| **ELA Grade 9 - All Health is Not Created Equal** | |
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| **Lesson Overview** | |
| In this unit, students will discover various health disparities across minority populations in the US. This will open the door for students to delve into the widely known and studied, John Henryism Hypothesis, created by Calendar Honoree, Dr. Sherman James. Along with exploring disparities in our community, students will comprehend the contributions of Dr. James to the field of epidemiology and racial/social disparities. At the end of this unit, students will complete a performance task where they will propose a solution/idea to a health disparity affecting their community. | |
| **Overarching Inquiry Question** | |
| How has the past shaped the health disparities of today?  *All lessons support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* | |
| **Theme** | |
| This unit best supports the theme of research for data/facts using credible sources, connecting the past to present day, and using higher order thinking to analyze current problems. This unit supports these themes through research, reading comprehension, and analyzing informational texts by thinking critically. | |
| **Skills Emphasis at a Glance** | |
| Reading Comprehension and Analysis - Students will read an informational text and analyze stats  Contextualization- Students will make connections between events of the past and explain their impact on health nationally  Proposal Writing- Students will propose a solution to a national health disparity | |
| **Standard(s)** | |
| **Standard 1:** Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.  **Standard 4:** Read with sufficient accuracy and fluency to support comprehension.  **Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | |
| **Background Information** | |
| Dr. Sherman, now a world-renowned epidemiologist, discovered that he hungered for marrying his two passions together: science and social justice. Creating the hypothesis of John Henryism, Dr. Sherman shed light on the health disparities that affected African American men in the US through hypertension and stroke. | |
| **I Can Statement(s)**  ***I can statements are designed to help guide student understanding through scaffolds of learning as they progress through an understanding of the Overarching Inquiry Question.***   1. I can identify health disparities in the community and discuss their factors in a group setting. 2. I can read informational texts to learn more about contributions to the field of epidemiology. 3. I can reveal the impact of historical events on today’s minority health. 4. I can create a proposal that identifies a solution to a health disparity. | |
| **Lesson Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below offer suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can** identify health disparities in the community and discuss their factors in a group setting. | |
| * Students will answer the following warm up questions:  1. How do you define health? 2. How do you define illness? 3. What is the difference between health and illness? 4. If men are created equal, is our health? Why or why not?  * Students will define the academic vocabulary:   Disparity  Inequality  Poverty  Bias | * These warm up questions can be journaled and discussed or answered in a Silent Graffiti. * Questions should be answered in a discussion format to hear everyone’s opinions. * Write the definition of each term where it is visible throughout the duration of the class period. It will be referred to often. * Question to ponder: * How might health be connected to our academic vocabulary terms? * To add rigor: Define academic vocabulary using the [Frayer Model](http://www.readingeducator.com/strategies/frayer.htm) * ELL: Use images to associate with terms |
| **I can** read informational texts to learn more about contributions to the field of epidemiology and health disparities. | |
| * Students will read informational text, [“What do Coronavirus Disparities Look Like State to State?”](https://www.npr.org/sections/health-shots/2020/05/30/865413079/what-do-coronavirus-racial-disparities-look-like-state-by-state) and report facts to the class. * Students will work cooperatively to research health disparities using various diseases and illnesses and their contributing factors. | * Any informational article about health disparities can be used here, but current and relevant information about COVID-19 may make more of an impact on students. * Give students a short list of specific health disparities among minorities considering cancer, HIV/Aids, hypertension, diabetes, and COVID (to name a few). They must also identify factors leading to such disparities. |
| * Students will be given the definition/job description of an epidemiologist. * Students will be introduced to Calendar Honoree, Dr. Sherman James and his John Henryism Hypothesis. * Students will learn about Dr. James’ contribution to the field of epidemiology and his passion for social justice. | * This YouTube video ([Sherman James and the John Henryism Hypothesis)](https://www.youtube.com/watch?v=AWsQHxPxykQ&t=412s) is a good source for teachers to watch beforehand to help give background information on Dr. James. * [This video](https://www.youtube.com/watch?v=FTOGwn6DSs4) explains John Henryism in a very simple way. This is a good resource to show the students. * Guiding Questions: * Do you agree with Dr. Sherman’s hypothesis? Why or why not? * What evidence can be found to support his claims? |
| **I can reveal** the impact of historical events on today’s minority health. | |
| * Students will research a period in history that may have contributed to health disparities. | * Give students pre-screened information on the post-slavery south, separate but equal, Jim Crow, Black Lives Matter Movement, etc.. * Make connections: * How could these periods in history affect health today? * What factors do we have to weigh that contribute to health disparities? * How might Dr. Sherman James connect his hypothesis to these disparities and health today? |
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| **I can** create a proposal that identifies a solution to a health disparity. | |
| * Students will complete a [Performance Task](http://www.tolerance.org/sites/default/files/general/tt_performance%20task.pdf) from tolerance.org to create a solution/idea/program that could positively impact the health disparities. | * If time is a factor, have students complete this segment for homework. |
| * Students will review academic vocabulary, the contributions of Dr. Sherman James, and the factors for health disparities. | * Extension Activity: Research support systems for LGBTQ members in your community. |
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**References**

“Sherman James: A Career at the Crossroads of Disciplines.” *Sherman James: A Career at the Crossroads of Disciplines | Sanford School of Public Policy*, news.sanford.duke.edu/news-type/news/2014/sherman-james-career-crossroads-disciplines#:~:text=James%20decided%20to%20investigate%2C%20scientifically,at%20increased%20risk%20to%20develop.

“Analyzing Health Disparities.” *Teaching Tolerance*, www.tolerance.org/classroom-resources/lessons/analyzing-health-disparities.