

COVID-19 and Racial Disparity Unit Plan

The Jim Crow Museum of Racist Memorabilia



Image from <https://apnews.com/8a3430dd37e7c44290c7621f5af96d6b>

“Of all the forms of inequality, injustice in health care is the most shocking and inhumane.” – Martin Luther King, Jr.

During these stressful and uncertain times, with information constantly in flux, it may be difficult to converse with young adults about the novel coronavirus. When speaking with students be aware of their stressors and knowledge, ask questions to see what they already know and from what sources, encourage open discussion and the investigation of credible sources, and provide coping mechanisms. This unit plan is designed to enhance critical thinking skills, the use of historical and statistical information, and frame empathetic dialogue on COVID-19 and conditions stemming from this crisis like food and housing insecurity, unemployment, education, and health disparities. This unit plan focuses on the ongoing pandemic, but it is also linked to topics taught at the Jim Crow Museum which document racial disparity present in the legal and cultural systems.

The Jim Crow Museum’s mission is achieved through the following objectives:

- To collect, exhibit and preserve objects and collections related to racial segregation, anti-Black caricatures, civil rights, and African American achievement.
- To promote the scholarly examination of historical and contemporary expressions of racism.
- To serve as a teaching resource for Ferris State University courses which deal, directly or indirectly, with the issues of race and ethnicity.
- To serve as an educational resource for scholars and teachers at the state, national and international levels.
- To promote racial understanding and healing.
- To serve as a resource for civil rights and human rights organizations.

Using the Coronavirus and Racial Disparity Lesson Plan:

This unit plan explores topics related to the COVID-19 pandemic, including how infections and deaths reflect racial disparity and exacerbate pre-existing racial and class-based inequities. The experiences of people in the United States (and globally) will be linked to historic medical crises utilizing the past as a bridge to contemporary conversations about the novel coronavirus. Each lesson connects with themes highlighted at the Jim Crow Museum to contextualize racial and systemic conditions that are occurring in the present. Educators are encouraged to utilize the museum for additional resources while teaching these difficult topics.

The following links will take you to the museum’s visual, literary, and digital resources:

The Jim Crow Museum Website: <https://www.ferris.edu/HTMLS/news/jimcrow/>

The Jim Crow Museum Virtual Tour: <https://my.matterport.com/show/?m=8miUGt2wCtB>

The Jim Crow Museum Timeline: <https://www.ferris.edu/HTMLS/news/jimcrow/timeline/homepage.htm>

The Jim Crow Museum Digital Collection: <https://sites.google.com/view/jcmdigital/home>

Copies of Dr. David Pilgrim’s books *Understanding Jim Crow* (2015), *Watermelons, nooses, and straight razors* (2018), and *Haste to Rise* (with Franklin Hughes, 2020) can be purchased on The Jim Crow Museum Website under the Donate Tab: <https://www.ferris.edu/HTMLS/news/jimcrow/timeline/homepage.htm#>

Unit Plan Overview

Students: Grades 9 – 12, (activities designed for Grades 11 – 12 are labeled)

Duration: This unit plan is designed to meet the needs of each classroom. Each activity can be completed in one 45-minute lesson (with the exception of the research activities). The number of activities completed in each topic lesson will determine the length of your unit plan.

Summary: Each lesson contains guiding questions, history, terminology, activities, and resource sections. They may be utilized alone or as a part of the complete unit plan. They encourage learners to use primary sources as a tool for learning about race, healthcare, and disparity; to think critically and constructively about how current events and American history are presented; to analyze the news media, informed reporting practices; and to investigate bias. Students will draw connections between the Jim Crow era and its influence on social customs, systems, and legislation today. They will observe how racism functions in all parts of society, particularly when informed by biases, and be empowered to make positive choices towards changing established trends.

Learning Objectives:

- Explain the history of healthcare practices and crises, and how the media perpetuate racial, geographic, or class-based stereotypes concerning healthcare.
- Analyze media, popular, and material culture and their ability to influence legal and social customs.
- Describe how culture is transmitted and adapted through misleading narratives about Black, Indigenous, People of Color (BIPOC) communities.
- Investigate how racial caste systems inform different types of racial disparity.
- Explain how fear-mongering, rhetoric, and images are used to support racist legislation and violence.
- Analyze how the history of medical experimentation and treatment practices influence BIPOC communities' relationships with medical practitioners and facilities.
- Consider how stereotypes inform our biases and how bias impacts our interactions.
- Distinguish the difference between intent and impact and how that relates to contemporary race relations.
- Reflect on your personal biases and comfortability when learning and speaking about race.

Assessment:

Instructors should assess students on their:

- Understanding of medical practices and crises and their relationship to racial discrimination in communal, cultural, and institutional settings.
- Ability to analyze primary sources as tools for segregation and the perpetuation of racial caste systems.
- Ability to identify the role of imagery and other forms of media as propaganda that influences cultural biases, political, economic, and social inequality.

Students should be able to:

- Define historical methods of racial stereotyping and explain their impact on contemporary extensions of racial discrimination.
- Produce verbal, written, visual, or performed assessments of their understanding of the BIPOC experience.
- Demonstrate an understanding of bias and how it influences our beliefs, interactions, and institutions.

**If you are becoming agitated or distressed while engaging with news or social media posts about COVID-19, it may be helpful to stay informed by finding credible, vetted sources and by limiting the amount of media that you consume.*



Image from The Jim Crow Museum

Table of Contents

What is the Coronavirus?	Pg. 6
African American Scientists and Medical Professionals	Pg. 14
Healthcare and COVID-19	Pg. 22
Education during a Pandemic	Pg. 31
Essential Workers and Employment	Pg. 38
Food and Housing Insecurity	Pg. 46

Discipline Specific Activities:

Arts: What is Coronavirus? Activities 2, 3, 5; African American Scientists and Medical Professionals Activities 2, 3, 5, 6, 7; Healthcare and COVID-19 Activities 4, 5, 6, 9; Education during a Pandemic Activities 2, 3, 7; Essential Workers and Employment Activities 3, 4, 5, 8; Food and Housing Insecurity Activities 3, 4, 5, 6, 7, 8, 9

English Language Arts (ELA): All lesson activities.

Health and Physical Education (HPE): All lesson activities.

Mathematics: What is Coronavirus? Activity 5; African American Scientists and Medical Professionals Activities 2, 3, 7; Healthcare and COVID-19 Activities 2, 4, 6; Education during a Pandemic Activities 4; Essential Workers and Employment Activities 8; Food and Housing Insecurity Activities 4, 5, 6, 9

Science: All lesson activities.

Social-Emotional Learning (SEL): What is Coronavirus? Activities 2, 6, 7, 9; African American Scientists and Medical Professionals Activities 5, 6, 7; Healthcare and COVID-19 Activities 2, 5, 7, 8; Education during a Pandemic Activities 5, 6, 7, 8; Essential Workers and Employment Activities 3, 4, 5; Food and Housing Insecurity Activities 3, 4, 5, 8, 9

Social Studies: All lesson activities. Michigan Social Studies Learning Standards and Common Core Literacy in History/Social Studies, Science, & Technical Subjects Standards are listed at the end of each lesson.

Links to Learning Standards:

Michigan State Learning Standards

<https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>

Michigan State Social Emotional Learning Standards

https://www.michigan.gov/mde/0,4615,7-140-74638_72831_72834-361321--,00.html

Common Core

<http://www.corestandards.org>

C3 – College, Career, and Civic Life

<https://www.socialstudies.org/C3>

The U.S. Department of Education’s U.S. History Framework

<https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2018-history-framework.pdf>



<https://www.motherjones.com/coronavirus-updates/2020/04/Black-people-are-dying-from-covid-19-at-higher-rates-because-racism-is-a-pre-existing-condition/>

Michigan State Social Studies Learning Standards Used in this Unit Plan

State of Michigan Social Studies Learning Standards Recommendations:

The Jim Crow Museum (JCM) urges educators to incorporate the recommended topics into the social studies curriculum throughout the school year. The current 9th to 12th-grade state standards cover the Jim Crow, Civil Rights, and contemporary eras under a range of broad headings, primed for deeper investigation. The standards listed below were selected for their association with topics taught at the museum. Suggestions link to questions and activities found in the Jim Crow Museum unit plans, which can be taught as stand-alone lessons or comprehensive year-long inquiries. Each topic encourages students to use material culture as tools for learning about race, race relations, and to think critically and constructively about how United States history is presented. Students will learn to make connections between anti-Black media and its influence on social customs and legislation, discern how racism functions in our society today, and be empowered to make positive choices moving toward changing established trends.

United States History and Geography:

https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf

GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation

UNITED STATES HISTORY AND GEOGRAPHY

Eras 6-9 Addressed in USHG HSCE

F1 Foundational Issues in USHG – Eras 1-5 (review of content taught in Grades 5 and 8)

- F1 Political and Intellectual Transformations of America to 1877

USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

- 6.1 Growth of an Industrial and Urban America (included in Grade 8; begins SS-HSCE)
- 6.2 Becoming a World Power
- 6.3 Progressive Era

USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)

- 7.1 Growing Crisis of Industrial Capitalism and Responses
- 7.2 World War II

USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)

- 8.1 Cold War and the United States
- 8.2 Domestic Changes and Policies
- 8.3 Civil Rights in the Post-World War II Era

USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE

- 9.1 Impact of Globalization on the United States
- 9.2 Changes in America's Role in the World
- 9.3 Policy Debates

USHG F1.1 – Identify the core ideals of United States society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals: the Declaration of Independence; the original Constitution (including the Preamble); the Bill of Rights; the Gettysburg Address; the Thirteenth, Fourteenth, and Fifteenth Amendments.

JCM Recommended Topics: the concept that “All Men Are Created Equal”, Enslavement, the 3/5ths Compromise, Abolitionist movements, the Missouri Compromise, Dred Scott v. Sandford, the Emancipation

Proclamation, Voting rights and restrictions, Re-enslavement through peonage and convict leasing (Thirteenth Amendment loophole), Jim Crow laws/Black Codes

USHG 6.1.3 Urbanization – explain the causes and consequences of urbanization, including: the location and expansion of major urban centers and their link to industry and trade; internal migration, including the Great Migration; the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups; different perspectives about the immigrant experience.

JCM Recommended Topics: Reconstruction, the Exodus of 1879, Great Migration cities and neighborhoods (Harlem in New York City, Bronzeville in Chicago, Black Bottom in Detroit for e.g.), redlining, discriminatory employment, and housing practices, highway development through Black neighborhoods, the establishment of Black businesses and Business Leagues, GI Bill limitations for African American veterans, factories, pollutants, and high-risk jobs in Black neighborhoods

USHG 6.1.4 Growth and Change – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by: describing the developing systems of transportation and their impact on the economy and society; describing governmental policies promoting economic development; evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in *Plessy v. Ferguson*, and describing the response of African Americans to this inequality; describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies.

JCM Recommended Topics: Jim Crow laws and practices, Pullman Porters and railroad workers, Black Longshoremens, the Civil Rights Act of 1875 (and later reversal), segregation in formerly unsegregated communities, The Lost Cause of the Confederacy and production of Confederate Monuments, highway development through African American neighborhoods (Paradise Valley and Black Bottom for e.g.), rise of the Black Press, anti-lynching campaigns, Black labor unions, African American community organizations, innovators, and activists

USHG 6.2.3 Domestic Impact of World War I – analyze the domestic impact of WWI on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and on internal migration. Examples may include but are not limited to: War Industries Board, the growth of anti-immigrant sentiments, the Sedition Act, the Red Scare, the Palmer Raids.

JCM Recommended Topics: segregation in the military, the Harlem Hellfighters, Red Summer of 1919

USHG 6.3.1 – Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform. Examples may include but are not limited to: urban and rural poverty, child labor, immigration, political corruption, racial and gender discrimination, public health, unsafe living conditions, poor working conditions, monopolies, unfair labor practices.

JCM Recommended Topics: Jim Crow laws/Black Codes (varied from state to state), Sundown towns, the *Green Book*, the Harlem Hellfighters, Race Massacres (also called Race Riots), Red Summer, lynching, voting restrictions (poll taxes, literacy tests), minstrelsy, Social Darwinism, Scientific Racism, Tuskegee Study, the establishment of the Freedmen’s Bureau, the Black hospital movement, Re-enslavement (peonage, sharecropping, convict leasing), redlining, discriminatory employment and housing practices, Black labor unions, mass production of anti-Black material and popular culture, factories, pollutants, and high-risk jobs in Black neighborhoods

USHG 6.3.2 – Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era. Examples may include but are not limited to: the successes and failures of efforts to expand women’s rights, including the work of important leaders such as Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul; the role of reform organizations and Movements and individuals in promoting change; the Women’s Christian Temperance Union; settlement house movement; conservation movement; the National Association for the Advancement of Colored People; Carrie Chapman Catt; Eugene Debs; W.E.B. DuBois; Upton Sinclair; Ida Tarbell; major changes in the Constitution, including Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments; the Supreme Court’s role in supporting or slowing reform; new regulatory legislation; the Pure Food and Drug Act; the Sherman and Clayton Antitrust Acts; the successes and failures of the Indian Citizenship Act of 1924.

JCM Recommended Topics: the Niagara Movement, the National Negro Committee, Ida B. Wells, NAACP chapters and programs, *The Crisis*, Booker T. Washington, the Tuskegee Institute, Mary McLeod Bethune, establishment of HBCUs, Maggie Lena Walker, the National Negro Business League, Marcus Garvey, the Universal Negro Improvement Association, establishment of the Negro Baseball Leagues, Black Suffragists, the New Negro Movement

USHG 7.1.1 The Twenties – explain and evaluate the significance of the social, cultural, and political changes and tensions in the “Roaring Twenties” including: cultural movements such as the Jazz Age, the Harlem Renaissance, and the “Lost Generation.”; the increasing role of advertising and its impact on consumer purchases; the NAACP legal strategy to attack segregation. Examples may include but are not limited to: the Scopes trial, views on and restrictions to immigration Prohibition, roles of women, mass consumption, fundamentalism, modernism, the Indian Citizenship Act of 1924, the Carlisle Indian Industrial School, the Mount Pleasant Indian Industrial Boarding School, Harbor Springs Indian Boarding School, the resurgence of the Ku Klux Klan, and nativism.

JCM Recommended Topics: Black Renaissance (Harlem and Bronzeville) artists, musicians, performers, writers/poets, and influencers, Idlewild (Michigan), growth of the Black Press, the New Negro Movement, the Tulsa Race Massacre, Red Summer, *Birth of A Nation*, Michigan KKK membership, anti-black caricatures in print media and advertisements, blackface in the mass media

USHG 7.1.3 The New Deal Era – explain and evaluate President Franklin Roosevelt’s policies and tactics during the New Deal era, including: the changing role of the federal government’s responsibilities to protect the environment; meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly; opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws; the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies; consequences of New Deal policies. Examples may include but are not limited to: Frances Perkins, the Dust Bowl and Tennessee Valley, promoting workers’ rights, development of a Social Security program, financial regulation, conservation practices, crop subsidies, the Indian Reorganization Act, Termination Policy, the Deportation Act of 1929 Federal housing policies, agricultural efforts and impacts on housing for marginalized groups, Charles Coughlin, Huey Long.

JCM Recommended Topics: New Deal Artists (PWAP, FAP/WPA), the portrayal of African Americans in photographs, sharecropping and peonage systems, the 1936 Olympics, the Colored Civilian Conservation Corps, *New Negro Alliance v. Sanitary Grocery* (Belford Lawson case), exclusion of agricultural and domestic workers from the 1935 Social Security Act

USHG 7.2.3 Impact of World War II on American Life – analyze the changes in American life brought about by U.S. participation in WWII, including: the mobilization of economic, military, and social resources; the role of women, African Americans, and ethnic minority groups in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces; the role of the home front in supporting the war effort; the conflict and consequences around the internment of Japanese Americans.

JCM Recommended Topics: Black factory workers during the war (second migration), African Americans in the military, the Tuskegee Airmen, the 6888th Central Postal Directory Battalion (Black Female Battalion), the Double V Campaign, GI Bill limitations for African American veterans, the Congress of Racial Equality (CORE)

USHG 8.2.1 Demographic Changes – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, Indian Relocation Act (1956), and flow of population to the Sunbelt.

JCM Recommended Topics: Redlining and discriminatory lending practices, White Flight and generational wealth, the concept of the “The American Dream”, New York and Chicago public housing boom (projects), the impact of the Fair Employment Practices Commission

USHG 8.2.2 Policy Concerning Domestic Issues – analyze the major domestic issues in the post-World War II era and the policies designed to meet the challenges by: describing issues challenging Americans, like domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, the environment; evaluating policy decisions and legislative actions to meet these challenges. Examples may include but are not

limited to; G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the United States Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), EPA (1970).

JCM Recommended Topics: the Dixiecrats, the Southern Manifesto, Brown v. Board of Education (1954), school desegregation and busing, GI Bill limitations for African American veterans

USHG 8.2.4 Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights and the constitutional crisis generated by the Watergate scandal. Examples may include but are not limited to: Roe v. Wade, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, Kent State, Students for a Democratic Society, Robert McNamara, Martin Luther King Jr., Muhammad Ali, “flower power,” hippies, beatniks, Rachel Carson, Winona LaDuke, the American Indian Movement, the occupation of Alcatraz, Ralph Nader.

JCM Recommended Topics: Brown v. Board of Education (1954), school desegregation and busing, Ruby Bridges, George Wallace, Lester Maddox, Emmett Till, Jim Crow laws and practices, anti-miscegenation laws, the Civil Rights Act of 1957, the Southern Christian Leadership Conference (SCLC), the Civil Rights Movement and the mass media, Vietnam War draft and Black men, Shelby County, Alabama V. Holder

USHG 8.3.1 Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African American civil rights including: the impact of World War II and the Cold War; Responses to Supreme Court decisions and governmental actions; the Civil Rights Act (1964); protest movements, rights, organizations, and civil actions. Examples may include but are not limited to: racial and gender integration of the military; “An American Dilemma”; Jim Crow laws; de jure segregation; Brown v. Board of Education; the Civil Rights Act (1957); Little Rock school desegregation; the Civil Rights Act (1964); the Voting Rights Act (1965); the integration of baseball; Montgomery Bus Boycott (1955-1956); March on Washington; the Freedom Rides; the National Association for the Advancement of Colored People; the Southern Christian Leadership Conference; the Student Non-violent Coordinating Committee; the Nation of Islam; the Black Panthers; Orval Faubus; Rosa Parks; sit-ins; James Meredith; Medgar Evers; Fannie Lou Hamer; Malcolm X; Yuri Kochiyama; the Twenty-Fourth Amendment; violence in Birmingham; Milliken v. Bradley; the Elliott Larsen Act.

JCM Recommended Topics: the Selma Marches, mass media coverage of the Civil Rights Movement, the Civil Rights Act of 1960, Executive Order 10925 (the President’s Committee on Equal Employment Opportunity), the Black Power Movement, the Twenty-fourth Amendment, Thurgood Marshall, Shirley Chisholm, John Lewis, Loving v. Virginia (1967), the Fair Housing Act

USHG 8.3.2 Ideals of the Civil Rights Movement – compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

JCM Recommended Topics: the role of Black Churches and interfaith allyship in the Civil Rights Movement

USHG 8.3.5 Tensions and Reactions to Poverty and Civil Rights – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city. Examples may include but are not limited to; Los Angeles, Cleveland, Chicago, Atlanta, Newark.

JCM Recommended Topics: Race riots of the 1960s (including use/misuse of the term riot), racial tension after the assassination of Martin Luther King, Jr., continued resistance to school desegregation, Swann v. Charlotte-Mecklenburg Board of Education

USHG 9.1.1 Economic Changes – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication.

JCM Recommended Topics: Black Automobile workers, the integration of the UAW, Barry Gordy, Motown Records, the expansion of Black newspapers, magazines, and media companies (Ebony and Jet for e.g.), Black stereotypes in the media

USHG 9.1.2 Transformation of American Politics – analyze the transformation of American politics in the late 20th and early 21st centuries, including: the growth of the conservative movement in national politics, including

the role of Ronald Reagan; the role of evangelical religion in national politics; the intensification of partisanship; the partisan conflict over the role of government in American life; the role of regional differences in national politics.

JCM Recommended Topics: the increased African American presence in U.S. politics, the Black Power Movement, discriminatory law enforcement practices, the “War of Drugs”, the “War on Crime”, welfare reform, the Civil Rights Restoration Act of 1987, Rodney King, mass incarceration in the U.S., the Black Lives Matter Movement, MLK Day, Juneteenth, Shelby County, Alabama V. Holder

USHG 9.3.1 – make a persuasive argument on a public policy issue and justify the position with evidence from historical antecedents and precedents, and Democratic Values or Constitutional Principles.

JCM Recommended Topics: the Civil Rights Act of 1866, the Civil Rights Act of 1871, the Civil Rights Act of 1875, the Civil Rights Act of 1957, the Civil Rights Act of 1960, the Civil Rights Act of 1964, the Civil Rights Act of 1968, the Civil Rights Act of 1990, the Civil Rights Act of 1991, the Voting Rights Act of 1965, the Violent Crime Control and Law Enforcement Act of 1994

Contemporary Global Issues

https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf

CG1 Population - Explain the causes and consequences of contemporary population changes by analyzing the:

- population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology).
- distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density).
- relationship of population changes to global interactions, and their impact on different regions of the world.

CG2 Resources - Explain changes in the use, distribution, and importance of natural resources (land, water, energy, food; and renewable, non-renewable, flow resources) on human life, settlement, and interactions by describing and evaluating:

- changes in spatial distribution and use of natural resources.
- the differences in ways societies have been using and distributing natural resources.
- social, political, economic, and environmental consequences of the development, distribution, and use of natural resources.
- changes in networks for the production, distribution, and consumption of natural resources, including the growth of multinational corporations and governmental and non-governmental organizations.
- the impact of humans on the global environment.

CG3 Patterns of Global Interactions - Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing:

- economic interdependence of the world’s countries, world trade patterns, and the impact on those who labor, including voluntary and forced migration such as human trafficking.
- the exchanges of scientific, technological, and medical innovations.
- cultural diffusion and the different ways cultures/societies respond to “new” cultural ideas.
- the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.
- distribution of wealth and resources and efforts to narrow the inequitable distribution of resources.

CG4 Conflict, Cooperation, and Security - Analyze the causes and challenges of continuing and new conflicts by describing:

- tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- causes of and responses to ethnic cleansing/genocide/mass killing.
- local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.
- the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.

Common Core Learning Standards Used in this Unit Plan

CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5 - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6 - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8 - Assess the extent to which the reasoning and evidence in a text support the, author's claims.

CCSS.ELA-LITERACY.RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matter's uncertain.

CCSS.ELA-LITERACY.RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CCSS.ELA-LITERACY.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (visually, quantitatively, in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Teaching Race, Racism, and Racial Bias (Pre-Unit Plan Strategies)

The Jim Crow Museum understands that we have different comfort levels when speaking about the novel coronavirus, COVID-19, and racial disparity. This may be particularly challenging for educators tasked with guiding young minds through conversations about the history of the medical profession and how experience or comfortability with medical practitioners reflects race and racism in the United States. The following materials are from educational centers and models that train educators to teach race. These toolkits help to navigate conversations about coronavirus and COVID-19. Educators are encouraged to engage with these resources before teaching this unit plan.

Struggling to Escape Poor Health: 120 Years of Health Disparities Reports.

African American and Other Minorities' Long Quest for Equal Treatment in Health Care

<https://ldi.upenn.edu/news/struggling-escape-poor-health-120-years-health-disparities-reports>

Teaching About Racism in the Context of Persistent Health and Healthcare Disparities: How Educators Can Enlighten Themselves and Their Learners. This toolkit was formed by the listed contributors who sought to explore how to teach health care providers to reduce health care disparities.

https://health.uconn.edu/faculty-development/wp-content/uploads/sites/69/2016/12/stfm_toolkit.pdf

Unnatural Causes: Is inequity making us sick? Resources (lesson plans, syllabi, facilitation guides and online courses) to help educators and students explore health equity and deepen understanding of series concepts.

https://unnaturalcauses.org/for_educators.php

For those looking to take a deeper dive, Learning for Justice has a wealth of resources for navigating conversations about race. They offer written materials, webinars, podcasts, and professional development content.

Analyzing Health Disparities

Link: <https://www.learningforjustice.org/classroom-resources/lessons/analyzing-health-disparities>

Let's Talk! Facilitating Critical Conversations With Students

Link: <https://www.learningforjustice.org/magazine/publications/lets-talk>

Social Justice Standards: The Teaching Tolerance Anti-bias Framework

Link: <https://www.learningforjustice.org/professional-development/social-justice-standards-the-learning-for-justice-antibias-framework>

Vanderbilt University's Center for Teaching has a guide, *Teaching Race: Pedagogy and Practice*, designed to help educators address the challenges of talking about race. Link: <https://cft.vanderbilt.edu/guides-sub-pages/teaching-race/>

The Southern Poverty Law Center's guide *Teaching the Movement: The State Standards We Deserve* is designed to address deficiencies in the teaching of African American history according to The National Assessment of Educational Progress. Link: <https://www.splcenter.org/20110919/teaching-movement-state-standards-we-deserve>

The Poorvu Center for Teaching and Learning at Yale University has Diversity and Inclusion resources on Socioeconomic Diversity, Awareness of Implicit Biases, Inclusive Classroom Climate/Teaching Strategies, and Racial Awareness. Link: <https://poorvucenter.yale.edu/FacultyResources/Diversity-Inclusion>

The National Education Association offers an online toolkit that provides an introduction to the multiple facets of diversity. It offers basic information, a short list of strategies and tools, and suggestions for how to find out more.

Link: <http://www.nea.org/tools/diversity-toolkit.html>

Documentaries may prompt compelling dialogue in the classroom and provide for different perspectives and voices. Films are an opportunity to engage family and community members and to continue race-related dialogues at home. Black Cultural Connection: <http://www.pbs.org/Black-culture/explore/10-Black-history-documentaries-to-watch/>

Media Literacy Now: Resources for Educators & Librarians (by subject)

Link: <https://medialiteracynow.org/resources-for-teachers/>

Pew Research Center Studies: *Journalism & Media*: <https://www.journalism.org>

Social & Demographic Trends: <https://www.pewsocialtrends.org>

Carnegie Mellon University Libraries Guide to Online Historic Newspapers

Link: <https://guides.library.cmu.edu/newspapers/newspaperguides>

The Importance of Media and Digital Literacy and Recognizing Media Bias

Media literacy is the ability to identify different types of media and understand the messages that they are sending. It begins by asking questions, investigating stories, vetting sources, understanding journalistic standards and biases, and thinking critically about the information that is presented. Bias is having a strong preference for or against something. Not all biases are bad, but, left unchallenged, biases can prejudice against certain groups, individuals, and ideas. This can lead to social inequality, injustice, and hostility. We expect news organizations to be objective, but some display bias. Even objective reporters with good intentions have biases that impact their stories. With the digital landscape expanding, it is also becoming more difficult to navigate and easier to manipulate, as reports about “fake news” reveal. The ability to effectively navigate this landscape falls under digital literacy. Digital literacy includes the ability to identify misinformation online, the intentions of any constructed narrative online, participating meaningfully in online communities, interpreting the changing digital landscape, and unlocking the power of the internet for positive use.

Young people who do not frequently see themselves represented in the media, or who only see people like them represented as outsiders, dangerous, unintelligent, poor, pitiable, or as other negative stereotypes should understand that these images are created by people with particular viewpoints and interests. Therefore, it is important to determine the credibility of the information and the source – to identify intent and impact. What are the credentials of the journalist or author, how long has the publication been in circulation, who runs the organization, how are sources vetted, do the publications use fact-checkers or peer review, what type of publication is it, and what audience demographics do they serve/cater to? Media literacy not only teaches students to apply critical thinking to media messages, but to use media to create their own messages. This is important in the absence of positive media images and role models that represent you or your community. Media Literacy is critical to the health and well-being of America’s youth and their future participation in socio-cultural, political, and economic life.

In order to help young adults, make wise news and media choices encourage them to:

Be skeptical, not cynical. It's important to be open-minded, but also a bit skeptical of the media that you encounter.

- Build media-literacy skills by analyzing items such as toy packaging, cereal boxes, and other advertisements.
- Avoid sharing, forwarding, and commenting on stories until you have verified that they are true.

Understand different types of content. Talk about the variety of news sources and types of published information: opinion pieces, investigative journalism, research studies, punditry, blogs, evening news, comedy news, etc.

- We receive the news at home, at school, and in other groups. “Word-of-mouth” stories aren't always true.
- Know the difference between fact and opinion, objective vs. subjective information, and bias.
- Understand the difference between established news organizations that follow professional standards and other types of publications.
- Videos on the internet may or may not contain real news or represent the whole situation. Like photos, videos can be doctored and edited to bend the truth.

Interrogate the source. Think about where the news and types of information are coming from.

- Ask questions to test a source's validity: Who made this? Why did they make it? Is it for or against something or someone? Are they trying to get a reaction from me or inform me? Is anyone else reporting this story?
- Look for signs that the source is real and not fake or misleading – an “About Us” section and standard URL.
- Use [fact-checking websites](#).

Put the pieces together. The news can be like a puzzle with information coming in bits.

- More than one story provides the whole picture, therefore, checking multiple sources is critical.
- Tight deadlines make it difficult to have all of the facts at once. Even respected news outlets make mistakes.

Think about bias and the concept of objectivity. There's usually more than one side to a story.

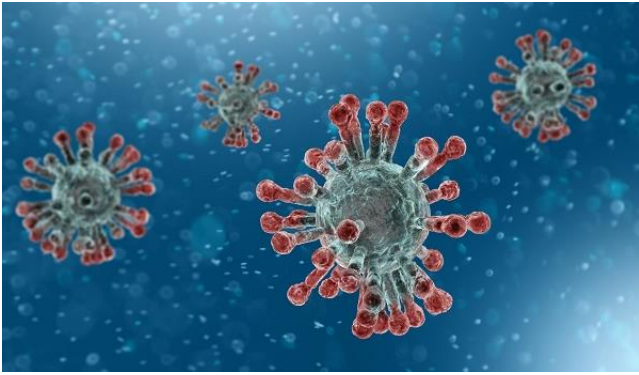
- In any situation different people have different points of view. How many sides to a story are there?
- How does perspective impact how you receive the news? Consider how different audiences (gender, race, age, culture, political leaning, etc.) might interpret a story.

Sources:

<https://www.common sense media.org/blog/news-literacy-101>

<https://medium.com/national-center-for-institutional-diversity/teach-them-well-media-literacy-as-a-survival-tool-for-marginalized-youth-207322e3cd44>

<https://www.tolerance.org/magazine/publications/learning-the-landscape-of-digital-literacy>



<https://healthcare.utah.edu/healthfeed/postings/2020/03/covid19-faqs.php#:~:text=COVID-19%20is%20the>,

Terminology:

medical, ethics, health care, hierarchy, essential, data, virus, outbreak, epidemic, pandemic, immunity, vaccine, symptom, quarantine, PPE, genetic, pathogen, immunology, fear, bias, exaggeration, inequity, stereotype, media, propaganda, media, news, opinion, expert, fact, journalism, social media, rhetoric, integrity, censorship, ideology, disparity, segregate, reason, evidence, advertising, access, marketing, public relations, commodify, commercialize, consumerism, exploit, diversity, disenfranchise, caricature, hype, equity, experimentation, dehumanize, disparity, alienate, mock, code switch, racism, demonize, sensationalize, romanticize, explicit bias, implicit bias, exclusive, inclusive, groupthink, post-racial, research

Activity 1:

MI Learning Standards: ELA, HPE, Science, Social Studies

- What you think each word from the terminology list means (do not look up the answers in the dictionary)? Post your answers on the class discussion board to discuss with your classmates. How similar or different are your definitions? Do they contain overlapping ideas while the wording may be different? Are there trends that appear in the class responses? Next, look up the Merriam-Webster dictionary definition (<https://www.merriam-webster.com>) for each term and compare them to your responses. How similar or different are they?



Dr. David Tyrrell places a common cold virus into the nostril of a patient during a research trial in 1966.

<https://www.forbes.com/sites/alexknapp/2020/04/11/the-secret-history-of-the-first-coronavirus-229e/#412e104771d6>

What is Coronavirus?

Guiding Questions:

- How do news reports on the novel coronavirus impact audiences and why do different outlets have different coverage?
- How do audiences know what information to believe from the media and word-of-mouth reports that they may read, hear, and view?
- What role does personal choice, community, and/or consumerism play in the spread of coronavirus?
- What factors cause people or identity groups to be at a higher risk of contracting COVID-19?

History:

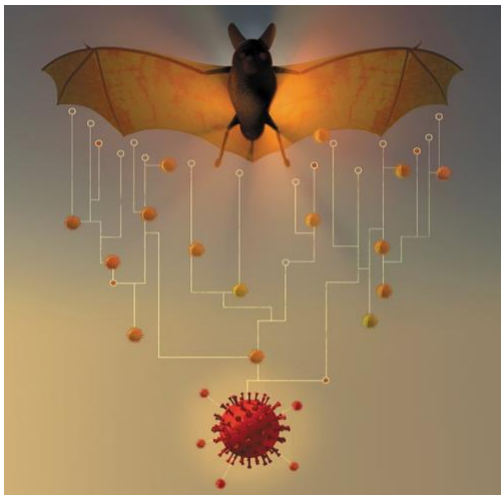
Information about the novel coronavirus is broad-ranging and is challenging how we view healthcare, community equity, public and private spaces, personal and collective rights. Each day, new cases and deaths are recorded globally. Many questions go unanswered, but there are some facts that we do know. Coronaviruses are a large family of viruses that can cause illnesses ranging in severity and can be found in both humans and animals. Coronaviruses have a distinctive name derived from the outer fringe or “corona” (crown) of embedded envelope protein. COVID-19 is the name of the disease caused by this new coronavirus (SARS-CoV-2). SARS-CoV-2 is the product of natural evolution and emerged in Wuhan, China in 2019. After the epidemic began, Chinese scientists sequenced the genome of SARS-CoV-2 and made the data available to researchers worldwide. It has become a global pandemic. Analysis of the genome sequence data from SARS-CoV-2 found no evidence that the virus was engineered in a laboratory.

Until the 21st century, coronaviruses attracted little interest beyond causing mild upper respiratory tract infections. In 2003, the Severe Acute Respiratory Syndrome (SARS-CoV), and the 2012 Middle East Respiratory Syndrome (MERS-CoV) confirmed coronaviruses as significant causes of severe respiratory disease. With the 2019 coronavirus pandemic, the number of cases is increasing due to human to human transmission. It is believed the virus was introduced to humans from a mammal. This is how previous outbreaks emerged, with humans contracting the virus after direct exposure to civets (SARS) and camels (MERS). Scientists found that the SARS-CoV-2 structure differed substantially from previously identified coronaviruses and resembled viruses found in bats and pangolins. There are no documented cases of bat-human transmission suggesting that an intermediate host was involved. Coronavirus from a pangolin could have been transmitted directly or through an intermediary host like a ferret.

Activity 2:

MI Learning Standards: Arts, ELA, HPE, Science, Social Studies, SEL

- Watch the PBS | NOVA documentary “Decoding COVID-19” which covers different stages of the outbreak and the scientists racing to understand and defeat the coronavirus behind the COVID-19 pandemic.
Link: <https://www.pbs.org/wgbh/nova/video/decoding-covid-19/>
- In a one-two page essay, summarize the argument of and outline the methods of analysis in the video. What information was included and how was it organized? What data and timeline information were presented? What details may have been added to or omitted from the narrative? Did a particular image or message resonate with you? What did you notice about the people, the environment, and the scenarios depicted? What ethical issues were raised? Was this new information to you and did it challenge or confirm what you knew about medical history? Which argument, line of reasoning, or clip was the more appealing to you, and why? Be specific with your responses.



<https://www.scientificamerican.com/article/how-chinas-bat-woman-hunted-down-viruses-from-sars-to-the-new-coronavirus1/>

Activity 3:

MI Learning Standards: Arts, ELA, HPE, Science, Social Studies

- Newspapers, media outlets, and websites cover the news differently. Using a columned sheet, compare three news stories on the same medical topic including the interviews, photographs, data, and infographics within them. Use the questions “Who, What, Where, When, Why, and How” as a guideline for your analysis. Take your investigation a step further and investigate the history of the news outlets. Are they conservative, moderate, or liberal leaning? What headlines, words, data, and photos, changed from article to article? In what ways do the news and other media show bias? Post your findings on the class message board.

History Continued:

It is still not precisely known how long the coronavirus survives on surfaces. Preliminary studies suggested that the virus can persist for hours up to several days. About 80% of people who develop COVID-19 will have mild symptoms. Older adults and people with pre-existing medical conditions or compromised immune systems are at a higher risk for severe illness. This includes people who have heart disease, lung disease, cancer, high blood pressure, or diabetes. Exact data is difficult to gather because testing/reporting varies from state to state and people who recovered at home or did not get tested are not always included. 2020 data shows that COVID-19 is killing more people than influenza in a typical year. Social distancing, wearing masks, frequent hand washing, and surface sanitation has been utilized as a set of actions taken to slow the spread of the contagious virus. Social distancing limits face-to-face contact to decrease the spread in communal settings. Some carriers are asymptomatic or do not present symptoms for several weeks after testing positive for coronavirus, making it difficult for scientists and healthcare workers to track. Some institutions are publishing frequent updates on the novel coronavirus like John Hopkins Medical Center <https://coronavirus.jhu.edu> *The history of medical experimentation at JHMC is noted in the next lesson.

The coronavirus is dominating the global newsfeed as updated precautions, procedures, policies, and a race for a vaccine occupy all areas of society. This differs from previous coronavirus outbreaks due to how fast the disease is spreading in addition to the varying strategies each state utilizes to manage the crisis. Coronavirus has been challenging for all Americans but, some communities have suffered greater numbers of illness and death, job loss, homelessness, food scarcity, and education inequity. As caregivers, adults may bear the stress of these sudden negative changes, but coronavirus can be hugely difficult for young adults as well. Youth are reliant on, and influenced by, their social networks and seek independence (which may include defiance). The frontal lobe of a teenage brain is still developing, which means that impulse control, delayed gratification, and consequence realization skills are not fully in place, which adds tension during a tense, fluctuating situation.

Sources:

<https://healthcare.utah.edu/healthfeed/postings/2020/03/covid19-faqs.php#:~:text=COVID-19%20is%20the>
<https://www.sciencedaily.com/releases/2020/03/20200317175442.htm>
<https://www.sciencedirect.com/topics/neuroscience/coronavirus>
<https://www.health.harvard.edu/blog/how-to-talk-to-teens-about-the-new-coronavirus-2020031419192>
<https://www.health.harvard.edu/blog/keeping-teens-home-and-away-from-friends-during-covid-19-2020041419533>

Activity 4:

MI Learning Standards: ELA, HPE, Science, Social Studies

- Research a medical pandemic in history that impacted the United States or other regions of the world, like the Spanish Flu, Ebola, Bubonic Plague, SARS, etc., using scholarly journals or the Carnegie Melon University Libraries Guide to Free Online Historic Newspapers. <https://guides.library.cmu.edu/newspapers/newspaperguides> How has the event been recorded by different scholars, news outlets at the time of the outbreak, or in the news today? How was each narrative told and from how many points of view? What data and timeline information were present? What details may have been added to or omitted from the narrative? Does the current media show bias towards these histories when comparing them to the novel coronavirus? Be specific with your responses.

Activity 5:

MI Learning Standards: Arts, ELA, HPE, Math, Science, Social Studies

- Infographics are used to relay data and to support an author's argument. Find examples of COVID-19 articles or videos that contain infographics and summarize whether you believe they strengthen the argument presented. Your topic can pertain to any aspect of COVID like the virus itself, essential workers, food insecurity, case demographics by state, etc. If each student chooses (or is assigned) a different facet of the pandemic, you will have a range of work to present on the class discussion board. What specifically in the infographics made them more or less successful (the colors, chart type, graphics used, etc.)? Next, make a short PSA (public service announcement), drawing, photo-collage, song, digital presentation, or video about the novel coronavirus/COVID-19 including the health and safety infographics that you found to be the most relevant. You may also use written data to create your infographics instead of using existing ones.

Activity 7:

MI Learning Standards: ELA, HPE, Science, Social Studies, SEL

- Write a two-page opinion essay – the first page should describe the two most challenging aspects of living during the pandemic from your perspective? Are these challenges heightened by the information that you receive from outside sources or the media? The second page should focus on two ways that communities are coming together during the pandemic. Are local, national, and global communities impacted by positive gestures? Be specific with your examples. You may incorporate perspectives from friends, family, and community members if they shape or impact your own experiences.

Pangolin Photograph: <https://www.sciencealert.com/more-evidence-suggests-pangolins-may-have-passed-coronavirus-from-bats-to-humans>



Influenza Epidemic 1918. Red Cross workers making anti-influenza masks for soldiers in camp. Boston, Massachusetts
<https://catalog.archives.gov/id/45499341>

Activity 6:

MI Learning Standards: ELA, HPE, Science, Social Studies, SEL

In small groups, rank the importance of these coronavirus prevention actions (in your opinion) and jot down a few sentences why each one contributes to the slow of community spreading. Are these important steps to take all of the time or are they conditional? If your school uses a message board post your answers to be discussed with your classmates.

- Stay home when you are sick.
- Cover your mouth with a tissue when you cough or sneeze or cough or sneeze into your elbow.
- Avoid touching your face.
- Disinfect frequently touched objects and surfaces.
- Wash your hands with soap and water for at least 20 seconds.
- If soap and water aren't accessible, use an alcohol-based hand sanitizer with at least 60% alcohol.
- Wear a mask when you are in public.
- Wear gloves when you in public.
- Wipe down all products before they are brought into the house.
- Avoid going to stores or public places as busy times of the day.
- Keep 6 feet or more between you and other people.



Activity 8:

MI Learning Standards: ELA, HPE, Science, Social Studies

- The first person to identify coronaviruses was a woman. At 16-years old, June Almeida took a job in the histology department of a hospital in Glasgow. She could not afford college, so she learned to examine tissue in a medical lab looking for signs of disease. In 1964, while working in Canada, she saw a round dot covered in tiny spokes in her electron microscope. With her colleagues, she noted the spikes formed a halo around the virus, like the sun's crown (corona). Almeida played a key role in identifying coronaviruses, which is extraordinary because she never completed a formal education. Read about her remarkable career and discovery in <https://www.nytimes.com/2020/05/08/obituaries/june-almeida-overlooked-coronavirus.html> or <https://www.nationalgeographic.com/history/2020/04/june-almeida-discovered-coronaviruses-decades-ago-little-recognition/#close>
- Individually or in pairs, research the contributions of women in the medical field and present your findings in a slideshow to the class. Include at least two photographs of the female professional and their discovery, invention, or treatment. Include bulleted points outlining their work and impact on medicine, statistics on their research, and current uses in the medical field. Be specific as to how the female scientist or medical pioneer contributed to techniques and treatments used to save lives. What was their training and what fields of medicine or medical research did they contribute to? Were there additional academic and/or career barriers that the women had to overcome? What do their lists of accomplishments tell you about them and their drive to innovate, blaze trails, help their patients, and communities?



June Almeida with her electron microscope at the Ontario Cancer Institute in Toronto in 1963
<https://www.bbc.com/news/uk-scotland-52278716>



Lost on The Front Line - <https://khn.org/news/lost-on-the-frontline-health-care-worker-death-toll-covid19-coronavirus/>

Activity 9:

MI Learning Standards: ELA, HPE, Science, Social Studies, SEL

- What is the Hippocratic Oath? Study the origins and words of the oath. Is this a required or voluntary pledge for doctors? Do medical schools still require outgoing students to take the Hippocratic Oath? What consequences might patients face if a doctor breaks the oath? What consequences might a doctor face for breaking the oath? What medical protections do patients have both legally and ethically? Link: <https://www.pbs.org/wgbh/nova/article/hippocratic-oath-today/>
- In pairs create four quiz questions for your partner and test their knowledge on the history, language, and use of the Hippocratic oath. Think like a teacher. Make the questions clear and challenging, but not deceptive. Be cognizant of the phrasing and what you ultimately want your partner to learn from the question. How well did they do on the quiz?



<https://www.today.com/style/dove-s-courage-beautiful-ad-honors-medical-workers-during-coronavirus-t178272>

Additional Resources:

Coronavirus (COVID-19): How to Talk to Your Child - <https://kidshealth.org/en/parents/coronavirus-how-talk-child.html>

Coronavirus Support Grades 6 – 12
<https://classroommagazines.scholastic.com/support/coronavirus.html#grades612>

Growing Up Amid the Rise of Racism
<https://medium.com/national-center-for-institutional-diversity/growing-up-amid-the-rise-of-racism-3f1896f76e32>

Harvard Health – Coronavirus Resource Center
<https://www.health.harvard.edu/diseases-and-conditions/coronavirus-resource-center>

Images and Infographics for young learners
<https://www.livescience.com/coronavirus-kids-guide.html>

Johns Hopkins University and Medical Center
<https://coronavirus.jhu.edu>

Keeping Teens at Home
<https://www.health.harvard.edu/blog/keeping-teens-home-and-away-from-friends-during-covid-19-2020041419533>

Mayo Clinic
<https://www.mayoclinic.org/diseases-conditions/coronavirus/symptoms-causes/syc-20479963>

National Institute of Allergy and Infectious Diseases
<https://www.niaid.nih.gov>

Supporting Teenagers and Young Adults During the Coronavirus Crisis - <https://childmind.org/article/supporting-teenagers-and-young-adults-during-the-coronavirus-crisis/>

Psychology Today Resources -
<https://www.psychologytoday.com/us/blog/smart-parenting-smarter-kids/202003/how-talk-kids-and-teens-about-the-coronavirus>

SPARK: Elevating Scholarship on Social Issues
<https://medium.com/national-center-for-institutional-diversity>

The Hechinger Report
<https://hechingerreport.org/special-reports/coronavirus/>

The World Health Organization
<https://covid19.who.int>

UNESCO
<https://en.unesco.org/covid19/educationresponse>

Additional Resources:

Color of Change – Racial Representation in the Media
<https://colorofchange.org/dangerousdistortion/>

Common Sense Media – Digital Literacy, Media Bias, and Digital Citizenship
<https://www.commonsensemedia.org/homepage>

Currents: Diversity Scholarship
<https://www.ncidcurrents.org>

Decoding Media Bias – PBS
<https://www.pbs.org/newshour/extra/lessons-plans/decoding-media-bias-lesson-plan/>

Digital Public Library of America
<https://dp.la>

EDSITEment!
<https://edsitement.neh.gov>

Equal Justice Initiative Reports
<https://eji.org/reports/>

Facing History and Ourselves
<https://www.facinghistory.org>

Learning for Justice
<https://www.learningforjustice.org/classroom-resources/lessons>

Library of Congress
<https://www.loc.gov>

Media Literacy Now
<https://medialiteracynow.org>

National Archives
<https://www.archives.gov>

Newseum ED
<https://newseumed.org>

PBS Learning Media
<https://www.pbslearningmedia.org>

Racial Equity Resource Guide
<http://www.racialequityresourceguide.org>

The Jim Crow Museum of Racist Memorabilia
<https://www.ferris.edu/HTMLS/news/jimcrow/>

The Racial Equity Institute
<https://www.racialequityinstitute.com>

The Rise and Fall of Jim Crow
<https://www.thirteen.org/wnet/jimcrow/education.html>

African American Scientists and Medical Professionals

Guiding Questions:

- What barriers existed for African American scientists and medical professions under Jim Crow?
- What historical factors impacted Black Americans access to good medical facilities and treatment?
- How did the Civil Rights Movement change access to education and medical careers for Black Americans?
- What medical treatments, techniques, and inventions do we use today were created by African Americans?

History:

African American doctors and researchers are extremely significant to medical history in The United States. The contributions of pioneering physicians, nurses, surgeons, and scientists to the advancement of medical care cannot be taken for granted. Black medical professionals' broke barriers, shattered stereotypes, discovered treatments, and provided leadership that improved the health of millions. They shouldered the responsibility of learning and healing while fighting slavery, prejudice, and injustice – changing the face of medicine. Black Americans invented modern blood-banking, served in the highest ranks of the U.S. government, worked on immunizations, contributed to psychiatric advancements, and much more. Duke University's timeline notes many achievements from the 18th to the 21st centuries. <https://guides.mcclibrary.duke.edu/Blackhistorymonth/chronology>

During enslavement it was illegal for Black Americans to read and write; nevertheless, many Black people found clandestine ways to gain literacy. Given the reality of slavery's "compulsory ignorance laws" and segregated, substandard schools during the Jim Crow period, it is remarkable that so many Black people excelled as physicians and scientists. Under Jim Crow, African American physicians were confronted by institutional discrimination, individual acts of discrimination, and treated as second-class citizens. When entering the profession, white doctors joined the American Medical Association (AMA), an organization founded in 1847 that provided standards for medical education and focused on improving public health. Doctors had to be members of the AMA to practice in hospitals. The AMA claimed not to discriminate, but it left membership up to its local chapters, many of which did not accept Black doctors, especially in the Jim Crow South. In response to being barred from the AMA, African American doctors, dentists, and pharmacists founded the National Medical Association (NMA) in 1895. The NMA still focuses on the interests of African American doctors, healthcare for Black Americans, and economically underserved communities.



AFRICAN AMERICAN PIONEERS IN MEDICINE



Image from: <https://www.bifmc.org/Black-history-month-african-american-pioneers-medicine/>

Terminology:

Jim Crow, Civil Rights Movement, desegregation, civil rights, medical, ethics, health care, hierarchy, essential, data, virus, outbreak, epidemic, pandemic, immunity, vaccine, symptom, quarantine, PPE, genetic, pathogen, immunology, fear, bias, exaggeration, inequity, stereotype, media, propaganda, media, news, opinion, expert, fact, journalism, social media, rhetoric, integrity, censorship, ideology, disparity, segregate, reason, evidence, advertising, access, marketing, public relations, commodify, commercialize, consumerism, exploit, diversity, disenfranchise, caricature, hype, equity, experimentation, dehumanize, disparity, alienate, mock, code switch, racism, demonize, sensationalize, romanticize, explicit bias, implicit bias, exclusive, inclusive, groupthink, post-racial, research

Activity 1:

MI Learning Standards: ELA, HPE, Science, Social Studies

- What you think each word from the terminology list means (do not look up the answers in the dictionary)? Post your answers on the class discussion board to discuss with your classmates. How similar or different are your definitions? Do they contain overlapping ideas while the wording may be different? Are there trends that appear in the class responses? Next, look up the Merriam-Webster dictionary definition (<https://www.merriam-webster.com>) for each term and compare them to your responses. How similar or different are they?

History Continued:

In addition to the AMA obstacles, Black physicians were often unable to receive specialized training. Facing property ownership and rental barriers, doctors began opening hospitals in their homes. Many of these small hospitals only had a few beds but were options for Black patients at the turn of the 20th century. One of the most well-known, Provident Hospital in Chicago, earned a reputation for its nurses' training school. Its founder, Daniel Hale Williams, was the surgeon credited with performing one of the first successful open-heart surgeries. In 1901, a study of medical education, The Flexner Report, imposed a standard on medical schools that the majority of African American colleges could not meet, limiting the options for Black students to enroll. It required all medical schools to be affiliated with a university, and a hospital, and stressed the importance of clinical training and full-time faculty. At least four African American medical schools closed. Howard University College of Medicine and Meharry Medical College were the exceptions. The Flexner Report also stated that African American doctors should focus more on public health.

Despite the crippling legislation and segregation of Jim Crow, Black people made significant contributions that enriched the health and well-being of the United States. *Brown v. Board of Education* (1954) provided more educational opportunities for Black students as school desegregation rolled out across the United States. Southern medical schools also began to desegregate, and new doors opened for African American professionals. Two new medical schools opened: Charles Drew University of Medicine and Science in Los Angeles and Morehouse School of Medicine in Atlanta. During the Civil Rights Movement, a grassroots effort became a national movement to remove Jim Crow laws and by extension, racist etiquette and norms. It was a movement of Black people who were tired of being denied basic human rights. Congress passed the Civil Rights Act of 1964 and the Voting Rights Act of 1965, guaranteeing basic civil rights for all Americans, regardless of race. In 2008, the AMA issued an apology, acknowledging its "history of racial inequality toward African American physicians." In 2018, Black doctors comprised 5% of the American medical workforce. To continue advancements in the medical profession, the number of African American men and women attending medical school must increase, which also requires more economic investment in future medical students.

Sources:

<https://www.aamc.org/news-insights/celebrating-10-african-american-medical-pioneers>
<https://www.theatlantic.com/health/archive/2016/12/Black-doctors/510017/>
<https://www.ferris.edu/HTMLS/news/jimcrow/segregation.htm>
<https://www.aamc.org/data-reports/workforce/interactive-data/figure-18-percentage-all-active-physicians-race/ethnicity-2018>

Activity 2:

MI Learning Standards: Arts, ELA, HPE, Math, Science, Social Studies

- What African American scientists or medical pioneers created techniques and treatments that changed medicine and are still used to save lives today? Who are they and what did they invent? Research the contributions of Black American medical professionals and present your findings in a slideshow. Include the following information: an outline of their work and impact on medicine, statistics on their research and uses in the medical field, degrees, career titles and institutions served, patents held, and at least two photographs of the person and their work. What does the list of accomplishments tell you about this individual and their drive to innovate, succeed, and help their patients, and communities?

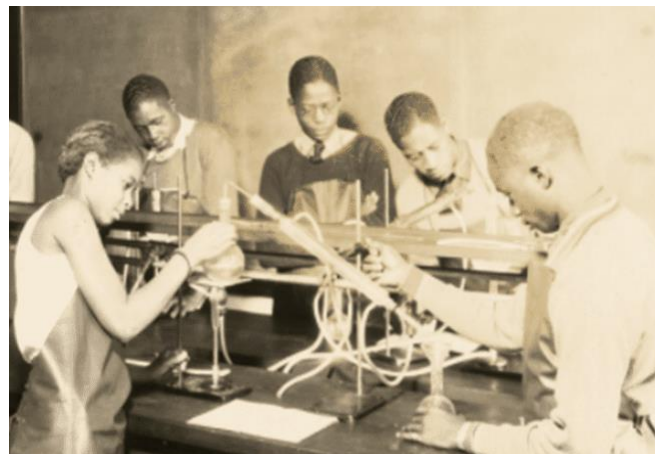


Image from <https://www.auamed.org/blog/african-american-doctors/>

Activity 3:

MI Learning Standards: Arts, ELA, HPE, Math, Science, Social Studies

- Using the *Chronology of Achievements of African Americans in Medicine* list from Duke University, (<https://guides.mclibrary.duke.edu/Blackhistorymonth/chronology>) create your own version of *Jeopardy*. You must learn the history of extraordinary medical pioneers and their contributions to medical science to get the clues correct – and don't forget to answer in the form of a question. You may play individually or as a team. There are 6 categories with 5 clues for a total of 30. As a class, decide on the categories and how you will assign the work (will the students write the clues, or will the teacher provide them). Be sure to study the topics ahead of the game so you will have the correct responses.
- Use this free template to create your *Jeopardy* game board: <https://www.slidescarnival.com/jeopardy-free-presentation-template/11277#preview>

Activity 4: Grades 11 – 12*

MI Learning Standards: ELA, HPE, Science, Social Studies

- Often, what we know about Black Americans and medicine comes from the ugly history of racist medical “studies” like the gynecological experiments performed by J Marion Sims on enslaved women in the 1840s, the infamous Tuskegee experiment that ran for four decades starting in the 1930s, and the case of Henrietta Lacks in the 1950s, whose stolen cells were used in modern medical research. These experiments were carried out by individuals (Sims), the United States Public Health Service (Tuskegee), and medical institutions like Johns Hopkins (Lacks – HELA). These are the more notable cases, but there are many more. This four-page research paper has two parts: the first two-pages should detail the history and impact of the experiments on the test subjects; the last two-pages should look at how the offenders or medical community at large have sought to remedy the atrocities. If no action was taken, discuss why and how this continues to effect Black communities’ trust in medical doctors and hospitals.
- **Follow-up essay:** When studying history, are we taught more about medical exploitation/experimentation in Black communities or about Black medical professionals and their achievements? Why? Use evidence from your research paper to support your argument.

Suggested Resources:

https://www.democracynow.org/2007/1/19/medical_apartheid_the_dark_history_of
<https://www.history.com/news/the-father-of-modern-gynecology-performed-shocking-experiments-on-slaves>
<https://www.ferris.edu/HTMLS/news/jimcrow/question/2011/september.htm>
<https://www.mcgill.ca/oss/article/history/40-years-human-experimentation-america-tuskegee-study>
<https://www.npr.org/2010/02/02/123232331/henrietta-lacks-a-donors-immortal-legacy>
<https://www.npr.org/sections/health-shots/2017/10/25/556673640/scientists-work-to-overcome-legacy-of-tuskegee-study-henrietta-lacks>



Research subjects in the Tuskegee syphilis study – *National Archives*
<https://www.statnews.com/2016/06/16/mistrust-tuskegee-Black-men/>



The Flying Black Medics return from providing medical care and education in Cairo, Illinois, 1970 - <https://www.aamc.org/news-insights/celebrating-10-african-american-medical-pioneers>

Activity 5:

MI Learning Standards: Arts, ELA, Science, Social Studies, SEL

- *The Immortal Life of Henrietta Lacks* is a 2010 book that inspired the 2017 film about the life of Henrietta Lacks, a Black woman from Virginia who died at age 31 from cervical cancer. She had rapidly reproducing cells, a fact discovered by doctors at Johns Hopkins hospital, after a cell sample was taken without her permission and named HeLa. Because of their ability to quickly reproduce, Lacks’ cells have been used in much of the medical research after 1951, and into the present including in vaccinations, gene mapping, and fertility research. If you have the ability to watch the entire film, *The Immortal Life of Henrietta Lacks*, it is recommended.
- Watch the short clips *The Immortal Life of Henrietta Lacks: The Lacks Family Legacy* (HBO) <https://www.youtube.com/watch?v=XPz0bmsXp6M> and *Interview with Lacks Family Members* <https://www.youtube.com/watch?v=aGnT05oFXm4> What information was included in each clip and how was it organized? What is the most interesting fact that you learned? Was this new information to you and did it challenge or confirm what you knew about medical history? What ethical issues were raised? Who was featured in the narratives and what questions or emotions did their stories spark? Did a particular image or quote resonate with you?



Henrietta and David Lacks <https://www.smithsonianmag.com/science-nature/henrietta-lacks-immortal-cells-6421299/>

Activity 6: Grades 11 – 12*

MI Learning Standards: Arts, ELA, HPE, Science, Social Studies, SEL

- Medical experimentation did not just occur in the United States within African American communities. Many identity groups globally have been subjected to cruel and inhumane medical treatment and studies. Create a visual storyboard using drawings, photographs, and other graphics to tell the story of one of these atrocities. Create a minimum of 12 panels (think comic books or graphics novels) explaining how one identity group (racial, gender, religious, age, ability, etc.) has been the subject of a health crisis in history. Examples may include wars, internment camps, mutilation, genocides, refugee crises, detention centers, human trafficking, etc. Support your visual narrative with evidence. Be sure to use credible sources. The event and atrocities that you are researching may have museums or foundations dedicated to them, which you may use as a resource. Present your storyboards to the class.
- What caused these dehumanizing events or atrocities to occur? What peoples were persecuted? What rights were violated, stripped, or denied? How are dialogues about your event framed? Is healthcare a human right? Are human rights a guarantee for all people? What theories or factors influenced the ruling class to deny people of their basic health and human rights? How would you maintain a sense of normalcy, dignity, and compassion living under conditions that stripped you of human rights?
- More questions to consider: Did pseudoscience inform medical experiments/treatment based on beliefs about genetic inferiority? Are pseudoscientific experiments based on tested scientific methods? Why was science used as an acceptable determinate of racial intelligence? How does this impact institutional bias? What pseudoscientific theories have been debunked? Does this impact our understanding of health and human rights violations today?



Prisoners at Work, Auschwitz Concentration Camp

<http://auschwitz.org/en/gallery/historical-pictures-and-documents/life-and-work,8.html>

Activity 7:

MI Learning Standards: Arts, ELA, HPE, Math, Science, Social Studies, SEL

- Write a two to three-page research paper on the life and achievements of a Black scientist or medical professional. Do not simply summarize their life; select images, quotes, and events that demonstrate how unique, innovative, ingenious, and fearless their life and accomplishments were while living under Jim Crow. What barriers were present for Black Americans in medical schools, careers, research, and patent holding that made their achievements remarkable? Think about your own goals and how it feels when you accomplish them. Channel that excitement into your paper. Next, create and post one slide to the class discussion board with the medical professional or scientist's name, one photo, one career accomplishment, and one quote. Assemble the individual presentations into a class "Timeline of Black Medical Excellence" representing the pioneers that you researched.



Image from The Jim Crow Museum Collection

Activity 8:

MI Learning Standards: ELA, HPE, Science, Social Studies,

What impact did the Civil Rights movement have on Black Americans access to services and spaces formerly barred during Jim Crow? Using a columned chart, first provide one example from each category (healthcare, education, housing) of how a Black person and a white person would be treated differently under Jim Crow. In the next column, provide two examples from each category (healthcare, education, housing) of systemic changes that occurred after the signing of the 1964 Civil Rights Act. Why were these changes so impactful and what were the specific results? What programs were created to provide access and opportunities to Black communities? Has the United States achieved equity within these three systems by 2020? Be specific and support your arguments with data. Post your responses to the class discussion board.

Additional Resources:

A Time for Justice

https://www.tolerance.org/sites/default/files/kits/A_Time_for_Justice_Teachers_Guide.pdf

American Medical Association - The history of African Americans and organized medicine

<https://www.ama-assn.org/about/ama-history/history-african-americans-and-organized-medicine>

American Medical Association - 10 African Americans medical pioneers

<https://www.aamc.org/news-insights/celebrating-10-african-american-medical-pioneers>

Civil Rights Historical Investigations

https://www.facinghistory.org/sites/default/files/publications/Common_Core_Writing_Prompts_and_Strategies_CRHI.pdf

Duke University - *Chronology of Achievements of African Americans in Medicine*

<https://guides.mclibrary.duke.edu/Blackhistorymonth/chronology>

Hill, Herbert and Jones, James Jr., ed. *Race in America: The Struggle for Equality*. Madison: University of Wisconsin Press, 1993.

Harriet A. Washington, *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. Doubleday Books, 2007

Interview: https://www.democracynow.org/2007/1/19/medical_apartheid_the_dark_history_of

Pilgrim, D., & Gates, H. (2015). *Understanding Jim Crow: using racist memorabilia to teach tolerance and promote social justice*. Oakland, CA: PM Press.

Pilgrim, D. (2018). *Watermelons, nooses, and straight razors: stories from the Jim Crow Museum*. Oakland, CA: PM Press.

Sisters in the Struggle: African American Women in the Civil Rights and Black Power Movements, by Bettye Collier-Thomas & V.P. Franklin. New York University Press, 2001.

Teaching Tolerance: *Analyzing Health Disparities*

Link: <https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-health-disparities>

The Civil Rights Movement

<https://www.history.com/topics/Black-history/civil-rights-movement>

The Library of Congress - African Americans in Medicine

<https://www.loc.gov/rr/scitech/SciRefGuides/africanamericansmedicine.html>

Additional Resources:

Color of Change – Racial Representation in the Media

<https://colorofchange.org/dangerousdistortion/>

Common Sense Media – Digital Literacy, Media Bias, and Digital Citizenship

<https://www.common sense media.org/homepage>

Currents: Diversity Scholarship

<https://www.ncidcurrents.org>

Decoding Media Bias – PBS

<https://www.pbs.org/newshour/extra/lessons-plans/decoding-media-bias-lesson-plan/>

Digital Public Library of America

<https://dp.la>

EDSITEment!

<https://edsitement.neh.gov>

Equal Justice Initiative Reports

<https://eji.org/reports/>

Facing History and Ourselves

<https://www.facinghistory.org>

Learning for Justice

<https://www.learningforjustice.org/classroom-resources/lessons>

Library of Congress

<https://www.loc.gov>

Media Literacy Now

<https://medialiteracynow.org>

National Archives

<https://www.archives.gov>

Newseum ED

<https://newseumed.org>

PBS Learning Media

<https://www.pbslearningmedia.org>

Racial Equity Resource Guide

<http://www.racialequityresourceguide.org>

The Jim Crow Museum of Racist Memorabilia

<https://www.ferris.edu/HTMLS/news/jimcrow/>

The Racial Equity Institute

<https://www.racialequityinstitute.com>

The Rise and Fall of Jim Crow

<https://www.thirteen.org/wnet/jimcrow/education.html>

Healthcare and COVID-19

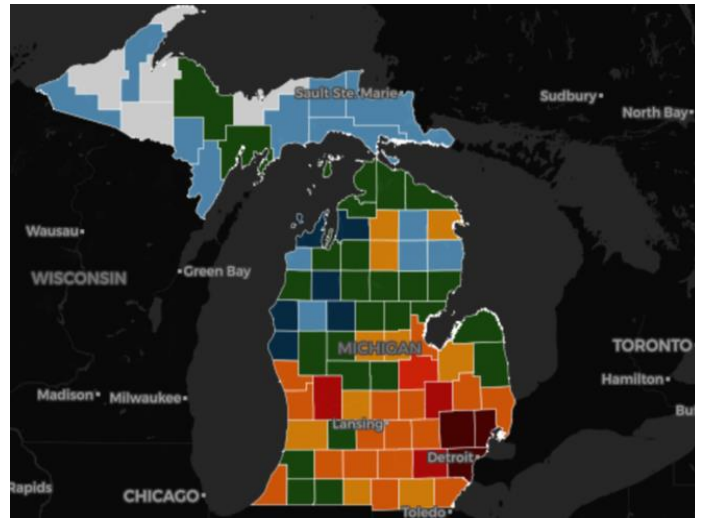
Guiding Questions:

- What factors cause people or identity groups to be at a higher risk of contracting the coronavirus?
- What factors cause people or identity groups to have less access to medical facilities, testing, and treatment?
- What racist laws, institutions, stereotypes, and/or imagery from the Jim Crow era continue to be revived/recycled in contemporary culture?
- How do news reports covering the coronavirus pandemic inform and impact audiences about racial disparity in the United States?

History:

COVID-19 is highlighting racial inequities across the United States. Black Americans have significantly higher rates of infection and death. In Louisiana, Black Americans make up 32% of the population and accounted for 70% of deaths. In the District of Columbia, Black Americans make up 45% of the population, 29% of the confirmed cases, and 59% of deaths. In Illinois, communities of color accounted for 48% of confirmed cases and 56% of deaths, while only making up 39% of the population. In North Carolina, African Americans make up 21% of the population and 37% of the confirmed cases. In Michigan, Black Americans make up 14% of the population, but accounted for 33% of confirmed cases and 41% of deaths. Black Americans accounted for 70% of the COVID-19 deaths in Chicago, while only representing 30% of the population. In New York City, coronavirus is twice as deadly for Black and Latinx communities as for white people. In Boston, 35 - 40% of patients admitted to Massachusetts General Hospital with coronavirus are Latinx, a 400% increase for Latinx patients admitted before the outbreak. *Statistics as of April 2020 (please find updated statistics relevant to when this lesson is taught).

Underserved communities have a higher rate of comorbidities used to classify patients at risk. Comorbidities are underlying medical conditions that may put patients with the coronavirus at a higher risk for worse outcomes. Compared to white patients, Black patients are 40% more likely to have high blood pressure, twice as likely to have heart failure, three times more likely to have chronic kidney disease, three times as likely to die from asthma complications, twice as likely to be diagnosed with colon and prostate cancer, and represent 44% of the HIV positive population. Latinx patients are twice as likely to have and die from diabetes, and twice as likely to have chronic liver disease than white patients. Black people and Latinx populations are less likely to live in neighborhoods with access to healthy foods and to have health insurance. There are differences in the level of care that BIPOC communities receive when they seek medical attention reflecting medical biases among professionals and empathy gaps towards Black Americans experiencing pain.



<https://www.michiganradio.org/post/covid-19-michigan-tracking-state-confirmed-cases>

History Continued:

The Brookings Institute recommends the following to reduce the racial gap in COVID-19 deaths and reduce the widespread disparity of the current system.

- Data on race, place, gender, and age should be readily available for social scientists, epidemiologists, and other public health researchers to formulate better preparedness plans. Data can help to determine a fair allocation of resources and where they are most needed to ease some of these inequities.
- As COVID-19 testing facilities open it is important to be thoughtful about location. In New York City, most of the testing centers and response hubs are not located in areas with a high number of cases, which happen to be in predominately Black neighborhoods.
- If there is more equitable healthcare coverage, the number of people with untreatable pre-existing conditions will decline and healthcare costs will drop. Healthcare equity puts less strain on hospitals, emergency departments, and first responders who deal with people when their conditions have worsened rather than when they initially become ill.



<https://www.pbs.org/newshour/health/outcry-over-racial-data-grows-as-virus-slams-Black-americans>

History Continued:

The United States has grappled with cultural and structural racism since its inception. From health and education systems to the labor market, lending and housing practices to disproportionate sentencing and incarceration rates, communities of color face a number of barriers. These stressors account for 'Weathering' defined as the accumulated physiological burden from the stresses of racism and race-related disadvantage. Weathering is found in many socioeconomically disadvantaged communities but is particularly high in Black communities and among Black women. The coronavirus pandemic is highlighting the need for more equitable and accessible healthcare, particularly in regions with healthcare deserts. The United States spends 25% more per capita on healthcare than any other country in the world. Over the past 20 years, healthcare spending has doubled, yet many Americans across racial lines, have no or limited coverage.

The Affordable Care Act helped to narrow disparities in health coverage, access, and utilization, but BIPOC communities continue to fare worse compared to white people across the board. Black and Latinx populations have less access to testing and treatment services. Congress passed legislation to provide free testing for uninsured individuals, but, the medically uninsured lack a primary care provider and regular or familiar medical center. Black and Latinx workers are overrepresented in many essential industries and are more likely to use shared or public transportation, increasing the chances of exposure because these jobs cannot be performed from home. Additionally, for some of the essential workers that contracted COVID-19 and were discharged from the hospital, social distancing during recovery proved to be impossible. Many Black and Latinx patients live in large multigenerational households or more densely populated areas. Economically underserved neighborhoods are also more likely to be exposed to environmental pollutants and experience both food and healthcare deserts that add to racialized health disparities.

Sources:

<https://www.brookings.edu/blog/fixgov/2020/04/10/how-to-reduce-the-racial-gap-in-covid-19-deaths/>
<https://www.forbes.com/sites/janicegassam/2020/04/12/covid-19-reveals-racial-inequities-in-us-healthcare-system-strategies-for-solutions/#71a9263d5d37>
<https://www.npr.org/sections/health-shots/2020/04/21/838763690/opinion-u-s-must-avoid-building-racial-bias-into-covid-19-emergency-guidance>
<https://www.kff.org/disparities-policy/issue-brief/communities-of-color-at-higher-risk-for-health-and-economic-challenges-due-to-covid-19/>
<https://www.npr.org/sections/codeswitch/2018/01/14/577664626/making-the-case-that-discrimination-is-bad-for-your-health>

Terminology:

medical, ethics, health care, hierarchy, essential, data, virus, outbreak, epidemic, pandemic, immunity, vaccine, symptom, quarantine, PPE, genetic, pathogen, immunology, fear, bias, exaggeration, inequity, stereotype, media, propaganda, media, news, opinion, expert, fact, journalism, social media, rhetoric, integrity, censorship, ideology, disparity, segregate, reason, evidence, advertising, access, marketing, public relations, commodify, commercialize, consumerism, exploit, diversity, disenfranchise, caricature, hype, equity, experimentation, dehumanize, disparity, alienate, mock, code switch, racism, demonize, sensationalize, romanticize, explicit bias, implicit bias, exclusive, inclusive, groupthink, post-racial, research

Activity 1:

MI Learning Standards: ELA, HPE, Science, Social Studies

- What you think each word from the terminology list means (do not look up the answers in the dictionary)? Post your answers on the class discussion board to discuss with your classmates. How similar or different are your definitions? Do they contain overlapping ideas while the wording may be different? Are there trends that appear in the class responses? Next, look up the Merriam-Webster dictionary definition (<https://www.merriam-webster.com>) for each term and compare them to your responses. How similar or different are they?



Authorities in New Orleans set up a temporary field hospital at the convention center to start accepting thousands of coronavirus patients. <https://www.vox.com/identities/2020/4/7/21211849/coronavirus-Black-americans>

*While this unit plan focuses on healthcare disparity, there has been an uptick in violence against Asian and Asian Americans that should be included as a class talking point: <https://www.pbs.org/newshour/show/what-anti-asian-attacks-say-about-american-culture-during-crisis>

Activity 2:

MI Learning Standards: ELA, HPE, Math, Science, Social Studies, SEL

- Surveys have found that medical staff and students are less communicative and carry more assumptions about BIPOC patients than white patients. A 2016 study found that white medical students believed that Black patients had thicker skin and experience less pain than white people – disturbing given their expected understanding of biology. These biases inform patterns of treatment that may translate into less effective and empathetic medical care for Black patients, regardless of the patient’s income or educational status. Six articles are listed below, three from medical journals, and three from news publications. Divide the class into groups of three, with each student reading one medical and one news article and reporting to their group. Questions to guide the discussion: Were there commonalities among your two articles? Differences? What was each article arguing? How was the evidence presented? What data and expert analysis were included? What references cited and from what institutions? Do the articles seem credible, why or why not? What were the most interesting statistics that you read and what do you want to learn more about? Would patients feel more comfortable with medical providers of the same race? Summarize your group findings and post them to the class message board.

Resources:

<https://www.aamc.org/news-insights/how-we-fail-Black-patients-pain>
<https://www.pnas.org/content/113/16/4296>
<https://journalofethics.ama-assn.org/article/pain-and-ethnicity/2013-05>
<https://www.nytimes.com/2020/01/13/upshot/bad-medicine-the-harm-that-comes-from-racism.html>
<https://www.bbc.com/future/article/20200420-coronavirus-why-some-racial-groups-are-more-vulnerable>
<https://www.washingtonpost.com/news/to-your-health/wp/2016/04/04/do-Black-people-feel-less-pain-than-white-people-their-doctors-may-think-so/>



<https://www.colorlines.com/articles/flints-latinx-leaders-say-covid-19-compounds-current-issues>



<https://blogs.scientificamerican.com/voices/what-the-covid-19-pandemic-means-for-Black-americans/>

Activity 3:

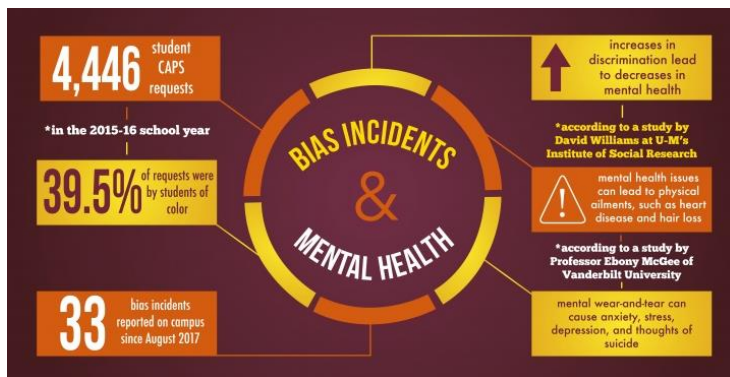
MI Learning Standards: ELA, HPE, Social Studies, SEL

- How does bias impact a person’s access to social, economic, and political institutions and opportunities? How do stereotypes inform or impact biases? Use the following scenarios adapted from <https://www.tolerance.org/classroom-resources/tolerance-lessons/talking-about-race-and-racism> to answer the following: What are the implicit biases in each scenario? Are the interactions in these scenarios racist? Why or why not? How could you prove harm or innocence? Is it possible that person 1 is unaware of their biases? Do we all have implicit biases? What are some of the biases that you and/or your classmates hold? How might they impact your conversations about race? Be specific with your responses and use a columned worksheet to organize your thoughts. Post your answers to the class message board for comparison with your peers.
 - A doctor doesn’t ask their Latinx patient if they have any questions.
 - A teacher assigns their only Asian American student to tutor the other students.
 - A woman clutches her purse when an African American man enters the elevator.
 - An employer puts resumes with Middle Eastern-sounding names on the bottom of the stack.
 - A boss asks an Indian woman to clean the office when it is not part of her job.
 - A nurse tells their Black patient that they don’t need pain medication for their injury.
 - A store clerk yells at a customer when they cannot understand their accent.
 - A guidance counselor urges a group of Latinx students to apply to culinary school instead of a 4-year university.
 - An Asian teenager is quoted at a higher rate for car insurance when they turn 16.
 - A Native American is denied healthcare coverage due to assumed pre-existing conditions.

Activity 4:

MI Learning Standards: Arts, ELA, HPE, Math, Science, Social Studies

- ‘Weathering’ refers to accumulated physiological burdens from the stresses of racism and race-related disadvantage, like the frequent secretion of stress hormones. While weathering is more severe for people with low socioeconomic status, studies suggest that it affects the health deterioration and mortality of higher-income African Americans including their newborns. Arline Geronimus, professor of public health at the University of Michigan, explains her research in these interviews. Print:<https://www.everydayhealth.com/wellness/usa-states-of-stress/advisory-board/arline-t-geronimus-q-a/> Radio:<https://www.npr.org/sections/codeswitch/2018/01/14/577664626/making-the-case-that-discrimination-is-bad-for-your-health> Podcast:<https://www.wnycstudios.org/podcasts/anxiety/episodes/why-covid-Black-people>
- Now that you have familiarized yourself with the concept of weathering create a set of infographics to explain weathering to your peers. Infographics are used to relay data and to support an argument. You will need to conduct additional research aside from the sources listed to gather the data for your infographics. Make your presentation accurate and visually interesting by adding photos, quotes, and other facts relevant to your topic.



<https://www.michigandaily.com/section/community-affairs/students-mental-and-emotional-health-impacted-bias-incidences>

Activity 7:

MI Learning Standards: ELA, HPE, Science, Social Studies, SEL

- Using credible psychology sources research and deliver a 5-minute oral presentation on the effects of isolation on humans. How does isolation impact individuals and communities? What events have caused isolation historically, by choice or accident? Are there similarities to COVID-19 quarantines? Do stigmas and stereotypes exist within identity groups concerning isolation and mental health? Where did mental health stigmas originate? Who might they harm or benefit? Find two articles with different data or viewpoints to present.

Activity 5:

MI Learning Standards: Arts, ELA, HPE, Science, Social Studies, SEL

- Watch the PBS | News Hour series Race Matters video(s) “How COVID-19 is highlighting racial disparities in Americans’ health” Link: <https://www.pbs.org/newshour/show/how-covid-19-is-highlighting-racial-disparities-in-americans-health> and/or “‘We’re angry and we’re hurting.’ Why communities of color suffer more from COVID-19” Link:<https://www.pbs.org/newshour/show/were-angry-and-were-hurting-why-communities-of-color-suffer-more-from-covid-19>
- In a one-two page essay, summarize the argument of and outline the methods of analysis in the video. What information was included and how was it organized? Did any images or phrases stand out due to repetition or intensity? What did you notice about the people, the environment, and the scenarios depicted? What ethical issues were raised? Was this new information to you and did it challenge or confirm what you knew about medical history? Which argument, line of reasoning, or clip was the most convincing and why? Did a particular image or quote resonate with you? How did it make you feel? Be specific with your responses and post them to the class message board for discussion with your peers.

Activity 6:

MI Learning Standards: Arts, ELA, HPE, Math, Science, Social Studies

- Research from the last decade has shown that rural and BIPOC communities are more likely to live in “healthcare deserts” or zip codes with a shortage of hospitals, trauma centers, ICUs, and/or primary care physicians. Think broadly about communities in the United States or globally that are impacted by medical or healthcare deserts across geographical location and identity groups. Think about funding, the history of racial or religious segregation, divisions of labor, and access to or stigmas about medical care within these regions and communities.
- Work in pairs and choose a region or identity group. There cannot be any duplicate choices in the class. Make a short PSA (public service announcement) in the form of a drawing, photo-collage, song, digital presentation, or video about how the region or identity group has been impacted by the coronavirus. Find three to four credible sources that will inform your research; create an outline to organize your project. Your job is to inform the audience about the impact of the COVID-19 on that community. Be aware of biases or stereotypes in the research that may impact your PSA.

Activity 8:

MI Learning Standards: ELA, HPE, Science, Social Studies, SEL

- “African Dodger” was popular at carnivals, fairs, and circuses across the United States from the late 19th century until the mid-1940s. The purpose of the game was to hit the target, a low-paid African American man with a ball to win a prize. The game was popular and advertised in newspapers nationwide. African Dodgers made headlines when they were seriously injured—otherwise, they were nameless victims. It may be hard to imagine a world where these barbaric games were accepted and played (or why someone would take that job knowing the risks), but these reflect some of the customs of the Jim Crow era. The idea that Black Americans were sub-human was prevalent and widely accepted. Politicians, scientists, and religious speakers worked to “prove” that Africans were “less evolved” or did not feel/process pain like white people and therefore were undeserving of humane treatment. Most facets of American society pointed to a racial hierarchy with white people on top and Black people at the bottom. Everyday objects, media, advertising, and public policies confirmed this hierarchy, persuading white people to believe they were superior. Yet some Black people also internalized these images, practices, attitudes, and policies and came to see themselves as inferior.
- The African Dodger is no longer played at fairs, but what other carnival games imply violence when they are played? How do they encourage violence or mockery during play? For example, a shooting game, the dunk tank, throwing games, etc. What other forms of visual or popular culture (cardboard targets, card games, or video games) encourage players to use African Americans as literal, verbal, or symbolic targets of aggression? What are the justifications for these behaviors? Do you view violent/violence games as harmless or harmful, why or why not? Be specific with your responses.

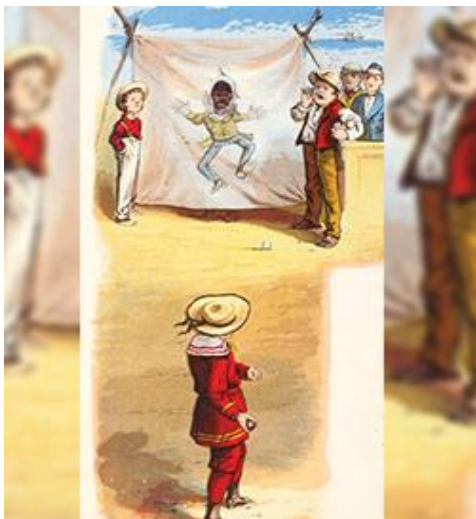


Image from The Jim Crow Museum Collection

Activity 9:

MI Learning Standards: Arts, ELA, HPE, Science, Social Studies

- Analyze the protest signs below to decipher the goal of each one. How do these signs fit into the plethora of narratives and perspectives on COVID-19? Look for other signs that support or challenge each of the messages on them. You do not need to agree with the words on the sign, instead investigate the perspective of the maker and the stance that the sign sends to other citizens, workers, or policymakers. Compare your responses with your peers on the class discussion board. How similar or different are they?



<https://www.nbcnews.com/news/us-news/europe-s-coronavirus-death-toll-nears-100-000-lockdown-protests-n1187301>



<https://www.washingtonpost.com>



<https://www.newsweek.com/protesters-wave-signs-branded-dumb-ignorant-1498873>

Additional Resources:

American Medical Association
COVID-19 health equity resources
<https://www.ama-assn.org/delivering-care/health-equity/covid-19-health-equity-resources>

Color Lines Covid-19 Coverage
<https://www.colorlines.com/tags/covid-19>

Confirmation and Other Biases
<https://www.facinghistory.org/resource-library/facing-ferguson-news-literacy-digital-age/confirmation-and-other-biases>

Harriet A. Washington, *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. Doubleday Books, 2007
Interview: https://www.democracynow.org/2007/1/19/medical_apartheid_the_dark_history_of

NAACP Coronavirus Resources
<https://naacp.org/coronavirus/coronavirus-resources/>

Pilgrim, D., & Gates, H. (2015). *Understanding Jim Crow: using racist memorabilia to teach tolerance and promote social justice*. Oakland, CA: PM Press.

Pilgrim, D. (2018). *Watermelons, nooses, and straight razors: stories from the Jim Crow Museum*. Oakland, CA: PM Press.

PBS | FRONTLINE
<https://www.pbs.org/wgbh/frontline/>

PBS | NEWS HOUR Series:
Coronavirus Pandemic
<https://www.pbs.org/newshour/tag/coronavirus-pandemic>
COVID-19
<https://www.pbs.org/newshour/tag/covid-19>
Health Disparities
<https://www.pbs.org/newshour/tag/health-disparities>
Novel Coronavirus
<https://www.pbs.org/newshour/tag/novel-coronavirus>
Race Matters
<https://www.pbs.org/newshour/tag/race-matters>
Searching for Justice
<https://www.pbs.org/newshour/tag/searching-for-justice>

Racial Equity & Social Justice Resources - COVID-19 -
<https://www.racialequitytools.org/fundamentals/resource-lists/resources-addressing-covid-19-with-racial-equity-lens>

Teaching Tolerance: *Analyzing Health Disparities*
Link: <https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-health-disparities>

Additional Resources:

Color of Change – Racial Representation in the Media
<https://colorofchange.org/dangerousdistortion/>

Common Sense Media – Digital Literacy, Media Bias, and Digital Citizenship
<https://www.common Sense Media.org/homepage>

Currents: Diversity Scholarship
<https://www.ncidcurrents.org>

Decoding Media Bias – PBS
<https://www.pbs.org/newshour/extra/lessons-plans/decoding-media-bias-lesson-plan/>

Digital Public Library of America
<https://dp.la>

EDSITEment!
<https://edsitement.neh.gov>

Equal Justice Initiative Reports
<https://eji.org/reports/>

Facing History and Ourselves
<https://www.facinghistory.org>

Learning for Justice
<https://www.learningforjustice.org/classroom-resources/lessons>

Library of Congress
<https://www.loc.gov>

Media Literacy Now
<https://medialiteracynow.org>

National Archives
<https://www.archives.gov>

Newseum ED
<https://newseumed.org>

PBS Learning Media
<https://www.pbslearningmedia.org>

Racial Equity Resource Guide
<http://www.racialequityresourceguide.org>

The Jim Crow Museum of Racist Memorabilia
<https://www.ferris.edu/HTMLS/news/jimcrow/>

The Racial Equity Institute
<https://www.racialequityinstitute.com>

The Rise and Fall of Jim Crow
<https://www.thirteen.org/wnet/jimcrow/education.html>

Education during a Pandemic

Guiding Questions:

- What factors influence how schools are funded, staffed, and supplied with materials and technology?
- What other needs outside of education do schools meet in the community?
- What educational policies and stereotypes from the Jim Crow era continue today?
- What factors cause people or identity groups to be at a higher risk of contracting the coronavirus?
- How do news reports covering the coronavirus pandemic inform and impact audiences about racial disparity in the United States?

History:

In the United States, students have dramatically different learning opportunities due to socioeconomics. The impact of underfunding and limited resources is evident for low income and/or BIPOC communities where a lack of experienced teachers, access to age-appropriate or ELL curricula, and the need for responsive interactions between support staff and students are among critical issues. In contrast to nations that fund schools centrally and equally, the wealthiest 10% of U.S. school districts spend nearly 10 times more than the poorest 10%, and spending ratios of 3 to 1 are common. Despite stark differences in funding, one viewpoint has persisted that if students do not achieve, it is their own fault. The 2001 “No Child Left Behind Act” was created in part to hold educators accountable for test results that would eliminate the achievement gap. But the achievement gap exists because of class-based and race-based disparity. Schools with higher percentages of BIPOC students have fewer materials, resources, support personnel, and larger class sizes resulting in less time devoted to academic instruction statistically.

Until the 1960s most BIPOC students were educated in segregated schools funded at much lower rates than white schools and were excluded from some higher education institutions entirely. The end of legal segregation was followed by efforts to equalize educational spending. On every major national test, the gap between Black and white scores narrowed substantially between 1970 and 1990. On the SAT, the scores of Black students rose 54 points between 1976 and 1994, while those of white students remained stable. Even today, many schools are located in racially segregated areas. Two-thirds of BIPOC students attend schools comprised mostly of students with their same racial demographics, many located in cities, and funded below the neighboring suburban districts. Many students experiencing fiscal inequity live in property-poor urban or rural districts. Policies leave students with fewer and lower-quality books, labs, and computers; larger class sizes; less qualified and experienced teachers; and less access to quality curricula.



<https://www.edweek.org/ew/collections/coronavirus-and-schools/index.html>

Terminology:

medical, ethics, health care, hierarchy, essential, data, virus, outbreak, epidemic, pandemic, immunity, vaccine, symptom, quarantine, PPE, genetic, pathogen, immunology, fear, bias, exaggeration, inequity, stereotype, media, propaganda, media, news, opinion, expert, fact, journalism, social media, rhetoric, integrity, censorship, ideology, disparity, segregate, reason, evidence, advertising, access, marketing, public relations, commodify, commercialize, consumerism, exploit, diversity, disenfranchise, caricature, hype, equity, experimentation, dehumanize, disparity, alienate, mock, code switch, racism, demonize, sensationalize, romanticize, explicit bias, implicit bias, exclusive, inclusive, groupthink, post-racial, research

Activity 1:

MI Learning Standards: ELA, HPE, Science, Social Studies

- What you think each word from the terminology list means (do not look up the answers in the dictionary)? Post your answers on the class discussion board to discuss with your classmates. How similar or different are your definitions? Do they contain overlapping ideas while the wording may be different? Are there trends that appear in the class responses? Next, look up the Merriam-Webster dictionary definition (<https://www.merriam-webster.com>) for each term and compare them to your responses. How similar or different are they?

Activity 2:

MI Learning Standards: Arts, ELA, HPE, Science, Social Studies

- Compare headlines, stories, and images of BIPOC and white communities' responses to COVID-19, COVID inequities, and the 2020 BLM movement. How is each group portrayed? What specific language and imagery are used? How do protests impact young Americans individually and society as a whole? Make a collage with images and headlines that display a broad range of media messaging regarding the impact of COVID and BLM on contemporary youth culture.

History Continued:

Schools serving predominately BIPOC students are on average, more than double the enrollment of white schools and reaching 3,000 students or more in most cities. The average class sizes are 15% larger overall (80% larger for non-special education classes), curriculum materials are lower in quality, and some teachers are less qualified in terms of levels of education, certification, and training in the fields they teach. The National Commission on Teaching and America's Future found that new teachers hired without meeting certification standards (25% of all new teachers) are usually assigned to the most economically disadvantaged and/or high-minority schools, while the most highly educated new teachers are hired largely by wealthier schools.

These problems existed prior to schools closing due to COVID-19 and the implementation of distance learning in districts across the United States. Many students in low-income and rural communities don't have internet access: 35% of low-income and 17% of moderate-income households don't have high-speed internet compared with only 6% for middle-class and affluent families. The gap is even greater for Black and Latinx families. Parents who are essential workers may not have jobs that can be performed from home, limiting their ability to monitor home-school. Children living in low-income, overcrowded, or high-crime neighborhoods are more likely to experience more stress from exposure to violence and economic insecurity that interfere with emotional health and learning. Behavior challenges may affect the classroom environment for other students. For some students, school is a safe space, as some teachers have reported that children returning to school after breaks display more noticeable evidence of physical abuse. There are reports of child physical and sexual abuse rising during the pandemic due to long periods of quarantine isolation.

Schools may also serve as a community nexus for food and housing. Many BIPOC students are eligible for the federal Free or Reduced-Price Lunch Program (FRPL). 2016 data from the National Center on Education Statistics show that in high-poverty schools where more than 75% of students are eligible for FRPL, Black students accounted for 44% of the recipients. At schools where 50 – 75% percent of students are eligible for FRLP, Black students made up 30% of the recipients. For students who rely on their schools as a reliable source of daily meals, school closings leave a critical gap.

Sources:

<https://naacp.org/coronavirus/coronavirus-impact-on-students-and-education-systems/>

<https://www.epi.org/blog/the-coronavirus-will-explode-achievement-gaps-in-education/>

<https://www.brookings.edu/articles/unequal-opportunity-race-and-education/>

<https://www.apa.org/topics/covid-19/domestic-violence-child-abuse>



High-school students eat lunch in Daejeon, South Korea in May 2020
<https://www.theatlantic.com/photo/2020/05/photos-socializing-pandemic-protected-by-plastic/612088/>

Activity 3: ***11th and 12th grade recommended

MI Learning Standards: Arts, ELA, HPE, Science, Social Studies

- You will be assigned one state and one country to research (aside from the ones that you are living in). Create a six-slide presentation (three for the state and three for the country) outlining the protocols, practices, and policies implemented for reopening schools during the novel coronavirus. What arguments or controversies are involved in those decisions? Who ultimately decides when and how to reopen schools? What are the benefits and drawbacks for the students, for the teachers/staff, and for the parents/guardians? What potential future issues do schools need to prepare for when considering reopening plans? Use credible scholarship and websites for your data. Assemble all of the student presentations into one to be presented on the classroom discussion board. How many states and countries were your class able to cover?

Activity 4:

MI Learning Standards: ELA, HPE, Math, Science, Social Studies

- Select an aspect of the coronavirus pandemic that you are learning about in class or that you have an interest in learning more about (vaccinations, social distancing, or school lunch programs, etc.). Select two articles on your topic from different news outlets to compare. Look for one conservative-leaning and one liberal-leaning publication. Using a columned worksheet note commonalities and differences in language, tone, length, data, stats, depth, visual aids, headlines, hidden or stated biases, etc. What do these comparisons reveal about news stories on the same topic? Be specific and post your responses on the class discussion board.



<https://abcnews.go.com/International/global-impact-coronavirus-education/story?id=69411738>

Activity 6:

MI Learning Standards: ELA, HPE, Social Studies, SEL

- Write a two-page research paper explaining a historic crisis that dramatically changed K-12 education in the United States. Think broadly about environmental, health, and human-created situations. Explain the history of your event on the first page and use the second page to explain how it was addressed by the school, community, and in the media. Have these crises impacted the way we think, speak, or structure the American education system? Are they isolated to schools or part of larger trends? Has the event changed how you feel about your own education or safety at school?

Activity 7:

MI Learning Standards: Arts, ELA, HPE, Social Studies, SEL

- Using your neighborhood as a reference create a short video or campaign addressing an issue that you face as a teenager. Is this issue specific to you, your peer group, and neighborhood or does it impact people across different identity groups? Cover the topic and draw awareness to the issue, but also offer solutions that would alleviate or positively impact it. How important is it to tell the narrative from your own perspective? How may this differ from someone outside of the situation reporting on the same story? You may use other people and/or interviews in your video. Post to the classroom discussion board for feedback from your peers.

Activity 8:

MI Learning Standards: ELA, HPE, Science, Social Studies, SEL

- Between hearing opinions at home, talking with friends, learning from teachers, and consuming the news you have a lot of information to sift through and sources to evaluate. Choose one coronavirus/COVID-19 related topic and find four different perspectives, besides your own, on the topic. Write three interview questions and ask the same questions to your participants (and answer them yourself). Do your interviewees have like or differing perspectives to you and each other? Why do you think that is? What influence do they have on what you know or how you think about the topic? Present your findings in a two-page essay or short oral presentation.

Activity 5:

MI Learning Standards: ELA, HPE, Science, Social Studies, SEL

- Read about the Blue-Eyed/Brown-Eyed Experiment at <https://janeelliott.com> and/or watch the PBS | FRONTLINE video “A Class Divided”. Link: <https://www.pbs.org/wgbh/frontline/film/class-divided/>. In one-page, summarizing the content and the impact that it had on the students who participated in the original experiment. In the following class, your teacher will select a random attribute that will divide the class into two groups recreating Elliott’s experiment. Avoid dividing the class based on color (skin, hair, eye, clothing) or anything personal to the student. Use random attributes like the name of the street the students live on, for example. One group will receive better treatment than the other group for two days. For example, they may watch videos and not have assigned homework while the other group completes their assignments as per usual (do not assign points to the experiment assignments). Give the privilege group compliments and positive reinforcement, while telling the other group their work is subpar. Then switch the groups for the next two days using the same standard of treatment.
- After the two days are over, answer the following questions (you will do this twice): Do you think it was fair for you to receive the treatment that you did? Did you deserve this treatment, why or why not? What was it based on? What benefits or drawbacks did you experience? Was it fair for the other group to receive the treatment that they did? Did they deserve this treatment, why or why not? How did receiving different treatment from your peers impact your confidence or achievement or on the flipside, stunt those abilities? Be specific with your responses.
- Relate your experience to the healthcare and economic disparity/discrimination of COVID-19. What parallels are drawn between underserved communities’ lack of access to medical, housing, food security, and educational resources and the deprivation of rights that you received in class?



<https://janeelliott.com>

Additional Resources:

American Medical Association

COVID-19 health equity resources

<https://www.ama-assn.org/delivering-care/health-equity/covid-19-health-equity-resources>

Blue Eyed/Brown Eyed Experiment

<https://janeelliott.com>

Color Lines Covid-19 Coverage

<https://www.colorlines.com/tags/covid-19>

Confirmation and Other Biases

<https://www.facinghistory.org/resource-library/facing-ferguson-news-literacy-digital-age/confirmation-and-other-biases>

NAACP Coronavirus Resources

<https://naacp.org/coronavirus/coronavirus-resources/>

Pilgrim, D., & Gates, H. (2015). *Understanding Jim Crow: using racist memorabilia to teach tolerance and promote social justice*. Oakland, CA: PM Press.

Pilgrim, D. (2018). *Watermelons, nooses, and straight razors: stories from the Jim Crow Museum*. Oakland, CA: PM Press.

PBS | FRONTLINE

<https://www.pbs.org/wgbh/frontline/>

PBS | NEWS HOUR Series:

Coronavirus Pandemic

<https://www.pbs.org/newshour/tag/coronavirus-pandemic>

COVID-19

<https://www.pbs.org/newshour/tag/covid-19>

Health Disparities

<https://www.pbs.org/newshour/tag/health-disparities>

Novel Coronavirus

<https://www.pbs.org/newshour/tag/novel-coronavirus>

Race Matters

<https://www.pbs.org/newshour/tag/race-matters>

Searching for Justice

<https://www.pbs.org/newshour/tag/searching-for-justice>

Racial Equity & Social Justice Resources - COVID-19 -

<https://www.racialequitytools.org/fundamentals/resource-lists/resources-addressing-covid-19-with-racial-equity-lens>

Racial Stereotypes and Academic Performance

<https://www.ferris.edu/HTMLS/news/jimcrow/question/2010/march.htm>

Teaching Tolerance: *Analyzing Health Disparities*

Link: <https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-health-disparities>

Additional Resources:

Color of Change – Racial Representation in the Media

<https://colorofchange.org/dangerousdistortion/>

Common Sense Media – Digital Literacy, Media Bias, and Digital Citizenship

<https://www.common sense media.org/homepage>

Currents: Diversity Scholarship

<https://www.ncidcurrents.org>

Decoding Media Bias – PBS

<https://www.pbs.org/newshour/extra/lessons-plans/decoding-media-bias-lesson-plan/>

Digital Public Library of America

<https://dp.la>

EDSITEment!

<https://edsitement.neh.gov>

Equal Justice Initiative Reports

<https://eji.org/reports/>

Facing History and Ourselves

<https://www.facinghistory.org>

Learning for Justice

<https://www.learningforjustice.org/classroom-resources/lessons>

Library of Congress

<https://www.loc.gov>

Media Literacy Now

<https://medialiteracynow.org>

National Archives

<https://www.archives.gov>

Newseum ED

<https://newseumed.org>

PBS Learning Media

<https://www.pbslearningmedia.org>

Racial Equity Resource Guide

<http://www.racialequityresourceguide.org>

The Jim Crow Museum of Racist Memorabilia

<https://www.ferris.edu/HTMLS/news/jimcrow/>

The Racial Equity Institute

<https://www.racialequityinstitute.com>

The Rise and Fall of Jim Crow

<https://www.thirteen.org/wnet/jimcrow/education.html>

Essential Workers and Employment



<https://www.nationalgeographic.com/history/2020/04/pictures-essential-workers-serving-world-front-lines-coronavirus/>

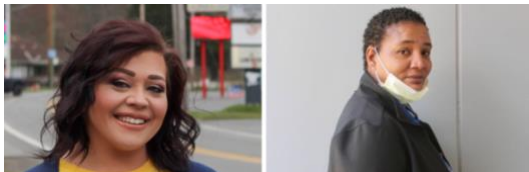
Terminology:

medical, ethics, health care, hierarchy, essential, data, virus, outbreak, epidemic, pandemic, immunity, vaccine, symptom, quarantine, PPE, genetic, pathogen, immunology, fear, bias, exaggeration, inequity, stereotype, media, propaganda, media, news, opinion, expert, fact, journalism, social media, rhetoric, integrity, censorship, ideology, disparity, segregate, reason, evidence, advertising, access, marketing, public relations, commodify, commercialize, consumerism, exploit, diversity, disenfranchise, caricature, hype, equity, experimentation, dehumanize, disparity, alienate, mock, code switch, racism, demonize, sensationalize, romanticize, explicit bias, implicit bias, exclusive, inclusive, groupthink, post-racial, research

Activity 1:

MI Learning Standards: ELA, HPE, Science, Social Studies

- What you think each word from the terminology list means (do not look up the answers in the dictionary)? Post your answers on the class discussion board to discuss with your classmates. How similar or different are your definitions? Do they contain overlapping ideas while the wording may be different? Are there trends that appear in the class responses? Next, look up the Merriam-Webster dictionary definition (<https://www.merriam-webster.com>) for each term and compare them to your responses. How similar or different are they?



<https://www.brookings.edu/research/covid-19s-essential-workers-deserve-hazard-pay-heres-why-and-how-it-should-work/#cancel>



Guiding Questions:

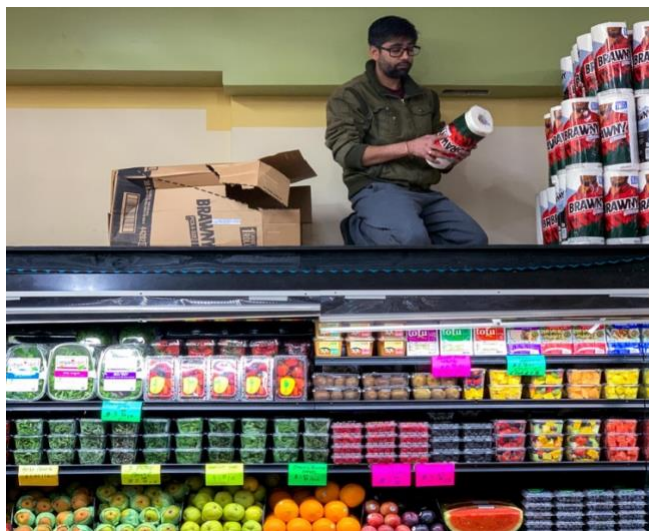
- Who is an essential worker and what factors impact the identity demographics of essential workers and their fields?
- What factors cause people or identity groups to be at a higher risk of contracting the coronavirus?
- How do news reports covering the coronavirus pandemic inform and impact audiences about racial disparity in the United States?
- How do negative rhetoric and media portrayals of BIPOC communities shape biases and policies?

History:

Many African Americans and Latinos saw their household wealth decline during the 2008 Recession and have yet to fully recover. According to the Pew Research Center, after the recession, the median wealth of middle-class Black Americans dropped to \$33,600, down 47%. For Latinos, median wealth fell to \$38,900, a 55% decline. White families saw a median wealth decline of 31% to \$131,900. Current economic conditions due to the coronavirus may plunge the United States into another recession. According to the U.S. Bureau of Labor Statistics, the March unemployment rate was the highest for African Americans at 6.7%. The rate was 6% for Latinos and 4% for white people. A survey from Data for Progress found that 45% of Black workers have lost jobs or had hours cut, compared with 31% of white workers. In the case of domestic workers, BIPOC women disproportionately hold those jobs. Nearly three-quarters of domestic workers were out of work by April according to a survey from the National Domestic Workers Alliance. *Statistics as of April 2020 (please find updated statistics relevant to when this lesson is taught).

Similar patterns appear in the industries hurt the most by COVID-19. A recent report showed over 450,000 job losses in leisure and hospitality, including hotels and restaurants. Black, Asian, and Latinx workers are disproportionately represented in the hotel industry, and Latinx workers are heavily represented in restaurants. 14% of workers in the accommodation and food service fields are Black and 27% are Latino, according to the U.S. Bureau of Labor statistics. On Indigenous lands, the economic impact of the coronavirus has been felt with fewer tourists, forcing the closures of restaurants, museums, cultural centers, and gaming operations – creating an enormous unemployment rate that further cripples the communities. Service and accommodations jobs often don't offer comprehensive health care and other benefits, such as 401(k) and paid sick leave.

The Brookings Institute notes that paid leave, hazard pay, and higher wages for essential workers are necessary. Low-wage workers are contracting the virus at higher rates and exposing others because they come to work and go home sick. Many cannot afford to miss work. Paid leave could help essential workers seek medical care and reduce the virus spread. Hazardous duty is work performed under circumstances that could result in serious injury or death like exposure to coronavirus due to limited PPE and lack of training in using that equipment. <https://www.brookings.edu/blog/fixgov/2020/04/10/how-to-reduce-the-racial-gap-in-covid-19-deaths/>



<https://www.nationalgeographic.com/history/2020/04/pictures-essential-workers-serving-world-front-lines-coronavirus/>

Activity 2:

MI Learning Standards: ELA, HPE, Science, Social Studies

- What are the challenges facing healthcare workers treating COVID-19 patients? Think broadly about this question like putting themselves and their families at risk of exposure, not having PPE equipment, working long shifts for many days in a row, what department of the hospital, medical center, nursing home (or as an EMT) they may work in, facing frequent sickness and death, not having emotional or community support, etc. What other hospital workers may be at risk? Find articles covering one or more of these issues. How was each of the narratives told and from how many points of view? What images were used? What data or timeline information were presented? What details may have been added to or omitted from the narrative? Why? In what ways may the media show bias towards news stories of healthcare workers? Frontline healthcare workers have been described in similar terms to war heroes. Does this seem like a relevant comparison, why or why not? Be specific with your responses and post your work to the class message board for discussion with your peers.

History Continued:

There is evidence of disparities in who can work from home during this crisis as well: 30% of white people and 37% of Asian Americans could work from home in 2017 and 2018, according to the U.S. Labor Department. Meanwhile, only 20% of African Americans and 16% of Latinos could work from home. Not all essential work can be performed from home and some employees must leave their residence during the pandemic. This includes frontline health and hospital workers and careers like grocery cashiers, delivery workers, bus drivers, postal workers, farmworkers, and food packers, and warehouse employees. Additionally, many essential workers carpool or take public transportation to work. For example, NYC subway use dropped by 90% overall in April, but at the stations in the Bronx (the poorest of the five boroughs) rider levels remained the same, according to The New York Times. Data that tracks the movement of people by income suggests that the lowest earners simply do not have the luxury to earn a paycheck from home.

Black and Latinx owned small businesses face added financial setbacks as they have less access to traditional lenders, making it more difficult to access coronavirus relief like the paycheck protection program. Some workers may be undocumented and don't qualify for federal assistance, such as paid sick leave. Covid-19 threatens the health of essential immigrant workers, their jobs, and the U.S. food supply. The American food industry is dependent on over 200,000 guest workers annually. These workers come to the United States on H-2A visas, of which 90% are issued in Mexico. As agricultural and food packing employees face more and longer shifts per week and unsafe working conditions, the safety of the country's food supply is also in jeopardy as we rely on these industries for our livelihood. The unemployment rates continue to rise for Latinx and Black Americans at a higher pace than the national unemployment rate. And wages for Black and Latinx workers are consistently lower than for white workers. Coronavirus is widening the gap for job, food, and housing security along socioeconomic and racial lines.

Sources:

- <https://www.npr.org/2020/04/22/840276956/minorities-often-work-these-jobs-they-were-among-first-to-go-in-coronavirus-layo>
- <https://www.cnn.com/2020/04/10/opinions/covid-19-people-of-color-labor-market-disparities-powell/index.html>
- <https://www.usatoday.com/story/news/nation/2020/03/24/coronavirus-unemployment-layoffs-Black-people-latinos/2900371001/>
- <https://www.theguardian.com/world/2020/apr/25/coronavirus-racial-disparities-african-americans>

Activity 3:

MI Learning Standards: Arts, ELA, HPE, Science, Social Studies, SEL

- Watch the PBS | News Hour series Race Matters video, “The economics behind racial coronavirus disparities”. Link: <https://www.pbs.org/newshour/show/the-economics-behind-racial-coronavirus-disparities>
- In a one-two page essay, summarize the argument and outline the methods of analysis in the video. What information was included and how was it organized? Did any images or phrases stand out due to repetition or intensity? What did you notice about the people, the environment, and the scenarios depicted? What communities are at higher and lower risk of infection and have better or worse access to medical treatment? What ethical issues were raised? Was this new information to you and did it challenge or confirm what you knew about medical history? Which argument, line of reasoning, or clip was the most convincing and why? Did a particular image or quote resonate with you? How did it make you feel? Be specific with your responses and post them to the class message board for discussion with your peers.



Website contains a map of how each state is handling essential workers in each field - <https://www.ncsl.org/research/labor-and-employment/covid-19-essential-workers-in-the-states.aspx#Map>

Activity 5:

MI Learning Standards: Arts, ELA, HPE, Science, Social Studies, SEL

- What is an essential worker and what types of jobs do essential workers perform? Why are they crucial to keep society running and the rest of us safer? What risks do essential workers take to keep the economy and their communities functioning? Do you think essential workers are adequately protected and appreciated? Why or why not? Do you know any essential workers? If so, think about how to represent the work they perform from your own perspective (use people you know for reference if possible). Create a vision board/photocollage of drawings, photographs, infographics and messages to explain the role of essential labor and why their work is important to you personally and the country as a whole.



<https://civileats.com/2020/03/25/farmworkers-are-in-the-coronavirus-crosshairs/>

Activity 4:

MI Learning Standards: Arts, ELA, HPE, Science, Social Studies, SEL

- Farmworkers have a crucial role in the global economy cultivating and harvesting food for nations. Farmworkers have long had their labor exploited, been exposed to harsh chemicals and working conditions, and have been at the forefront of many labor movements in the United States. First, look at the print by Esther Hernandez (below) in detail. What colors, words, and design stand out, and why? What message is she sending to the audience? What brand has been appropriated and for what purpose? How does her artwork reflect the conditions of farmworkers, communities, and/or consumers? Next, connect the “Sun Mad” message and Hernandez’s work to the larger Chicano Movement or El Movimiento of the 1960s and 70s. Who were the leaders of El Movimiento, what were their platforms, protest strategies, and outcomes of the movement?



Esther Hernández, *Sun Mad*, 1982, print on paper

Activity 6:

MI Learning Standards: ELA, HPE, Science, Social Studies

- In small groups of 2-3 students, label the following as high, medium, and low-risk situations during the coronavirus pandemic and use scientific reasoning to justify your choices. Do not judge the people in the situation, rather think about the conditions, where they may occur, what groups (workers, students, etc.) are impacted, and why. Write a few bulleted points as to why each situation might accelerate or slow the risk of virus spreading and what precautions the people in each scenario should take according to health experts. If your school uses a message board post your answers to be discussed with your classmates.
 - An outdoor park where very few children are sharing the playground equipment.
 - The medium-sized waiting room at a doctor's office with three people and one receptionist present.
 - A classroom of thirty students where the desks are spaced two feet apart.
 - Going for a walk in a neighborhood with twelve-single family houses per block.
 - A crowded restaurant where patrons are within arms-reach of each other.
 - Working in a distribution center six to seven feet away from your coworkers.
 - Picking up supplies at the grocery store.
 - Taking public transportation to school or work.
- **Follow-up Partner Activity:** Create your own list of six to eight high, medium, and low-risk coronavirus situations that account for the different conditions, where they may occur, what groups (workers, students, etc.) are impacted, and why. Once you create your list trade with a classmate and recreate the activity listed above labeling each other's lists. Did you find the same situations high, medium, and low risk? Why or why not? What scientific reasoning did you use to justify your choices?



<https://www.colorlines.com/articles/coronavirus-killing-younger-Black-and-brown-californians>



<https://medicine.illinois.edu/health-care-anti-bias-tools-may-be-endangering-classes-of-essential-workers/>

Activity 7:

MI Learning Standards: ELA, HPE, Science, Social Studies

- Despite being approximately 13% of the U.S. population, Black people constitute 5% of doctors and 10% of nurses. Both professions have come to realize that more racial and gender diversity is essential for providing care to a multiracial society, especially given data indicating Black patients' health outcomes improve when matched with a same-race provider. Source: <https://hbr.org/2020/05/the-disproportionate-impact-of-covid-19-on-Black-health-care-workers-in-the-u-s>
- Why do BIPOC patients have better health outcomes when matched with a BIPOC medical professional? Write a one-two page persuasive essay arguing the pros of having a healthcare provider who looks like you across racial, ethnic, gender, or other identity groups. You may use examples/evidence presented in other lessons in this unit plan to support your argument like weathering, white medical student bias, healthcare deserts (Healthcare Activities 2, 4, 6, 7), and the history of medical experimentation and achievement (African American Medical Professionals Activities 4, 6).

Activity 8:

MI Learning Standards: Arts, ELA, HPE, Math, Science, Social Studies

- Newspapers, media outlets, and websites cover the news differently. Using a columned sheet compares three news stories on the same COVID-19 and employment/unemployment topic including any interviews, photographs, data, and infographics in them. Use the questions "Who, What, Where, When, Why, and How" as a guideline for your analysis. Take your investigation further and look into the history of the news outlets. Are they liberal, moderate, or conservative leaning? What headlines, words, data, and photos changed from article to article? Do the news and other media show bias? Post your findings on the class message board.

Additional Resources:

Color Lines Covid-19 Coverage

<https://www.colorlines.com/tags/covid-19>

Critical Media Project

http://criticalmediaproject.org/wp-content/uploads/2019/07/Race-and-Ethnicity_LessonPlan.pdf

Gilens, M. (1999). *Why Americans hate welfare: Race, media, and the politics of antipoverty policy*. Chicago, IL: University of Chicago Press.

Jewell, K.S. (1993). *From mammy to Miss America and beyond: Cultural images and the shaping of U.S. social policy*. New York, NY: Routledge.

NAACP Coronavirus Resources

<https://naacp.org/coronavirus/coronavirus-resources/>

Pilgrim, D., & Gates, H. (2015). *Understanding Jim Crow: using racist memorabilia to teach tolerance and promote social justice*. Oakland, CA: PM Press.

Pilgrim, D. (2018). *Watermelons, nooses, and straight razors: stories from the Jim Crow Museum*. Oakland, CA: PM Press.

PBS | FRONTLINE

<https://www.pbs.org/wgbh/frontline/>

PBS | NEWS HOUR Series:

Coronavirus Pandemic

<https://www.pbs.org/newshour/tag/coronavirus-pandemic>

COVID-19

<https://www.pbs.org/newshour/tag/covid-19>

Health Disparities

<https://www.pbs.org/newshour/tag/health-disparities>

Novel Coronavirus

<https://www.pbs.org/newshour/tag/novel-coronavirus>

Race Matters

<https://www.pbs.org/newshour/tag/race-matters>

Searching for Justice

<https://www.pbs.org/newshour/tag/searching-for-justice>

Racial Equity & Social Justice Resources - COVID-19 -

<https://www.racialequitytools.org/fundamentals/resource-lists/resources-addressing-covid-19-with-racial-equity-lens>

Teaching Tolerance: *Analyzing Health Disparities*

Link: <https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-health-disparities>

Who, Me? Biased?

<https://www.pbslearningmedia.org/resource/ilpov18-soc-il-ilbias/who-me-biased-understanding-implicit-bias/#.XoqvHi2ZPow>

Additional Resources:

Color of Change – Racial Representation in the Media

<https://colorofchange.org/dangerousdistortion/>

Common Sense Media – Digital Literacy, Media Bias, and Digital Citizenship

<https://www.common sense media.org/homepage>

Currents: Diversity Scholarship

<https://www.ncidcurrents.org>

Decoding Media Bias – PBS

<https://www.pbs.org/newshour/extra/lessons-plans/decoding-media-bias-lesson-plan/>

Digital Public Library of America

<https://dp.la>

EDSITEment!

<https://edsitement.neh.gov>

Equal Justice Initiative Reports

<https://eji.org/reports/>

Facing History and Ourselves

<https://www.facinghistory.org>

Learning for Justice

<https://www.learningforjustice.org/classroom-resources/lessons>

Library of Congress

<https://www.loc.gov>

Media Literacy Now

<https://medialiteracynow.org>

National Archives

<https://www.archives.gov>

Newseum ED

<https://newseumed.org>

PBS Learning Media

<https://www.pbslearningmedia.org>

Racial Equity Resource Guide

<http://www.racialequityresourceguide.org>

The Jim Crow Museum of Racist Memorabilia

<https://www.ferris.edu/HTMLS/news/jimcrow/>

The Racial Equity Institute

<https://www.racialequityinstitute.com>

The Rise and Fall of Jim Crow

<https://www.thirteen.org/wnet/jimcrow/education.html>

Food and Housing Insecurity

Guiding Questions:

- What factors cause people or identity groups to be at a higher risk of contracting the coronavirus?
- What factors influence access to housing, food, PPE supplies, and/or less of an ability to shelter in place?
- How do negative rhetoric and media portrayals of BIPOC communities shape biases and policies?
- How do news reports covering the coronavirus pandemic inform and impact audiences about racial disparity in the United States?

History:

BIPOC communities in the United States are more likely to report stressors related to financial concerns like paying monthly bills, credit cards, rent, mortgage, or other housing costs. They are more likely to experience food insecurity than white communities. Stressors account for ‘Weathering’ defined as the accumulated physiological burden from the stresses of racism and race-related disadvantage. Weathering is found in many socioeconomically disadvantaged communities but is particularly high in Black communities. BIPOC communities are more likely to live in locations and in housing conditions that elevate the risk of contracting COVID-19. The virus can spread quickly in densely populated areas and individuals living in multi-generational or multi-family dwellings are at a higher risk for exposure to the virus. Data show that communities of color make up over half (56%) of the population in urban counties, while white people account for the majority in suburban (68%) and rural (79%) counties. Roughly four in ten African Americans (41%), Latinos (38%), and Asians (38%) indicate that the area surrounding their residence includes multiunit residential buildings compared to 23% of white people. In 2016, 26% of Black people and 16% of white people lived in multigenerational homes, according to Pew Research.

In 2018, the poverty rate was 22% for Black Americans and 9% for white Americans according to the Kaiser Family Foundation. Residential segregation stemming from housing discrimination and redlining (the unethical practice of refusing or limiting loans and services to people based on race, income, or neighborhood) has created barriers to BIPOC homeownership. Over time, low-income Black families became less geographically mobile and concentrated in areas without strong housing markets, making those communities more vulnerable to economic shocks like recessions. Economically segregated neighborhoods have less food and healthcare access and less funding for education. While health officials recommend that individuals with the coronavirus isolate from others, that may not be possible for those living in public housing, homeless shelters, or prisons – all places with disproportionately Black populations.



<https://www.bbc.com/future/article/20200420-coronavirus-why-some-racial-groups-are-more-vulnerable>

Terminology:

medical, ethics, health care, hierarchy, essential, data, virus, outbreak, epidemic, pandemic, immunity, vaccine, symptom, quarantine, PPE, genetic, pathogen, immunology, fear, bias, exaggeration, inequity, stereotype, media, propaganda, media, news, opinion, expert, fact, journalism, social media, rhetoric, integrity, censorship, ideology, disparity, segregate, reason, evidence, advertising, access, marketing, public relations, commodify, commercialize, consumerism, exploit, diversity, disenfranchise, caricature, hype, equity, experimentation, dehumanize, disparity, alienate, mock, code switch, racism, demonize, sensationalize, romanticize, explicit bias, implicit bias, exclusive, inclusive, groupthink, post-racial, research

Activity 1:

MI Learning Standards: ELA, HPE, Science, Social Studies

- What you think each word from the terminology list means (do not look up the answers in the dictionary)? Post your answers on the class discussion board to discuss with your classmates. How similar or different are your definitions? Do they contain overlapping ideas while the wording may be different? Are there trends that appear in the class responses? Next, look up the Merriam-Webster dictionary definition (<https://www.merriam-webster.com>) for each term and compare them to your responses. How similar or different are they?



<https://www.sp2.upenn.edu/the-impact-of-covid-19-on-homelessness/>

History Continued:

Discriminatory housing policies and poor environmental protections created the conditions for many BIPOC to reside in areas with more air pollution, leading to higher rates of asthma and other diseases. Persistent environmental injustice means that disproportionately high numbers of racially minoritized households are near incinerators and landfills. Schools with high proportions of students of color are located closer to highways and industrial sites. African Americans are overrepresented in homeless and incarcerated populations. These groups are especially vulnerable to the coronavirus. In Detroit, where the homeless population is largely Black, the city is testing for Covid-19, reopening temporary shelters, and setting up 500 more beds across facilities that will allow for social distancing. African Americans are disproportionately represented in the country's prison system; with an incarceration rate five times higher than the rate of white people. Add the conditions of confinement, lack of access to basic necessities like clean water, soap, and ventilation, to already existing health conditions, and it's no surprise that incarcerated communities are more susceptible to sickness.

Low-income communities are more likely to experience food insecurity, have higher rates of obesity and diabetes, and are less able to stockpile supplies. In 2018, Black households were twice as likely to be food insecure as the national average, with one in five families lacking consistent access to enough food. The coronavirus pandemic is causing massive layoffs and increasing reliance on local food banks. Vulnerable populations rely on food banks, food recovery, and redistribution charities to ensure they have access to enough healthy food to build immune resilience and contribute to healthier diets. Food deserts are defined as census-tracts populated with low-income residents who must travel more than a mile to reach a supermarket. Food deserts can limit access to whole and perishable foods including fresh fruits and vegetables. There are a number of consequences of lacking access to consistent nutrition, including a higher risk of underlying health conditions (see comorbidities).

Sources:

<https://www.kff.org/disparities-policy/issue-brief/communities-of-color-at-higher-risk-for-health-and-economic-challenges-due-to-covid-19/>
<https://www.bbc.com/future/article/20200420-coronavirus-why-some-racial-groups-are-more-vulnerable>
<https://www.cnn.com/2020/04/07/us/coronavirus-Black-americans-race/index.html><https://www.npr.org/sections/health-shots/2020/04/01/824874977/underlying-health-disparities-could-mean-coronavirus-hits-some-communities-harder>
<https://www.theguardian.com/world/2020/apr/25/coronavirus-racial-disparities-african-americans>
<https://www.vox.com/identities/2020/4/7/21211849/coronavirus-Black-americans>
<https://www.npr.org/sections/codeswitch/2018/01/14/577664626/making-the-case-that-discrimination-is-bad-for-your-health>
<http://www.fao.org/food-loss-reduction/news/detail/en/c/1271024/>

Activity 2:

MI Learning Standards: ELA, HPE, Science, Social Studies

- Pick one topic from United States history (from the list below or find your own) and write a two-three page paper analyzing how the event, condition, or status impacted food and housing insecurity for different groups in the 20th and 21st centuries: The Great Migration, The Great Depression, Native American Reservations, the Spanish Flu, The Tulsa Massacre, WWII, Economic Recessions, Hurricane Katrina, Military Veterans, Detention Centers.
- Using the Carnegie Mellon University Libraries Guide to Free Online Historic Newspapers and scholarly (<https://guides.library.cmu.edu/newspapers/newspaperguides>) journals, research your topic using at least two primary sources from when the event occurred. How have the conditions been recorded by the (primary) news sources? How were the narratives told and from how many points of view? What data and timeline information were presented? What details may have been added to or omitted from the narrative? Why? How does the media show bias towards these histories when comparing them to current events or the broader conditions/effects of the novel coronavirus?

Activity 3:

MI Learning Standards: Arts, ELA, HPE, Science, Social Studies, SEL

- Watch the PBS | FRONTLINE video “COVID’s Hidden Toll”. Link: <https://www.pbs.org/wgbh/frontline/film/covids-hidden-toll/>
- In a one-two page essay, summarize the argument and outline the methods of analysis in the video. What information was included and how was it organized? Did any images or phrases stand out due to repetition or intensity? What did you notice about the people, the environment, and the scenarios depicted? What ethical issues were raised? What is the impact of COVID-19 on sparse, rural communities and economies, and urban communities in densely populated cities and economies? Which communities may be at higher and lower risk of infection and/or have better or worse access to medical facilities during an outbreak? Was this new information to you and did it challenge or confirm what you knew about medical history? Which argument, line of reasoning, or clip was the most convincing and why? Did a particular image or quote resonate with you? How did it make you feel? Be specific with your responses and post them to the class message board for discussion with your peers.



<https://www.theguardian.com/world/2020/apr/25/coronavirus-racial-disparities-african-americans>

Activity 5:

MI Learning Standards: Arts, ELA, HPE, Math, Science, Social Studies, SEL

- Watch the PBS | NEWS HOUR video “ The challenge of protecting homeless populations amid COVID-19”. Identify the major issues addressed in the video and potential solutions to help alleviate the threat of COVID-19 to homeless communities and encampments. Link: <https://www.pbs.org/newshour/show/the-challenge-of-protecting-homeless-populations-amid-covid-19>
- Complete this activity in groups of three. First, answer the following: What conditions create homelessness? What social stigmas are attached to homelessness? What mental or physical conditions may accompany homelessness or make it more difficult to alleviate? How does homelessness make accessibility to the following more difficult; food, healthcare, education, employment, self-esteem, family, or a sense of community? Do all homeless people seek out group homes or shelters, why or why not? We may not consider of diversity, equity, and inclusion, when discussing homeless populations, why are these important to consider?
- Next, in your teams of three design small, single person residences. Some makers have sought to reduce the daily burdens of homelessness on individuals by creating single-use houses or pods. Think about the following when designing your homes: portability (homeless peoples may be vacated from public and private spaces); shelter from the elements; heat, ventilation, and water accessibility; privacy and storage for belongings including foodstuffs. If small homes/pods become more readily available to homeless populations, what advantages and disadvantages do they provide? Where might a homeless community or encampment reside? Ideas: <https://www.pinterest.com/pin/561964859733620014/>

Activity 4:

MI Learning Standards: Arts, ELA, HPE, Math, Science, Social Studies, SEL

- “Food deserts” – areas in which residents are hard-pressed to find affordable, healthy food – are part of the landscape of economically underserved neighborhoods in the U.S. Black and Latinx neighborhoods in cities have fewer large supermarkets and farmers markets, and more small grocery and convenience stores than white counterparts. Convenience stores often carry more non-perishable or “junk-food” and may not offer the whole-grain foods, dairy products, or fresh fruits and veggies that a supermarket would. Using Detroit as a case study, write a one-two page persuasive essay about how urban farming could alleviate food insecurity in cities. Consider the benefits and challenges of urban agriculture. <https://www.yesmagazine.org/social-justice/2019/11/05/food-community-detroit-garden-agriculture/> <https://whyy.org/segments/detroits-urban-farms-engines-growth-omens-change/> <https://detroitisit.com/urban-farming-struggles-to-mature-in-detroit/>



<https://civileats.com/2020/03/06/coronavirus-is-closing-schools-heres-what-it-means-for-millions-of-kids-who-rely-on-school-meals/>

Activity 6:

MI Learning Standards: Arts, ELA, HPE, Math, Science, Social Studies

- Schools serve as a community nexus for food and housing. Many U.S. students are eligible for the federal Free or Reduced-Price Lunch Program (FRPL). For students who rely on their schools as a source of daily meals, school closings leave a critical gap. Each student will be assigned one-three states (try to cover all 50 as a class). Look up state statistics on school lunch programs, the student populations served, and create a set of infographics to explain the stats to your peers. Infographics are used to relay data and to support an argument. You will need to conduct research from credible sources to gather data for your infographics. Compile all of the slides to create an overview of the statistics from state to state.



Activity 7:

MI Learning Standards: Arts, ELA, HPE, Science, Social Studies

- Compare headlines, stories, and images of BIPOC and white communities' responses to COVID-19, Covid-19 related disparities like food and housing insecurities, and/or the 2020 BLM movement. How is each group portrayed? What specific language and images are used? What is the link between police violence and racial and/or economic inequity? What neighborhoods are more heavily policed, why do you think that is? How do the protests impact young Americans individually and the United States as a whole? Make a collage with images and headlines that display a broad range of media messaging regarding the impact of COVID and BLM on contemporary youth culture across the U.S.

Activity 8:

MI Learning Standards: Arts, ELA, HPE, Science, Social Studies, SEL

- Using your neighborhood as a reference create a short video or campaign addressing a food or housing issue that you face as a teenager. Think broadly about your topic; the project can relate to the coronavirus pandemic, broader issues like body-image, healthy nutrition, and even issues like privacy and shared space. If you chose a broader issue that existed pre-COVID, how has that issue changed or intensified under current conditions? Is this issue specific to you, your peer group, and neighborhood or does it impact people across different identity groups? Cover the topic and draw awareness to the issue, but also offer solutions that would alleviate or positively impact the situation. How important is it to tell the narrative from your own perspective? How may this differ from someone outside of the situation or your neighborhood reporting the same story? You may use other people and/or interviews in your video. Post to the classroom discussion board for feedback from your peers.



<https://www.acluofnorthcarolina.org/en/news/are-our-prisons-and-jails-ready-covid-19>

Activity 9:

MI Learning Standards: Arts, ELA, HPE, Math, Science, Social Studies, SEL

- How does one practice social distancing, have access to PPE, and practice coronavirus safety measures like wearing a mask when in close contact with others, frequent hand washing, and surface sanitation when detained in a prison, jail, or detention center?
- In pairs, using the resources provided below, answer the following questions with your partner: What types of activities can one be detained or imprisoned for? In what communities are arrests common and are they reflective or larger systemic conditions? Are these conditions based on assumptions, facts, or biases? Who makes sentencing decisions and how are they appealed? How does race impact sentencing? Why does the United States have such a large prison population? What correctional reforms have been introduced throughout U.S. history? What reforms are needed to improve the U.S. prison system? Are there alternatives to detention centers and prisons, if so, what are some recommendations? How are conversations about U.S. incarceration framed? Are healthcare rights guaranteed for imprisoned or detained peoples, why or why not? How would you maintain a sense of normalcy, dignity, and compassion living without personal freedoms?

Resources: <https://eji.org/search/coronavirus/page/1>
<https://www.prisonpolicy.org/virus/index.html>
<https://www.themarshallproject.org/search?q=covid>
<https://www.americanprogress.org/search/?query=immigration%20detention>

- **Follow-up Solo Activity:** Create a drawing or photocollage expressing how you would feel if you were detained or incarcerated. What may the most difficult aspect be: separation from loved ones; loss of freedoms; receiving an education; personal safety; mental or social stigmas attached? Focus on your emotional states and what you think your daily life or routine would be while imprisoned.



With school closures, reduced services at LGBTQ community centers and a lack of family support, these young Americans are particularly vulnerable.

Additional Resources:

Color Lines Covid-19 Coverage

<https://www.colorlines.com/tags/covid-19>

Critical Media Project

http://criticalmediaproject.org/wp-content/uploads/2019/07/Race-and-Ethnicity_LessonPlan.pdf

Gilens, M. (1999). *Why Americans hate welfare: Race, media, and the politics of antipoverty policy*. Chicago, IL: University of Chicago Press.

Jewell, K.S. (1993). *From mammy to Miss America and beyond: Cultural images and the shaping of U.S. social policy*. New York, NY: Routledge.

NAACP Coronavirus Resources

<https://naacp.org/coronavirus/coronavirus-resources/>

Pilgrim, D., & Gates, H. (2015). *Understanding Jim Crow: using racist memorabilia to teach tolerance and promote social justice*. Oakland, CA: PM Press.

Pilgrim, D. (2018). *Watermelons, nooses, and straight razors: stories from the Jim Crow Museum*. Oakland, CA: PM Press.

PBS | FRONTLINE

<https://www.pbs.org/wgbh/frontline/>

PBS | NEWS HOUR Series:

Coronavirus Pandemic

<https://www.pbs.org/newshour/tag/coronavirus-pandemic>

COVID-19

<https://www.pbs.org/newshour/tag/covid-19>

Health Disparities

<https://www.pbs.org/newshour/tag/health-disparities>

Novel Coronavirus

<https://www.pbs.org/newshour/tag/novel-coronavirus>

Race Matters

<https://www.pbs.org/newshour/tag/race-matters>

Searching for Justice

<https://www.pbs.org/newshour/tag/searching-for-justice>

Racial Equity & Social Justice Resources - COVID-19 -

<https://www.racialequitytools.org/fundamentals/resource-lists/resources-addressing-covid-19-with-racial-equity-lens>

Teaching Tolerance: *Analyzing Health Disparities*

Link: <https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-health-disparities>

Who, Me? Biased?

<https://www.pbslearningmedia.org/resource/ilpov18-soc-il-ilbias/who-me-biased-understanding-implicit-bias/#.XoqvHi2ZPow>

Additional Resources:

Color of Change – Racial Representation in the Media

<https://colorofchange.org/dangerousdistortion/>

Common Sense Media – Digital Literacy, Media Bias, and Digital Citizenship

<https://www.common sense media.org/homepage>

Currents: Diversity Scholarship

<https://www.ncidcurrents.org>

Decoding Media Bias – PBS

<https://www.pbs.org/newshour/extra/lessons-plans/decoding-media-bias-lesson-plan/>

Digital Public Library of America

<https://dp.la>

EDSITEment!

<https://edsitement.neh.gov>

Equal Justice Initiative Reports

<https://eji.org/reports/>

Facing History and Ourselves

<https://www.facinghistory.org>

Learning for Justice

<https://www.learningforjustice.org/classroom-resources/lessons>

Library of Congress

<https://www.loc.gov>

Media Literacy Now

<https://medialiteracynow.org>

National Archives

<https://www.archives.gov>

Newseum ED

<https://newseumed.org>

PBS Learning Media

<https://www.pbslearningmedia.org>

Racial Equity Resource Guide

<http://www.racialequityresourceguide.org>

The Jim Crow Museum of Racist Memorabilia

<https://www.ferris.edu/HTMLS/news/jimcrow/>

The Racial Equity Institute

<https://www.racialequityinstitute.com>

The Rise and Fall of Jim Crow

<https://www.thirteen.org/wnet/jimcrow/education.html>

Teaching Race, Racism, and Racial Bias (Post-Unit Plan Strategies)

The Jim Crow Museum understands that all individuals have varying comfort levels when speaking about race and confronting racism. Debates about race, racialized incidents, and bias are ever-present in the classroom, media, and at home. We cannot stop the cycle alone, but we can change our personal perceptions, contribution to the conversation, family, and community awareness. As an educator, you are part of a learning collective that involves parents, colleagues, administrators, and community members. Encouraging that collective to support each other and students during their conversations about race and racism in the United States, and to move towards social justice is important.



Image from The Jim Crow Museum Collection

The National Museum of African American History & Culture's link to their article on *Self Care*.

Link: <https://nmaahc.si.edu/learn/talking-about-race/topics/self-care>

The Greater Good Science Center at the University of California, Berkeley's *Three SEL Skills You Need to Discuss Race in Classrooms* is an article that encourages open dialogue and reflection.

Link: https://greatergood.berkeley.edu/article/item/threeselskills_you_need_to_discuss_race_in_classrooms

Taking Care of Yourself and Others During Racial Trauma: A guide for healing in the face of race-based turmoil.

Link: <https://www.psychologytoday.com/us/blog/unpacking-race/201708/taking-care-yourself-and-others-during-racial-trauma>

The Institute for Learning & Brain Sciences at The University of Washington has a website dedicated to young minds - *Racing" Towards Equality: Why Talking to Your Kids About Race Is Good for Everyone*

Link: <http://modules.ilabs.uw.edu/module/racing-towards-equality-why-talking-to-your-kids-about-race-is-good-for-everyone/>

Facing the Divide is a video series from the American Psychological Association.

Link to the video: <https://www.apa.org/education/undergrad/diversity>

Link to the guide: <https://www.apa.org/education/undergrad/diversity/facing-divide-instructor-guide.pdf>

Confirmation and Other Biases

Link: <https://www.facinghistory.org/resource-library/facing-ferguson-news-literacy-digital-age/confirmation-and-other-biases>

Race Talk: How Should I Talk about Race in My Mostly White Classroom?

Link: <https://www.adl.org/education/resources/tools-and-strategies/how-should-i-talk-about-race-in-my-mostly-white-classroom> and <https://www.adl.org/education/resources/tools-and-strategies/race-talk-engaging-young-people-in-conversations-about>

Talking About Race and Privilege

Link: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity/social-justice/social-justice-lesson-plans/talking-about-race-and-privilege-lesson-plan-for-middle-and-high-school-students>

Talking About Race with Youth

Link: <http://ready.web.unc.edu/section-2-transforming-practice/module-20/>

Uncomfortable Conversations: Talking About Race In The Classroom

Link: <https://www.npr.org/sections/ed/2015/04/24/401214280/uncomfortable-conversations-talking-about-race-in-the-classroom>

KWL Chart

Name _____

Date _____

Topic: _____

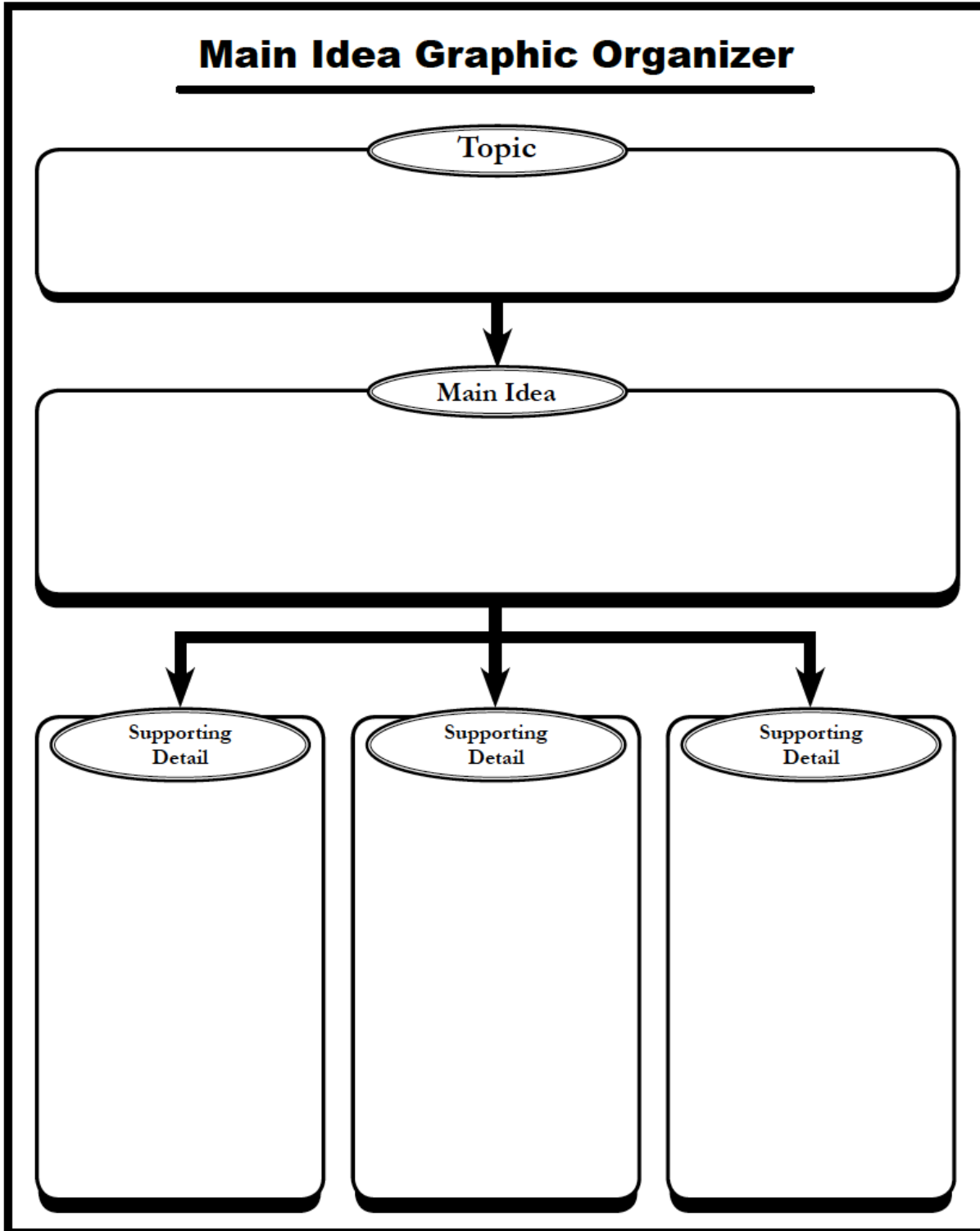
Know	Wonder	Learned
What do you think you already know about this topic?	What do you wonder about this topic? Write your questions below.	After you complete your project, write what you learned.

KWL Chart Resources:

<https://www.facinghistory.org/resource-library/teaching-strategies/k-w-l-charts>

Name: _____

Main Idea Graphic Organizer



Graphic Organizer: Pros and Cons Table for Five Choices

Name: _____ Date: _____ Class Period: ____

Title: _____

Choice	Pros	Cons

DATE	EVENT	SIGNIFICANCE

Who?

What?

When?

Where?

Why?

How?

Copyright © 2020 Ferris State University, Jim Crow Museum. All rights reserved. Free for educational use at home, in classrooms, and other educational settings.

Jim Crow Museum of Racist Memorabilia

Jim Crow Museum
Educational Programming
2020

Jim Crow Museum
Ferris State University
1010 Campus Drive
Big Rapids, MI 49307
(231) 591-5873
jimcrowmuseum@ferris.edu



This unit plan was made possible in part by the Institute of Museum and Library Services MH-00-19-0019-19. The views, findings, conclusions or recommendations expressed in this Unit Plan do not necessarily represent those of the Institute of Museum and Library Services.