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| **2022 African American History Calendar Lesson**  **Dr Linda Bell – Major Diseases Throughout History** | |
| **Lesson Overview** | |
| This lesson is based on the life of Dr Linda Bell, as well as an analysis of how we have confronted major diseases in human history. | |
| **Overarching Inquiry Question** | |
| Using Dr Linda Bell as an example, what actions have humans taken in combating diseases in the past?  *All units support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* | |
| **Theme** | |
| *Human Systems (HS*) – The HS theme encourages the study of various human activities and characteristics across Earth’s surface. The spatial distribution and movement of populations and the resultant changes form the basis of understanding. Cultural characteristics, economic systems, political systems, and settlement patterns are further examples of how human landscapes vary spatially.  \*This lesson is designed to fit into any social studies content area. Geography was chosen due to its emphasis on human population. | |
| **Skills Emphasis at a Glance** | |
| *CO: Comparison*- Utilize broad characteristics of historical developments to create a comparative analysis  *CX: Context-* Identify historical context by analyzing historical developments using specific references to time, place, and broader circumstances.  *CC: Conditions, Connections, and Regions -* Identify, compare, and evaluate the development of complex conditions, connections, and regions. | |
| **Standard(s)** | |
| HG.1.4.HS Analyze and evaluate population and migration issues and policies from the local to the global scale using geographic models and representations  \*This lesson is designed to fit into any social studies content area. Geography was chosen due to its emphasis on human population. | |
| **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 describe the accomplishments of Dr Linda Bell and the impact she has had on South Carolina. 2. I can explain the impact that past diseases have had on humans. 3. I can analyze the response that people have undertaken in combating past diseases like smallpox and the bubonic plague. | |
| **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 describe the accomplishments of Dr Linda Bell and the impact she has had on South Carolina.** | |
| Students will learn about the accomplishments of Dr Linda Bell, the director of the Bureau of Disease Control. | As the teacher presents this content, they can use the following [website](https://www.postandcourier.com/free-times/news/covid19/dr-linda-bell-on-covid-19-s-impact-being-in-the-spotlight-and-how-we/article_3a645896-c2e1-11ea-a0ac-a38332c6b3cf.html) to gather information about Dr Bell, including the [AAHC](https://drive.google.com/file/d/1cUGoF6f6ao0SdOvbV9fM5nLwt_zFFxDS/view?usp=sharing) information.  The teacher can use guided questions to check for understanding.  Examples include:   * Where is Dr Bell from? * What experiences helped prepare for her leadership in SC? * What role has Dr Bell played in combating Covid? |
| In the form of an essay or short paper, students will reflect on the accomplishments of Dr Bell and her impact on South Carolina. | This does not have to be in the form of a paper. The teacher can lead an open-ended discussion with the students, |
| **I can explain the impact that past diseases have had on humans.** | |
| To be able to explain the impact of past diseases, students need to understand what a disease is. | There are a few different ways you can do this. One is to have students read an article about what a disease is. Another might be to lead students in a discussion and reflection about what a disease is.  It might be beneficial to have students brainstorm some diseases they have heard of and discuss what these diseases do. This will help lead into the next step of this process. |
| Next, have students research some major diseases that have had a huge impact on humans throughout history.  Students can then share their findings with the rest of the class or in small groups. | This can be done either as a group assignment, or individually assigned.  You may also have students pick their own disease to research, or assign them a particular disease.  Some diseases that you could focus on include malaria, flu, smallpox, bubonic plague, SARS, Ebola, and polio to name a few.  When promoting students to research their disease, you can give them a list of questions to look up. The following are some suggestions:   * What are the symptoms of the disease? * What are some treatments of the disease? * How many have historically died from this disease? * How does the disease spread? * Where was the disease first discovered? * Was the government’s response to the disease appropriate? |
| **I can analyze the response that people have undertaken in combating past diseases like smallpox and the bubonic plague.** | |
| After researching and sharing to the class about their disease they researched, students can then move on to research the response humans have had on combating the disease they got.  This can be in the form of an essay or writing prompt, like the previous section. | It may also be beneficial for the student to look up what ways we have treated this disease to help prepare them. Some prompts can include:   * Is there a cure for this disease? * What are some treatments for this disease? * Does it still kill people today?   It might also be helpful for teachers to go over some key terms with the students to make sure they understand what they are reading, based on your grade level.  To tie in with Dr Bell, you may want to encourage students to look up information about a person that played a key role in combating the disease they were assigned. This will help with the next section. |
| Now that students have researched about the responses humans took in response to different diseases, they will compare how we have responded to covid to how people responded to their disease they researched.  Students can share their findings with the class to see any similarities are apparent in the combating of different diseases. | For the covid response, you may want to have this be a group or class activity vs individually done.  A Venn Diagram would be a great graphic organizer to use in the responses, so students can visualize the similarities and differences. |
| **Summative Performance Sequence**  As a summative assignment, you can collect their writing, research, and comparison to use as a summative assessment.  Or you can have them complete an end of class reflection about what they learned. | If you have them complete a reflection, you can include the following reflection questions:   * What impact can diseases have on us? * What are some similarities to how we have fought diseases in the past? * How can individuals like Dr Bell help us in fighting future diseases? |

**Additional Resources**

* THE EPIDEMIOLOGIST Dr. Linda Bell on COVID-19’s impact, being in the spotlight, and how we can slow the virus <https://www.postandcourier.com/free-times/news/covid19/dr-linda-bell-on-covid-19-s-impact-being-in-the-spotlight-and-how-we/article_3a645896-c2e1-11ea-a0ac-a38332c6b3cf.html>
* Centers for Disease Control and Prevention. (n.d.). *Diseases & Conditions*. Centers for Disease Control and Prevention. Retrieved December 29, 2021, from <https://www.cdc.gov/diseasesconditions/index.html>
* Mayo Foundation for Medical Education and Research. (n.d.). *Diseases and conditions*. Mayo Clinic. Retrieved December 29, 2021, from <https://www.mayoclinic.org/diseases-conditions>