origins of inequality, they better understand the foundations of American society. They are also better equipped to comprehend, interpret and integrate into their worldviews the science they learn in their classrooms and experience in their lives. Students will process this information using turn and talks strategy which will permit all students to participate in discussion. All students are able to process new learning while engaging in meaningful conversation with a classmate.

**Guided Practice (25 minutes)**

Activity:

1. As a class, students will discuss: Meaning of implicit bias. Difference between racism and colorism?
2. In pairs, students will research one example of colorism and one example of racism.
3. As a class students will share out and discuss examples from their research pertaining to historical events and literature (examples eugenics, genomics, and the use of human subjects in science (public health) in preparation for the culminating event and [Performance Task, Reimagining Race, Medicine, and Health Inequity](#)

Independent reading: [I'm Not the Nanny](#)

**Closing / Exit Ticket: (5 minutes)**

What were some of the contradictions between the family in, [I'm Not the Nanny](#)? Can you (or someone in your family) relate to this?

**Black Maternal Healthcare Lesson 1**

**Objectives**

1. To understand the history of medical experimentation on Black women, specifically Black expectant mothers, and how this led to the Black Maternal Healthcare Crisis.
2. To understand the root causes, practices, and history of Black maternal health from slavery to the present.
3. To synthesize nonfiction text and use textual evidence to communicate ideas by listening and speaking effectively.
4. To analyze Black maternal health statistics, current challenges, and possible solutions.
5. To participate in academic discourse regarding the experimentation and exploitation of Black women and how this has led to the Black Maternal Healthcare Crisis.

**Resources**

1. [A Brief History of Medical Apartheid & the Devaluation of Black Motherhood Google Slides Presentation](#)
2. [The Black Maternal Healthcare Crisis & the Devaluation of Black Motherhood Journal](#)
3. 1619 Project Article: [“Medical Inequality” by Linda Villarosa](#)
4. [Surprising, Interesting, Troubling Exit Ticket](#)
5. 1619 Project Article: [1932-Story-By: Yaa Gyasi](#)

**Key Terms**

Pacing	Lesson / Activities
Day 1	<p><b><u>Anticipatory Set (5 minutes)</u></b>            The teacher will ask scholars to respond in their <a href="#">journal</a> based on their reaction to the following quote and question:</p> <ul style="list-style-type: none"> <li>● “Of all the forms of inequality, injustice in health care is the most shocking and inhumane.” -Reverend Dr. Martin Luther King Jr.</li> <li>● These were the words of the Reverend Dr. Martin Luther King Jr., in a speech to the Medical Committee for Human Rights, in 1966. How much progress have we made regarding inequality and injustice in health care?</li> <li>● The teacher will randomly select scholars to read their responses using the <a href="#">Wheel of Names</a>.</li> </ul> <p><b><u>Direct Instruction (10 minutes)</u></b>            The teacher will show a <a href="#">Google Slides presentation</a> that documents a brief history of medical experimentations on enslaved women.</p>

The teacher will ask scholars to volunteer to read select slides.

**Guided Practice (20 minutes)**

After viewing the [Google Slides presentation](#), the teacher will ask scholars to do a close reading of the following article [“Medical Inequality” by Linda Villarosa](#) as a class. Scholars will read Villarosa’s article for the purpose of honing in on the section of the article that highlights J. Marion Sims. Scholars will be randomly selected to read using the tool [Wheel of Names](#).

**Closing (5 minutes)**

Scholars will then be required to complete the following handout to reflect on the article: [Surprising, Interesting, Troubling Exit Ticket](#). Scholars will be invited to share their responses with the class. The teacher will ask a scholar to read the class norms for academic discourse: **“We listen with open ears and open minds, we listen to learn, we listen to spread awareness, and we listen to build empathy and understanding.”**

**Assessment**

Scholars will be assessed based on their journal writing entries, class discussion, and exit ticket responses. The teacher will record scholar contributions to the class discussions throughout the class period.

These lessons are in preparation for the culminating assessment for this unit, which will be the [Reimagining Race, Medicine, & Health Inequity Performance Task](#).

**Homework**

For independent practice, scholars will read an article entitled: [1932: Story-By: Yaa Gyasi](#) for the purpose of highlighting elements of the Black Maternal Healthcare Crisis in the article. . After reading the article, scholars will be asked to re-read their original journal responses to the Do Now question, and they will be asked to write new responses explaining whether their views have changed or stayed the same based on reading the article in class and the article assigned for homework.

Scholars will be asked to support their views by citing at least 2 pieces of textual evidence from each article.

**Black Maternal Healthcare Lesson 2**

**Objectives**

1. To analyze the history of Eugenics in America.
2. To understand the history and lasting impact of the Eugenics Movement on the United States and Puerto Rico.
3. To synthesize nonfiction text and use textual evidence to communicate ideas by listening, speaking, reading and writing effectively.
4. To understand key academic vocabulary including: reproductive justice, reproductive rights, Black Maternal Healthcare Crisis, equity, equality, and advocacy.

**Resources**

1. Article: [The Long Shadow of Eugenics In America](#) (Relf Sisters)
2. Article: [The Long History of Forced Sterilization of Latinas](#) with [video](#)
3. [The Legacy of Henrietta Lacks](#)
4. [The Black Maternal Healthcare Crisis & the Devaluation of Black Motherhood Journal](#)
5. [Wheel of Names](#)
6. [Big Questions Graphic Organizer](#)

Pacing	Lesson / Activities
Day 1	<p><b><u>Anticipatory Set (5 minutes)</u></b>            Teacher: Based on yesterday’s readings and presentation, for today’s do now, I want you to imagine that you’re a news reporter and your next interview is with Dr. James Marion Sims. Write 3 questions in your journal that you would ask Dr. James Marion Sims if you were able to interview him. The teacher will randomly invite scholars to share their questions using the <a href="#">Wheel of Names</a>.</p> <p><b><u>Direct Instruction (30 minutes)</u></b>            The teacher will then explain the directions for the small group article reading. Depending on the class size, scholars will be divided into 4-6 heterogeneous groups. Each group will receive the two articles hyperlinked below. Reading these articles will allow scholars to engage with two different topics in preparation for their documentary viewing:</p> <p><input type="checkbox"/> Article: <a href="#">The Long Shadow of Eugenics In America</a> (20 minutes)</p>

- Article: [The Long History of Forced Sterilization of Latinas](#) with [video](#) (10 minutes)

After reading each article, scholars will complete the “[Big Questions Graphic Organizer](#).”

**Closing (5 minutes)**

Using the [wraparound teaching strategy](#), each scholar will select the article that resonated with them the most and they will select one of their responses from the “[Big Questions Graphic Organizer](#)” to share with their classmates.

**Assessment**

Scholars will be assessed based on completing the “[Big Questions Graphic Organizer](#)” and their participation during the wraparound closing of the lesson.

**Homework**

Scholars will read an article entitled, “[The Legacy of Henrietta Lacks](#).” Similar to the Do Now, scholars will write 3 questions in their [journal](#) that they would ask Henrietta Lacks if they were able to interview her today. Scholars will also review [key vocabulary](#) in preparation for watching the [Aftershock documentary](#).

These lessons are in preparation for the culminating assessment for this unit, which will be the [Reimagining Race, Medicine, & Health Inequity Performance Task](#).

### **Black Maternal Healthcare Lesson 3**

**Objectives**

1. To understand the root causes, practices, and history of Black maternal health from slavery to the present by viewing a 2022 documentary entitled, “Aftershock.”
2. To analyze Black maternal health statistics, current challenges, and possible solutions.
3. To empathize with the current families and lost loved ones of the Black Maternal Health Crisis such as Omari Maynard, Shawnee Benton-Gibson, Bruce McIntyre, and others by viewing the 2022 documentary, “Aftershock.”

**Resources**

## Race, Medicine, and Health Inequity: Medical Apartheid

Unit by Teaching to Transgress

part of the 2022 cohort of *The 1619 Project* Education Network

1. [Two-thirds of pregnancy-related deaths are preventable in the US](#) by Good Morning America
2. [Aftershock Documentary](#) (to be viewed over 4 days)
3. [Aftershock Documentary Connections Exit Ticket](#)
4. [Black Maternal Health Week: Serena Williams Shares Her Near-Fatal Birthing Story](#)
5. [Wheel of Names](#)

Pacing	Lesson / Activities
Day 1	<p><b><u>Anticipatory Set (7 minutes)</u></b></p> <p>Teacher: The teacher will ask scholars to watch a <a href="#">Good Morning America video</a> as an introduction to the documentary, “Aftershock.” Scholars will reflect on the video by writing the following in their journal: one idea or fact that surprised them, one idea or fact that interested them, and one idea or fact that troubled them.</p> <p>The teacher will proceed with the lesson by providing scholars with the following brief overview of the documentary:</p> <p>“Through two families' tragic loss and fight for justice, Aftershock examines one of the most pressing and shameful national crises in America and the growing movement that surrounds it: The U.S. maternal-mortality crisis and its impact on Black and Brown women. You’re encouraged to take notes on the documentary in your journal.”</p> <p><b><u>Class Period (30 minutes)</u></b></p> <p>The scholars and the teacher will watch the first 30 minutes of the 2022 documentary entitled, “Aftershock.” The teacher will pause the documentary to check for understanding during specific intervals throughout the class period.</p> <p><b><u>Closing (3 minutes)</u></b></p> <p>Scholars will reflect on the documentary by completing the <a href="#">Aftershock Documentary Connections Exit Ticket</a>. Scholars will be able to complete the exit ticket for homework if additional time is needed.</p> <p><b><u>Assessment</u></b></p> <p>Scholars will be assessed based on their journal and exit ticket responses.</p> <p><b><u>Homework</u></b></p>

## Race, Medicine, and Health Inequity: Medical Apartheid

Unit by Teaching to Transgress

part of the 2022 cohort of *The 1619 Project* Education Network

	<p>For independent practice, scholars will read the article entitled, “ <a href="#">Black Maternal Health Week: Serena Williams Shares Her Near-Fatal Birthing Story</a>.” After reading the article, scholars will answer the following three questions in their journal: What surprised you? What did the author think you already knew? What changed, challenged, or confirmed what you already knew?</p> <p>These lessons are in preparation for the culminating assessment for this unit, which will be the <a href="#">Reimagining Race, Medicine, &amp; Health Inequity Performance Task</a>.</p>
Day 2	<p><b><u>Anticipatory Set (5 minutes)</u></b> The teacher will ask scholars to share their reactions to the Serena Williams article. The teacher will randomly invite scholars to share their questions using the <a href="#">Wheel of Names</a>.</p> <p><b><u>Class Period (30 minutes)</u></b> The scholars and the teacher will watch the next 30 minutes of the 2022 documentary entitled, “Aftershock.” The teacher will pause the documentary to check for understanding during specific intervals throughout the class period.</p> <p><b><u>Closing (5 minutes)</u></b> Scholars will reflect on the documentary by completing the 2nd part of the <a href="#">Aftershock Documentary Connections Exit Ticket</a>.</p> <p><b><u>Assessment</u></b> Scholars will be assessed based on their exit ticket responses.</p> <p>These lessons are in preparation for the culminating assessment for this unit, which will be the <a href="#">Reimagining Race, Medicine, &amp; Health Inequity Performance Task</a>.</p>
Day 3	<p><b><u>Class Period (35 minutes)</u></b> The scholars and the teacher will watch the last 30 minutes of the 2022 documentary entitled, “Aftershock.” The teacher will pause the documentary to check for understanding during specific intervals throughout the class period.</p> <p><b><u>Closing (5 minutes)</u></b> Scholars will reflect on the documentary by completing the last part of the <a href="#">Aftershock Documentary Connections Exit Ticket</a>.</p> <p><b><u>Assessment</u></b> Scholars will be assessed based on their exit ticket responses.</p>

	<p>These lessons are in preparation for the culminating assessment for this unit, which will be the <a href="#">Reimagining Race, Medicine, &amp; Health Inequity Performance Task</a>.</p>
<p>Day 4</p>	<p><b><u>Anticipatory Set (10 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● If time is required to finish watching the documentary, the teacher will ensure that scholars finish watching the documentary.</li> <li>● The teacher will explain the requirements for the <a href="#">Aftershock Documentary Mini-Project</a>. Each scholar will receive a copy of the mini-project and the teacher will review the rubric. Scholars will be encouraged to ask questions.</li> <li>● For independent practice, scholars can take informed action by selecting one of the following project options:       <ul style="list-style-type: none"> <li>○ Choose one: Compose a 3-5 minute video of you reading an original letter, an original spoken word, or an original rap or song that addresses one or more of the families, family members, and/or lost loved ones depicted in the Aftershock documentary, while answering the following essential questions: Based on the Aftershock documentary, what lessons can you teach regarding the Black Maternal Healthcare Crisis? What solution(s) do you propose to solve the Black Maternal Healthcare Crisis?</li> </ul> </li> </ul> <p><b><u>Guided Practice (20 minutes)</u></b></p> <p>The teacher will assist scholars by listening to their project ideas and making recommendations. Scholars will have time to begin working on their mini-project.</p> <p><b><u>Closing (5 minutes)</u></b></p> <p>Using the wraparound strategy, the teacher will ask the scholars to share which project option they're considering for their mini-project. Scholars will be responsible for completing the mini-project as an independent activity for homework. Scholars will be given at least 3-5 days based on the teacher's discretion) to complete their mini-project.</p> <p><b><u>Assessment</u></b></p> <p>The scholars' mini-projects will be assessed based on the Aftershock Mini-Project Rubric. With the scholars' permission, their mini-projects will be sent to the family members and/or lost loved ones featured in the Aftershock documentary as a means of taking informed action, spreading awareness, and building community.</p> <p>These lessons are in preparation for the culminating assessment for this unit, which will be the <a href="#">Reimagining Race, Medicine, &amp; Health Inequity Performance Task</a>.</p>



## HEALTH SCIENCE STUDY

### Covid-19 Lesson 1

#### Objectives

1. Describe the science of coronavirus infection
2. Analyze the risk of contracting coronavirus by region and group size
3. Explain how COVID-19 has unmasked healthcare disparities
4. Create a culminating product analyzing the impact of COVID-19 in a BIPOC community

#### Essential Questions

1. What is the science of Coronavirus and its spread?
2. What factors cause people or identity groups to be at a higher risk of contracting the Coronavirus?
3. What factors cause people or identity groups to have less access to medical facilities, testing, and treatment?

#### Resources

1. Coronavirus Research Products. (n.d.). Retrieved from <https://bpsbioscience.com/research-areas/coronavirus>
2. Hu, B., Guo, H., Zhou, P., & Shi, Z. (2020, October 06). Characteristics of SARS-CoV-2 and COVID-19. Retrieved from <https://www.nature.com/articles/s41579-020-00459-7>
3. McCandless, D. (2020, September 11). COVID-19 #CoronaVirus Infographic Datapack. Retrieved from <https://informationisbeautiful.net/visualizations/covid-19-coronavirus-infographic-datapack/>
4. Rt COVID-19. (n.d.). Retrieved from <https://covidestim.org/us/NJ>
5. Jeneen Interlandi. (2019). Why doesn't the United States Have Universal Healthcare? <https://www.nytimes.com/interactive/2019/08/14/magazine/universal-health-care-racism.html>
6. Linda Villarosa (2019). Myths about physical racial differences were used to justify slavery-and are still believed by doctors today. <https://www.nytimes.com/interactive/2019/08/14/magazine/racial-differences-doctors.html>

*Students will need access to at least one laptop/ipad/desktop per group of 3-4 students. Internet access will be required to provide access to the articles and the websites needed to access the Risk Assessment tool and the Real-time Rt values. The teacher will assign the activity via Schoology or Google Classroom. Hard copies can be provided to students, but they will still need access to the two websites.*

<b>Key Terms</b>	
Risk Assessment; SarsCov2; Electron Microscope; Capsid; Reproductive Number; Ascertainment bias	
Pacing	Lesson / Activities
Days 1-2	<p><b>Anticipatory Set (5 Minutes):</b> What has been the impact of COVID-19 in your community? Students will engage in an opening discussion on the impact of COVID-19 in their immediate community. The teacher will utilize accountable talk and <a href="#">talk move</a> strategies to engage students in discussion. The teacher will explain why students need to learn about the Coronavirus structure and spread, and how that ties into the next lesson on Healthcare Disparities Unmasked by COVID-19.</p> <p><b>Direct Instruction (10 Minutes):</b> The teacher will provide direct instruction on the following</p> <ul style="list-style-type: none"> <li>● Components of the Sars-Cov-2 structure</li> <li>● Relationship between the structure of the viral envelope and viral virulence</li> <li>● Basics of viral mutation and the development of viral strains</li> </ul> <p><a href="#">Resource for direct instruction</a></p> <p><b>Guided Practice (10-20 Minutes):</b>            Lesson 1 (Day 1): <a href="#">COVID-19 Risk Assessment Activity</a>            Students will work in collaborative groups and respond to activity questions in order to gain a basic understanding of the viral structure of Sars Cov-2, its reproductive cycle and reproductive rate or rate of spread. Real-time Rt numbers will be accessed from the COVIDstim.org website. Part of the activity will require students to review real-time data and use it to make claims supported by evidence and scientific reasoning. The activity will be posted as an assignment on Schoology or Google Classroom. Students will need access to at least one laptop per group with internet access.</p> <p><b>Closing (5 Minutes):</b> Students complete <a href="#">Exit Ticket</a>. The teacher selects several students at random to share their exit tickets with the class.</p> <p><b>Homework:</b>            Compare the change in Rt value for COVID-19 in your state now and one year ago?            What factors have contributed to the change in Rt value?</p>

**Covid-19 Lesson 2**

**Objectives**

1. Describe the science of coronavirus infection
2. Analyze the risk of contracting coronavirus by region and group size
3. Explain how COVID-19 has unmasked healthcare disparities
4. Create a culminating product analyzing the impact of COVID-19 in a BIPOC community

**Essential Questions**

1. What is the science of Coronavirus and its spread?
2. What factors cause people or identity groups to be at a higher risk of contracting the Coronavirus?
3. What factors cause people or identity groups to have less access to medical facilities, testing, and treatment?

**Resources**

1. Healthcare inequalities Do Now: <https://www.youtube.com/watch?v=roAQHn5rEoQ>
2. COVID 19 Impact on healthcare disparities: <https://www.youtube.com/watch?v=CXNkDDWxGxk>
3. Jeneen Interlandi. (2019). Why does the United States Have Universal Healthcare? <https://www.nytimes.com/interactive/2019/08/14/magazine/universal-health-care-racism.html>
4. Linda Villarosa (2019). Myths about physical racial differences were used to justify slavery-and are still believed by doctors today. <https://www.nytimes.com/interactive/2019/08/14/magazine/racial-differences-doctors.html>
5. Race Matters in Healthcare Disparities <https://www.pbs.org/newshour/show/how-covid-19-is-highlighting-racial-disparities-in-americans-health>
6. Further ethical issues related to healthcare disparities-<https://www.pbs.org/newshour/show/wereangry-and-werehurting-why-communities-of-colorsuffer-more-from-covid-19>
7. How COVID Exposed Racial Disparities (Karen Bates, 2022) <https://www.npr.org/2022/06/20/1106256068/how-covid-exposed-racial-disparities-in-all-aspects-of-the-healthcare-system>

**Key Terms**

Pacing	Lesson / Activities
Days 3-4	<b>Anticipatory Set</b>

The Do Now activities can be projected on the wall or smartboard from a laptop or desktop device. The PBS video will require that each team of 3-4 students have access to a laptop/ipad or desktop computer. The Flint Michigan activity is an independent activity. The transcript can be viewed from a laptop/ipad/desktop or printed so students have a hard copy. Where students are watching videos in groups, headphones may be needed to avoid disruptions. Alternatively, students can use the closed captions feature.

- Students will watch [this video](#) that introduces inequities in health outcomes. The teacher will lead a class discussion that answers the question “What factors have accounted for inequality in health outcomes?”. The class will utilize [science talk moves](#) strategy during discussion.
- Students watch [this video](#) on “Why does COVID 19 more greatly affect communities of color?” Students then engage in a Pair Share activity where they share a 1 minute summary of the video.

**Direct Instruction (10 Minutes):**

Students read Linda Villarosa’s article on “Myths about racial differences”. The teacher then uses prompts (see activity hyperlinked above, pg 1 row 3) to engage students in a class discussion on the consequences of “Race correction” in Spirometers and how this might influence COVID-related treatment.

**Activity:** [Healthcare Disparities Unmasked by COVID 19](#)

Prompts:

- What parts of the article stand out for you? Why?
- The author writes that “*most commercially available spirometers, used around the world to diagnose and monitor respiratory illness, have a “race correction” built into the software, which controls for the assumption that blacks have less lung capacity than whites.*” How might the “race correction” in spirometers affect the treatment provided to african americans?

**Guided Practice (10-20 Minutes):**

- WE DO: In collaborative groups, students watch a *PBS NewsHour* video on “[How COVID-19 is highlighting racial disparities in Americans’ health.](#)” Students collaboratively engage with questions posed in the video.

OR

- YOU DO: Individually, students review [transcripts](#) depicting the lack of clean water in Flint, Michigan during the pandemic. Students will explain how the water crisis worsened the pandemic in the city by completing [this activity](#). The activity requires students to read the article by Jeneen Interlandi and relate it to the Flint water crisis and its effect on the pandemic in the city.

**Assessment:** In the Assessment activity, students will develop a public service announcement highlighting the impact of COVID 19 on a selected BIPOC community. Students will choose from Flip, Google Slides, Drawings, and Google Docs to develop PSA. The teacher will set up an assignment on Google Classroom or Schoology where students will submit the completed PSA.

[Assessment Activity](#)

[Assessment Activity Rubric](#)

**Closing:** [Exit Ticket](#)

**Homework:** In November of 2020, Dr Susan Moore contracted COVID-19. Despite suffering from severe neck pains, she was denied additional dosage of pain medication. On her deathbed, she felt that she had received disrespectful treatment and was made to feel like a drug addict. Before she passed away, Dr Moore offered a scathing indictment of the American medical system in one sentence “*I put forth and I maintain if I was white, I wouldn't have to go through that. This is how black people get killed*”. Read the rest of Linda Villarosa’s essay “Medicine,” chapter 12 of *The 1619 Project: A New Origin Story* (Hannah-Jones, 2021). Alternatively, read the transcript of Linda Villarosa’s interview on NPR ([How COVID exposed racial disparities](#)). What evidence is cited that supports Dr Moore’s statement?

**Culminating Activity:** In preparation for the culminating performance task “[Re-imagining Race, Medicine, and Health Inequity](#),” students will create videos or poster boards that include components of the lesson on Healthcare Disparities. Students may develop a performance task from any of the following components

- Factors that have led to racial disparities in healthcare related to COVID-19
- How we can address the racial disparities in healthcare that have been exposed by COVID-19
- How myths about racial differences impact healthcare in BIPOC communities

## Mental Health Lesson 1

### Objectives

1. Define Post Traumatic Slave Syndrome and list examples of how it has manifested/evolved throughout the 20th-21st century.
2. Debate the role of the federal government in ensuring that mental health services are made equally accessible to the BIPOC community in an effort to combat the legacy of racism in America.

### Essential Questions

1. What is P.T.S.S and how has it influenced the behavior and mannerism of members of the BIPOC community?
2. How can tragedy/trauma affect the physical and mental well-being of survivors? In what ways has trauma impacted children within the BIPOC community in the 21st century?
3. What role/responsibility should the U.S. federal government have in providing mental health services for members of the BIPOC community that have been victims of institutionalized racism in America?

### Resources


1. Chapter 12: “Medicine” by Linda Villarosa in *The 1619 Project A New Origin Story* by Nikole Hannah-Jones & The New York Times Magazine
2. Chapter 15: “Healthcare” by Jeneen Interlandi in *The 1619 Project A New Origin Story* by Nikole Hannah-Jones & The New York Times Magazine
3. Film: Dr. Joy DeGruy: [What is Post Traumatic Slave Syndrome?](#)
4. <https://theconversation.com/how-the-legacy-of-slavery-affects-the-mental-health-of-black-americans-today-44642>
5. Policy Debate Format: <https://new.debateus.org/the-basic-structure-of-policy-debate-2>
6. Film: On These Grounds
7. Film: Katrina Babies
8. [Venn Diagram: 1619 Project: Race, Medicine, and Health Inequity Unit Plan](#)

### Key Terms

Post Traumatic Slave Syndrome (P.T.S.S.); Trauma; Seasoning Process; Abandonment; Anxiety; Resilience; Fortitude; Adversity; Generational; Inherited Trauma; Vacant Esteem; Taerrorism; Microaggression; Oppression; Socio-Economic; Symptomatic; Trauma-Informed Care; Structural Racism; Institutional Racism; Degradations; Stigma; Stressors; Equity; Diaspora; Segregation; Multigenerational Oppression; Chattel Slavery; Racist Socialization; Internalized Racism; White Supremacy; Lynchings; Nativism; Xenophobia; Vigilante Justice; Lynch Mob; Drapetomania; Adaptive Behaviors; Etiology

Pacing	Lesson / Activities
Day 1	<p><b>SWBAT:</b>            Listen to Dr. Joy DeGruy’s lecture on the Trauma of Slavery. Students will be able to compare and contrast similarities between DeGruy’s theory of Post Traumatic Slave Syndrome with Linda Villarosa’s and Jeneen Interlandi’s revelation of the medical mistreatment of formerly enslaved African Americans during Reconstruction and the CoVid pandemic. Students will be able to list and share at least 5 similarities on how the federal government and medical communities negligence contributed to P.T.S.S. within the BIPOC community and their relationship with the medical field.</p> <p><b>Anticipatory Step: (5-10mins)</b>            The teacher will open the lesson with a discussion on Post Traumatic Stress Disorder. Students will be able to share their knowledge and opinions of what causes P.T.S.D. and how they believe it can impact the lives of those afflicted by the disorder. The teacher will explain to the students that like P.T.S.D., P.T.S.S. is a condition that can affect the mental, physical and emotional well-being from members of the BIPOC community.</p> <p><b>Discussion Questions for the Anticipatory Step:</b></p> <ol style="list-style-type: none"> <li>1. What is PTSD?</li> <li>2. What do you think are some of the physical, mental or social characteristics of P.T.S.D?</li> <li>3. How long do you think trauma can affect an individual? A demographic group or community?</li> <li>4. How has Villarosa’s and Interlandi’s description of the treatment of African Americans in the medical field inferred that there is a form of trauma that exists between doctors and the BIPOC community?</li> </ol> <p><b>Direct Instruction: (20-25 mins)</b>            Students will listen to Dr. Joy DeGruy’s lecture on Post-Traumatic Slave Syndrome. Students will list key points of DeGruy’s lecture that reference the physical and mental impact trauma enslaved African Amreicans experienced during and after the end of slavery.</p> <p><b>Discussion Questions to be asked after listening to Dr. DeGruy’s Lecture:</b></p> <ol style="list-style-type: none"> <li>1. How does Interlandi and Villarosa describe the treatment of newly freed African Americans in the years following the end of the Civil War and at the height of the CoVid Pandemic?</li> <li>2. What actions were taken by the Federal Government to ensure or offer medical care to African Americans in former Confederate territories?</li> <li>3. How are African Americans doctors treated by the medical community according to Interlandi and what impact will this have on the quality of or access to care for the African American community?</li> <li>4. What impact did/will the lack of medical care have on the African American/BIPOC community?</li> </ol>

	<p>5. According to DeGruy, how were African Americans treated after slavery and how did the trauma of enslavement and lack of medical care in the centuries that followed, impacted the African American community?</p> <p><b>Small Group Activity: (10mins)</b>                  After listening to Dr. DeGruy’s lecture, students will be divided into small groups and provided with a graphic organizer that directs them to compare similarities between Interlandi’s chapter on Healthcare, Villarosa’s chapter on Medicine, and the mistreatment or refusal of treatment to freed African Americans to the research completed by DeGruy on P.T.S.S. Students will be able to use the information from DeGruy’s lecture, the <i>1619 Project</i> and their peers’ feedback to infer how the mistreatment of African Americans could impact the mental health of the BIPOC community and their relationship with the medical field. Students will be able to share their perspective with their peers.</p> <p><b>Closing:</b> Students will respond to the following Exit Ticket statement: Today, I learned that ____ (reflection on today’s lesson) _____ and it has _(verb/adverb or statement) _____ my perspective on history _____ (statement) _____.</p>
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<b>Mental Health Lesson 2</b>	
<p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>Students will work collaboratively to learn about the structure/organization of policy debate.</li> <li>Students will be able to begin research and construction of their arguments for the in-class debate on the access to mental health services in BIPOC communities.</li> </ol> <p><b>Resources</b></p> <ol style="list-style-type: none"> <li><a href="#">The Basic Structure of Policy Debate - DebateUS</a></li> <li><a href="#">Team Debate Format</a></li> <li><a href="#">Sample T-Chart for Debate Research and Organizations</a></li> <li>Excerpts from the film:  <a href="#">On These Grounds Official Trailer</a> (The teacher will demonstrate how students can use film excerpts as part of their research for the in-class debate).</li> </ol> <p><b>Key Terms</b></p>	
Pacing	Lesson / Activities



<p>Day 2</p>	<p><b>Anticipatory Step: (10mins)</b>          The teacher will introduce the students to policy debate structure/format. The teacher will explain the steps and responsibilities of the Affirmative and Negative teams and introduce the students to the inc-class debate resolution. <a href="#">Team Debate Format</a></p> <p><b>Direct Instruction (15 mins):</b> The class will be divided into an Affirmative and Negative side. Students will use information obtained from previous lessons on <i>The 1619 Project</i>, in-class discussions and supplemental resources to construct their arguments in support or against the resolution. The teacher will list on the board/SMART board a sample T-Chart that will demonstrate how students can organize/identify sources that can be used during the debate.</p> <p><b>Small Group Activity (20 mins):</b> Students will be able to use their electronic devices and notes to begin researching additional sources that will either support or negate the resolution. Students will be instructed to use at least two quotes from the 1619 project when creating their Constructive and Rebuttal speeches. Students will be encouraged but are not limited to the use of referencing films, text and other forms of media for their team’s argument. Resolution: (<b>Resolved:</b> The United States Federal Government should endorse a plan to ensure reduced or affordable Mental Health Services are made accessible to BIPOC communities).</p> <p><b>Closing:</b>          Students can share 1 fact that they found interesting while researching additional sources for their in-class debate. Students can submit their facts as a physical exit ticket or online for the teacher to review only.</p>
<p>Days 3 &amp; 4</p>	<p><b>Anticipatory Step (5-10 mins):</b>          The teacher will review the responsibilities of the affirmative and negative teams as outlined in the <a href="#">The Basic Structure of Policy Debate - DebateUS</a> website. The teacher will answer any questions or offer clarifications on the time and structure of the policy debate format.</p> <p><b>Small Group Activity (30 mins):</b>          Students will be able to revise and edit their constructive and rebuttal speeches. Within their small groups, students will select the peer representatives for the Affirmative and Negative team.  <b>*Please Note:</b> Traditional policy debate only has 2 speakers per side. However, the teacher can include modifications to this arrangement and allow up to 5 speakers per team; allowing one student per speech and one student reserved only for conducting the Cross Examinations for the team.</p> <p><b>Closing:</b>          Students will be able to record a message on Flip reflecting on their feelings and hopes for the in-class debate. Videos are not to exceed 3 minutes. Student reflections will be showcased at the culminating event; the Reimagining Race, Medicine, &amp; Health Inequity Performance Task.</p>

Day 5	<p><b>Objective:</b> Students will work with their team members to participate in an in-class debate addressing the following resolution; <b>Resolved:</b> The United States Federal Government should endorse a plan to ensure reduced or affordable Mental Health Services are made accessible to BIPOC communities.</p> <p><b>Anticipatory Step (5 mins):</b> The teacher will provide the directions for the debaters, judges (other teachers or administration) and audience members (their classmates) on the format of the debate and appropriate audience etiquette. The teacher will also clarify any modifications that are being made to the time frame of the policy debate format.</p> <p><b>In-Class Activity (35 mins-45 mins):</b> Using the policy debate format, students will engage in a debate about the role of the federal government in endorsing and addressing the need for mental health services within the BIPOC community. Students will use their research on the social, political and historical factors that have contributed to the mental health crisis in America and make connections to the legacy of slavery and social trauma has had on the BIPOC community. Representatives for the affirmative and negative team will use their resources and constructed speeches to debate the resolution.</p> <p><b>Closing (5-10mins):</b> The judges will provide the students with their feedback of the debate match and the results of the competition. Audience members will also be allowed to share their views on the arguments that were presented by each team.</p> <p><b>Resources:</b> Debate Rubric/Score Card for Judges: <a href="#">Classroom Rubric for Debate</a></p> <p><b>Culminating Activity:</b> In preparation for the culminating performance task "<a href="#">Re-imagining Race, Medicine, and Health Inequity</a>," recordings of the student debate can be shared along with their research and written arguments/speeches as it pertained to the debate resolution on mental health in the BIPOC communities.</p>
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