**Lesson Plan Template**

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Lesson Title: The Evolution of Medicine in the Black Community (80-minute Block)

Grade Level: 10

Compelling Question: **How have African Americans faced and overcome medical oppression?**

**Lesson Foundations**

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| Content Standards | **27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.** | | |
| Learning Objective(s) | LO1: S.W.B.A.T. identify the cruelties and wrong doings against African Americans in medicine  LO2: S.W.B.A.T. Explain the contributions of African American’s to the betterment of healthcare. | Assessment(s)  Include LO being addressed | A1-LO1/2: Stations Activity  A2-LO1/2: Check on Learning Questions  A3-LO1/2: Guided Learning questions  A4-LO1/2: Presentations |
| Materials & Resources | <https://origins.osu.edu/connecting-history/black-women-medical-racism-and-covid-19>  <https://www.hsph.harvard.edu/news/hsph-in-the-news/discrimination-black-womens-health/>  <https://www.aamc.org/news-insights/celebrating-10-african-american-medical-pioneers>  <https://www.medpagetoday.com/publichealthpolicy/generalprofessionalissues/91243>  <https://www.vogue.com/article/black-womens-health-support-organizations>  <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5074007/> | | |

**Instructional Procedures/Steps**

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| Opening  \_10\_ Minutes | **Teacher will Open Class with the CQ posted to the board and the teacher will pose the question to the class.**  Teacher can ask:   * Has anyone ever had an issue for which they went to a doctor? * What did the doctor do? * What do you think may have happened if you had not received care?   Teacher can tell some story about the progression of an illness (such as a cold or flu turning into an infection) as an example of the value of quality medical treatment...  Teacher uses this to explain that the withholding of medical aid can lead to devastating issues and lasting effects. African Americans have experienced a long history of medical racism that continues today because medical institutions have intentionally withheld medical care based on racial discrimination and racial bias.  Include that medical discrimination is based on anti-black actions and anti-black beliefs held by medical personnel that impacted medical care and allowed for medical experimentation (for example: gynecologists’ experiments on enslaved Black women)  Teacher will use interactive lecture and slides to help define medical ethics for students by explaining the history of ethical standards in the medical field. |
| Instruction  \_35\_ Minutes  Presentation  35 minutes | Teacher will allocate 10 minutes for Students to read the [article](https://origins.osu.edu/connecting-history/black-women-medical-racism-and-covid-19) “Black Women, Medical Racism, and COVID-19”  Teacher will instruct students to pay attention to specific examples of medical racism and unethical medical practices/experiments.  students should focus on:   * Examples of People of Color being the victims of unethical medical practices * Examples of Women being examples of unethical medical practices * How Black Women are more at risk to have health issues (explain that discriminatory practices that target African Americans in general impact Black women healthcare disparities in unique ways (for example, high rates of infant mortality). * Possible cause and effects as to why Black Women are at higher risk * Consider the social implications of this targeted medical discrimination of Black women * Relate the past to African American apprehension with Covid-19 vaccine.   Activity:  Students will create a presentation (Jamboard, slides, PowerPoint) for this activity.  Teacher will break students into groups 4-6  Students can also choose groups  Teacher will give students packets with the articles above with an article giving information on past medical racism, an article discussing significant figures, and the article highlighting the organizations addressing medical racism.  Group 1 reads the document packet (Docs A, B, C1, D, and E)  Document A gives context of the past events of medical racism and reasoning behind current Covid-19 Pandemic.  Document B gives more context into the past and how African Americans have experienced past examples of medical racism and how it leads to issues today.  Documents C and D inform the students about a significant woman in modern medicine and their accomplishments/contributions to the field of medicine.  Group A chooses a group from Document E that is working to advance the health and welfare of Black Women in society.  Group 2 reads the document packet (docs A, B, C2, D, and E)  Document A gives context of the past events of medical racism and reasoning behind current Covid-19 Pandemic.  Document B gives more context into the past and how African Americans have experienced past examples of medical racism and how it leads to issues today.  Documents C2 and D inform the students about a significant woman in modern medicine and their accomplishments/contributions to the field of medicine.  Group 2 chooses a group from Document E that is working to advance the health and welfare of Black Women in society.  Group 3 reads the document packet (docs A, B, C3, D, and E)  Document A gives context of the past events of medical racism and reasoning behind current Covid-19 Pandemic.  Document B gives more context into the past and how African Americans have experienced past examples of medical racism and how it leads to issues today.  Documents C4 and D inform the students about a significant woman in modern medicine and their accomplishments/contributions to the field of medicine.  Group 3 chooses a group from Document E that is working to advance the health and welfare of Black Women in society.  Group 4 reads the document packet (docs A, B, C4, D, and E)  Document A gives context of the past events of medical racism and reasoning behind current Covid-19 Pandemic.  Document B gives more context into the past and how African Americans have experienced past examples of medical racism and how it leads to issues today.  Documents C4 and D inform the students about a significant woman in modern medicine and their accomplishments/contributions to the field of medicine.  Group 4 chooses a group from Document E that is working to advance the health and welfare of Black Women in society.  Teacher is moving throughout the room to keep students on task and evaluating students understanding  Check for understanding questions:   * What do you think the key takeaway of the readings are? * What did you not know before? * Are you understanding how this translates to today? * Are you noticing who is in power and who is a possible victim? * What are you thinking about as you take in this information and how you want to discuss/teach with the class?   Teacher will bring students back together and culminate the class by re-introducing the Compelling Question  **How have African Americans faced and overcome medical oppression?**  Students read through the articles and build a “Past”, “Significant Figure”, and “Going Forward” slide.  Students should tie the three slides together so that they are related in some way.  Students attempt to summarize the issue and present a pathway to progress in the future using the information from Documents A and E.  Students who are not presenting their slides should be taking notes such as the presenting group’s key takeaways from Document A. also students should understand the contributions of the group’s significant figure and how it possibly relates to the “going forward” portion of their own presentation.    Students should create slides with key points and information as most important and related images to assist their classmates in grasping what the presenting group has learned.    Students then present as groups their findings and high points of their learning.  Students should be given 6-8 minutes to present their findings. High point of example of medical racism. A significant figure in the progress of African American contributions to medicine, and a group or organization advancing medical progress for African Americans. |
| Closure  \_10\_ Minutes | Teacher will bring students back together and culminate the class by re-introducing the Compelling Question  **How has medical discrimination impacted the health outcomes of African Americans? How have African Americans responded to this medical oppression?**  Teacher finishes class by leading a brief discussion attempting to answer the question focusing on the progress and organizations fighting medical racism. |
| Accommodations/ Enrichment | Student opportunity to express learning.  Slide Presentation  Student driven learning |