**2023 African American History Calendar July Lesson Plan**

**William Jenkins**

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| **Title** | Dr. William Jenkins: Social Justice in Medicine |
| **Lesson Author** | Timothy E. Hicks, EdD |
| **Grade Level** | 8 |
| **Lesson Length/Time** | One 50-minute class |
| **Theme(s)** | This lesson will focus on the important contributions Dr. William Jenkins made in the fight for social justice in the field of medicine. It emphasizes the Social Studies theme of **Civic Participation**, which “encourages the study of people using the economic, political, and social processes to create change in South Carolina and the United States. People utilize these processes in order to serve varied interests at the local, state, and national levels” (*2019 Social Studies College- and Career-Ready Standards*, p. 73). |
| **Standard(s)**  [*2019 South Carolina Social Studies College- and Career-Ready Standards*](https://ed.sc.gov/instruction/standards-learning/social-studies/standards/2019-south-carolina-social-studies-college-and-career-ready-standards/) | **Social Studies Standard 8-5:** Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.  **8.5.CX** Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S.  **8.5.E** Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S.  **SCCCR ELA Writing: Meaning, Context, and Craft (MCC) Standard 1:** Write arguments to support claims with clear reasons and relevant evidence. |
| **Lesson Purpose/Learning Objective(s) aligned to the 2019 SCSSCCR Standards** | The students will read multiple sources about the contributions that Dr. William Jenkins made in the fight for social justice in the field of medicine for African Americans and complete a graphic organizer (see appendix) with evidence from his professional career to support or refute his worthiness for a posthumous Presidential Medal of Freedom. |
| **Success Criteria** | The students will complete a graphic organizer (see appendix) that lays out evidence from the assigned readings on why or why not Dr. William Jenkins’ work for racial justice in medical leadership and research, including his fight against the Tuskegee Syphilis Study and justice for the those affected, warrants a posthumous Presidential Medal of Freedom. |
| **Setting the Purpose and Activating Strategy** | The lesson will begin with students examining an image of the Presidential Medal of Freedom (which the teacher can easily find on the internet) and an excerpt of John F. Kennedy’s Executive Order 11085, which created the Presidential Medal of Freedom (see appendix). The teacher will ask for students to brainstorm who they think might be deserving of this honor and compare their list with those who have received it. A list of those receiving the award since 1993 can be found at [Presidential Medal of Freedom](https://www.infoplease.com/math-science/awards/presidential-medal-freedom). |
| **Instructional Sequence** | The teacher will explain that today’s lesson will involve students gathering evidence to support or refute the claim that Dr. William Jenkins should be posthumously awarded the Presidential Medal of Freedom.  The students will begin by reading several sources on the life and career of Dr. William Jenkins:   * 2023 African American History Calendar - see the July honoree * Criss, D. & Holcombe, M. (2019, February 28). Bill Jenkins, who helped end the infamous Tuskegee Syphilis Study, has died at age 73. *CNNhealth*. <https://www.cnn.com/2019/02/27/health/bill-jenkins-obit-trnd/index.html>. * Seelye, K. Q. (2019, February 25). Bill Jenkins, who tried to halt Tuskegee Syphilis Study, dies at 73. *The New York Times*. <https://www.nytimes.com/2019/02/25/obituaries/bill-jenkins-dead.html>.   Students will take notes on the graphic organizer (see appendix) about Dr. William Jenkins’s many contributions to the fight for racial justice in medicine. The students may work individually or in pairs to complete this assignment. |
| **Differentiation and Extension** | While this lesson was designed for a single class period, the teacher may want to extend it another two days to make time for the students to write an argumentative letter addressed to the President of the United States advocating for or against Dr. William Jenkins being awarded a posthumous Presidential Medal of Freedom. Students could use one day to write their letters based on their graphic organizers and another to peer edit each others’ letters and make any necessary revisions to their own. For guidance on how to write a letter to the President, teacher and students can consult [How You Can Write or Call the White House](https://www.whitehouse.gov/get-involved/write-or-call/). |
| **Assessment/Product** | The students’ graphic organizers will be evaluated based on how well they support their claim regarding whether or not Dr. William Jenkins deserves to be posthumously awarded the Presidential Medal of Freedom. If the teacher decides to extend the lesson to include the writing of a letter to the President, it could be evaluated based on the evidence discussed in support of their argument and their correct usage of grammar, punctuation, spelling, and capitalization. The teacher may want to use the SC READY Scoring Guidelines for Text-Dependent Analysis (Grades 3–8) rubric, which can be accessed at [SC READY Scoring Guidelines for Text-Dependent Analysis (TDA)](https://ed.sc.gov/tests/tests-files/sc-ready-files/tda-rubric/). |
| **Lesson Reflection/ Closure** | The students will pair-share the evidence in their graphic organizers. A helpful article explaining this strategy can be found at [Using the Think-Pair-Share Technique](https://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share). If the teacher has extended the lesson to include the writing of a letter to the President based on the graphic organizers, another closure activity could include having students read aloud sections of their letters to the class.  Another possible closure activity is for students to write an exit slip based on the question:   * Why is it important to recognize people who have fought for justice for those whose voices are ignored because they don’t have the money or influence to be heard by those in power?   For more information on how to use exit slips, the teacher may want to consult [Exit Slips | Read Write Think](https://www.readwritethink.org/professional-development/strategy-guides/exit-slips). |

# Excerpts of Executive Order 11085

By virtue of the authority vested in me as President of the United States, it is hereby ordered as follows:

SECTION 1. *Prior orders.* The numbered sections of Executive Order No. 9586 of July 6, 1945, as amended by Executive Order No. 10336 of April 3, 1952, are hereby amended to read as follows:

"SECTION 1. *Medal established.* The Medal of Freedom is hereby re-established as the Presidential Medal of Freedom, with accompanying ribbons and appurtenances. The Presidential Medal of Freedom, hereinafter referred to as the Medal, shall be in two degrees.

"SEC. 2. *Award of the Medal.* (a) The Medal may be awarded by the President as provided in this order to any person who has made an especially meritorious contribution to (1) the security or national interests of the United States, or (2) world peace, or (3) cultural or other significant public or private endeavors.

"(b) The President may select for award of the Medal any person nominated by the Board referred to in Section 3(a) of this Order, any person otherwise recommended to the President for award of the Medal, or any person selected by the President upon his own initiative.

"(c) The principal announcement of awards of the Medal shall normally be made annually, on or about July 4 of each year; but such awards may be made at other times, as the President may deem appropriate.

"(d) Subject to the provisions of this Order, the Medal may be awarded posthumously. . . .

**Source**

Kennedy, J. F. (1963, February 22). Executive Order 11085 - The Presidential Medal of Freedom. *The American Presidency Project*. <https://www.presidency.ucsb.edu/documents/executive-order-11085-the-presidential-medal-freedom>.

**Argument Graphic Organizer**

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| **Claim** | Dr. William Jenkins deserves to be posthumously awarded the Presidential Medal of Freedom because: |

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| **Evidence #1:** | **Explanation:** |

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| **Evidence #2:** | **Explanation:** |

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| **Evidence #3:** | **Explanation:** |