

2015 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN

Month/Honoree: July- Dr. David E. Rivers

Lesson Title: Health Disparities in the African-American Community

Grade Level/Course: Grades 11-12- English Language Arts

Standards Addressed:

Reading Informational Texts: CCSS.ELA-Literacy.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing: CCSS.ELA-Literacy.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Writing: CCSS.ELA-Literacy.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing: CCSS.ELA-Literacy.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Speaking and Listening: CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening: CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Speaking and Listening: CCSS.ELA-Literacy.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Objectives:

To read, analyze, annotate, and discuss an article.

To form a hypothesis and write research questions.

To conduct research

To compare and contrast health disparities

To use group collaboration and investigative strategies to define, analyze, and solve a community problem

Instructional Materials:

South Carolina African American History Calendar 2015-August

Is the Fault in our Stars Handout (attached)

At least two days scheduled in the Media Center: books, articles, and web sites.

Graphic Organizer to Compare and Contrast Health Disparities (attached)

Lesson Progression and Time Frame: Three 50 minute Class Periods

Day One Learning Activities:

(Prior to this lesson, students should have read the biography of Dr. David E. Rivers in the 2015 South Carolina African-American History Calendar.)

Activate Prior Knowledge: Students will watch the [movie trailer for *The Fault is in Our Stars*](#).

After students watch the movie trailer, they will respond to the following prompt posted on the whiteboard:
In this very sad story, two fatally ill teenagers meet and fall in love. Every year millions of Americans die from fatal diseases like the young people in this movie.

Make a list of everyone you know who has died from an illness? Next to their names write the cause of their death.

The students will share the various causes of death they listed, and the teacher will record them on the board. (The teacher should lead the students to conclude that most people are dying from the same diseases: cancer, heart attacks, strokes etc.)

Mini-Lesson: The teacher will emphasize that in poor and minority communities, people are more likely to die from a serious disease or illness. She will define the word disparity for the students:

Disparity: a greater difference; inequality; inconsistency; imbalance

The teacher will explain that Dr. David E. Rivers has devoted his entire life to educating the public about the health disparities that exist in black and Latino communities. The teacher will show the following video and students will take notes of the key ideas:

<https://www.youtube.com/watch?v=YjjJQ-sZWo>

After watching the video, the students will share some of the key points they wrote in their notes.

The teacher will hand out and go over the first few steps of the research project instructions.

Guided Practice: The class will read and annotate [the article “About Minority Health”](#) from the Office of Minority Health and Health Disparities’ web site. Students may take turns volunteering to read aloud or the teacher will read aloud stopping to emphasize important points and respond to students’ questions.

Independent Practice: Students will begin the scientific process of inquiry and discovery to form an intelligent conclusion about the types of health disparities that exist in minority communities, the reasons for the disparities, and what can be done to change this.

Each student will choose from one of the following health issues: infant mortality/birth defects, Cancer, HIV-AIDS, Heart Disease, Diabetes, and Strokes.

Students will revisit the research question:

What are the health disparities in the African-American and Latino community as it relates to _____? For what reasons do these disparities exist, and how they can they be decreased?

Students will form a hypothesis or educated guess that responds to the question using their prior knowledge and observations, information from the video and article, and basic logic. They will write down their hypothesis on the sheet provided.

Active Closure/Exit Ticket: The teacher will post the following prompt on the whiteboard:

The premise for the title of the trailer we watched at the beginning of class is that everything bad that happens is because of fate or destiny, but is that always true? Is the fault in our stars or are there things we can do prevent or reduce the amount of people dying from diseases like heart disease or cancer?

A few students will share their responses aloud. All students will turn in their responses. The teacher will tell students they are meeting in the media center for the next few days.

Day 2 and 3 Learning Activities

Activate Prior Knowledge: Students will respond in writing the following posted prompt:

Write down the steps of the scientific method.

The students will share with the class what they recall of the process.

Mini-Lesson: The teacher will list the steps of the scientific method and go over the instructions for the research project on the handout.

Independent Practice: Students will get into small groups with everyone else who chose their same disease focus (or the teacher may assign groups and topics).

Students will work through the steps of the scientific method listed on the handout.

It will probably take two class periods in the media center to complete the research and the graphic organizer. Add an extra day if needed.

Active Closure: The students will present their findings in creative interesting way on date determined by the teacher.

Developed by:

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