

## Fighting Mortality

By Michael Mettenburg

Lesson 1
<b>Essential Question and Lesson Objectives</b>
<p><b>Essential Question:</b> What is mortality and what does it look like?</p> <p><b>Objectives:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Describe and evaluate patterns in Chicago mortality maps</li> <li>● Draw conclusions about where people live the longest based on mortality maps and/or quantitative data.</li> <li>● Use relevant textual evidence to support conclusions about global mortality</li> </ul>
<b>Warm-up</b>
<ol style="list-style-type: none"> <li>1. Show this map of <a href="#">Infant Mortality</a> around the world.</li> <li>2. Ask students               <ol style="list-style-type: none"> <li>a. What do you see?,</li> <li>b. What does this map tell us?</li> <li>c. What is mortality?</li> </ol> </li> <li>3. Show them a picture of <i>Mortal Kombat</i>. Ask them what the definition of Mortality might be - you want to get them to the idea that it's almost synonymous with "death" - or "dying" - so it's something that all humans experience - but some experience it sooner than others 🤔</li> </ol>
<b>Focus text(s) / resource(s) for today's lesson</b>
<ol style="list-style-type: none"> <li>1. <a href="#">Chicago Mortality Maps Jamboard</a></li> <li>2. <a href="#">"MAP: COVID-19 Cases And Vaccination Rates In Chicago By ZIP Code," WBEZ Chicago</a></li> <li>3. <a href="#">Charles Preston Tweet</a></li> <li>4. <a href="#">"Your ZIP Code Might Determine How Long You Live—and the Difference Could Be Decades." Time USA</a></li> </ol>
<b>Lesson / Activities</b>

### Chicago Mortality Gallery Walk

1. Make a copy of this [Chicago Mortality Map Jamboard](#). Students will participate in a [gallery walk of different maps](#) that relate to mortality in Chicago and answer the following question about each map:
  - a. This map is connected to mortality because...
  - b. From this map, I learned that...
  - c. I see a pattern - how all of the \_\_\_\_\_ (something) are in \_\_\_\_\_ (a location)
  - d. A question I had about this map is...
  - e. I'm surprised that...
  - f. I'm not surprised that...
  
2. On the last slide, students will synthesize of what they've seen so far by answer the following question:
  - a. After looking at all the maps, what are some conclusions we can draw from the data?

*Educator note: Here is a [sample of our class jamboard](#). Feel free to instruct them to sign they're names or put them in groups - however you want to hold them accountable for engaging. Make sure to save around 15 minutes at the end for students to share out their observations*

### How Does Geography Dictate Lifespan?

1. Read "[Your ZIP Code Might Determine How Long You Live—and the Difference Could Be Decades](#)," Jamie Ducharme and Elijah Wolfson, *Time USA*. Read together or in small groups.
  
2. Have students record responses to the following questions and tell them to be prepared to share out.
  - a. What is something from the article that you found interesting?
  - b. What is something from the article you were surprised about?
  - c. What is the biggest issue in Chicago when it comes to mortality? (use at least 1 piece of evidence from the text)

## Lesson 2

### Essential Question and Lesson Objectives

#### Essential Question:

How are other countries dealing with mortality?

**Objectives:**

Students will be able to...

- Explain the rising health issue in Senegal.
- Describe 3 factors that contribute to mortality rates and identify the factor(s) causing a rise in diabetes in Senegal.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Warm-up Discussion**

Students discuss the following questions in small groups and be prepared to share their responses with the class:

1. What are the mortality rates in Chicago?
2. Are they the same in every neighborhood?
3. How do health issues that lead to increased mortality affect different neighborhoods/communities in Chicago?
4. Do you think health issues that lead to earlier / higher mortality affect all countries equally?
5. Do you think they are equally spread around the world?

**Focus text(s) / resource(s) for today's lesson**

1. [Diabetes in Low-Income Communities: Its Causes and Its Solutions:](#)
  - a. Diet
  - b. Exercise
  - c. Health Literacy
  - d. Money
2. [What is Diabetes?](#)
3. [Diabetes on the Rise in Senegal](#)
4. [CER- Con Essay Rubric](#)

**Lesson / Activities**

**What is Diabetes?**

Educator Notes: Instruct students to read and add this topic to their notes. (*This assumes your course expects students to record notes in a place like a binder or written/virtual notebook*). Topic: Factors of Diabetes.

1. In small groups, have students read "What is Diabetes?" This article is published by the National Institute of Diabetes and Digestive and Kidney Diseases. Students should take

notes on the following sections:

- a. What is diabetes?
- b. What are the different types of diabetes?
- c. How common is diabetes?
- d. Who is more likely to develop type 2 diabetes?
- e. What health problems can people with diabetes develop?

### What Factors Contribute to Diabetes?

1. In small groups, have students read “Diabetes in Low-Income Communities: Its Causes and Its Solutions,” by Pamela Bilo Thomas, *Illinois Science Council*. Students should take notes describing each of the three factors that influence the rise in diabetes:
  - a. Diet
    - i. Define “Food Deserts”
    - ii. How does diet contribute to diabetes
  - b. Exercise and Health Literacy
    - i. How does exercise and health literacy contribute to diabetes?
  - c. Money (Healthcare Access)
    - i. How does having money to go to the doctor contribute to diabetes?
2. Quiz them verbally on the 3 different factors - Peardeck, cold calling etc.

### Diabetes in Senegal

1. In small groups, students read “Diabetes on the Rise in Senegal,” Amy Nye, *the Pulitzer Center*. Students should discuss the following questions:
  - a. How is diet and food access affecting people in Senegal?
  - b. How is exercise affecting people in Senegal?
  - c. How is health literacy affecting people in Senegal?
  - d. How does income affect the rise in diabetes in Senegal?
  - e. Who is being most affected by diabetes in Senegal?
2. Once students read the article, they should craft an argumentative response (1 to 3 paragraphs) responding to the following question:
  - a. Which factor(s) are MOST prevalent in Senegal's rise in diabetes?

*Educator Note:* Reference the [CER-Con argumentative essay - rubric](#). Review the following [student response example](#):

## Lesson 3

### Essential Question and Lesson Objectives

**(MOST IMPORTANT LESSON - WILL SET THEM UP FOR THEIR PERFORMANCE TASK)**

**Essential Question:**

What does the data say about mortality in MY neighborhood?

**Objectives:**

Students will be able to

- Explain patterns and trends in Chicago and use quantitative data to compare mortality issues in their neighborhood to other neighborhoods.
- Identify an issue in YOUR neighborhood that contributes to mortality rates that is important to you.

### Warm-up

Students can discuss the response to the following question in small groups or whole class:

1. Which of the 3 factors that lead to diabetes do you think Chicago struggles with most?

### Focus text(s) / resource(s) for today's lesson

[Community Areas - Health Indicators, Chicago Health Atlas](#)

[My City Data \(CHI#4\) worksheet](#)

### Lesson / Activities

1. Introduce [the Chicago Health Atlas](#) - a database for each neighborhood in Chicago.

“This site publishes data about hundreds of indicators in every Chicago, IL community, and makes that data available in maps, charts, tables, and more. There are many ways to explore the data, but the easiest is to search for any indicator or place in the site-wide search bar at the top of any page

2. Describe and define [health indicators](#)

“Health is about more than physical well-being. Health is determined by social and economic factors, the environment we live in, our behaviors, as well as health care quality and access. You can use the Chicago Health Atlas to explore these topics by age, sex, race/ethnicity, and more. You can also see trends over time and even map the data to see differences across communities.

3. Review the [My City Data \(CHI#4\) worksheet](#) which explains how to use the Chicago Health Atlas Website.
4. Demonstrate how to use the website by accessing the [Community Page](#). Fill out a couple boxes so they know how to find the data.
5. Instruct student to complete the My City Data (CHI#4) worksheet independently or in

pairs.

*Educator Note: Review the [My City Data \(CHI#4\) student example](#) for your reference.*

### Closing and Homework

Have students create a GIS Map on Google Maps showing their MOST important issues related to mortality in their communities from CHI#4. Here is our [class example](#).

[Here](#) is the tutorial from Google on how to create a map.

*“As a 9th grade class, we are going to create a GIS map showing layers of mortality issues WE BELIEVE to be the most important in the city of Chicago using our data from CHI#4.*

1. Place an icon in your community (name it as the issue that you wanted to share from CHI#4)
  - a. Make sure you place it under the correct "layer"
  - b. If it's diet related color it red
  - c. If it's exercise or health literacy related color it blue
  - d. If it's money or affordability of healthcare related color it green
  - e. In the description share your data from about that issue CHI#4 and sign your name

## Lesson 4

### Essential Question and Lesson Objectives

**Essential Question:**

What do experts say about mortality in the world/US

**Objectives:**

Students will be able to

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Warm-up

Ask a few students to share their responses to the following questions from the City Data Worksheet:

1. Compare your neighborhood with the Near North Side and the rest of Chicago. What sticks out to you?
2. Which category do you feel needs to be improved on most in your neighborhood: Diet, Exercise & Health Literacy, or Money? Why?

<p>3. Based on the data from your community, which issue from the list above is the most important to you.</p>
<b>Focus text(s) / resource(s) for today's lesson</b>
<ol style="list-style-type: none"> <li>1. <a href="#">My City Data (CHI#4) worksheet</a></li> <li>2. <a href="#">Pulitzer Center Webinar in Partnership with CUGH - Living Longer, Living Better</a> on life expectancy in the COVID era</li> </ol>
<b>Lesson / Activities</b>
<p><i>Living Longer, Living Better?</i></p> <ol style="list-style-type: none"> <li>1. Introduce the <i>Living Longer, Living Better</i> webinar as a roundtable of experts discussing life expectancy and public health in the face of COVID-19.</li> <li>2. Screen <a href="#">Living Longer, Living Better?</a> Students can watch the video in small groups or you can play the video for the whole class.</li> <li>3. While watching the video, students can complete the <a href="#">viewing guide</a> (CHI#5) using evidence from the discussion.</li> </ol> <p><i>Educator note: This video is 50 minutes long. I recommend skipping certain parts or breaking it up for students. Review the following <a href="#">student example</a> of a completed viewing guide</i></p>

<b>Lesson 5</b> <b>Fighting Morality</b> <i>Expressing our love for our communities</i>
<b>Essential Question and Lesson Objectives</b>
<p><b>Essential Question:</b>          What can we do to impact mortality rates?</p> <p><b>Objective:</b>          Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain how communities in Chicago and around the world are working to decrease mortality issues and become healthier</li> </ul>
<b>Warm-up</b>
<p>Ask students to agree or disagree with the following sentiments:</p> <ol style="list-style-type: none"> <li>1. My government is responsible for addressing issues with mortality</li> <li>2. I am responsible for addressing issues with mortality</li> </ol>

### Focus text(s) / resource(s) for today's lesson

[Farm on Ogden](#), *Chicago Botanic Gardens*

[How COVID Accelerated a Fight Against Food Deserts](#) by Muriel Alarcon, *the Pulitzer Center*

[Biking lanes](#) (Social media engager)

[Study Confirms What South Siders Said For Years: A Trauma Center Is Improving Emergency Care For Black Chicagoans](#), Maxwell Evans, *Block Club Chicago*

[The Love Fridge Is Bringing Free Food To Neighbors In Need In Little Village. Bridgeport: 'People Want To Help'](#), Mauricio Peña, *Block Club Chicago*

[Cook County's short-lived 'soda' tax worked, says new study](#), Jacqueline Carey, *UIC Today*

[WFP Uses New Tech to Fight Refugee Food Shortages in Jordan](#), Christopher Livesay, Melanie Saltzman, Alessandro Pavone, *PBS Newshour*

[Chicago Moms Fight Back Against Violence, Killings, and Crime](#), *Heavy*

[Chicago Mothers Against Senseless Killings Fight to Make Streets Safe](#), *True Crime Daily*

[After 7-Year-Old Jaslyn Adams Murdered, West Side Leaders Plan To Occupy Blocks To 'Take The Neighborhood Back' From Gangs](#), Pascal Sabino, *Block Club Chicago*

[West Side Group Wants To Turn Vacant Lots Into Community Gardens With Free Fitness Programs](#), Pascal Sabino, *Block Club Chicago*

[A Simple Approach to Ending Extreme Poverty](#), H. Luke Shaefer and Kathryn J. Edin, *The Atlantic*

[Urban Growers Collective teaches divested communities how to grow, farm food locally](#), Evan F. Moore, *Chicago Sun Times*

[Chicago McDonald's employees demand a \\$15 minimum wage, join nationwide fight for 15](#), Eric Perèz, *The Depaulia*

[Fight for 15 Tweet](#)

[CHI#7 slideshow template \[PDF\]](#)

### Lesson / Activities

#### Communities Fighting for Healthy Lives Jigsaw

1. Students will be broken into pairs/groups and instructed to learn about their example of how people are working to address mortality and become healthier - some are from Chicago some are from around the world.

*Educator note: Break up students how you see fit, but it is important that all of the stories are*



shared with your classes because they will serve as inspiration for your students as they determine how *THEY* will address issues in their own community.

2. Assign each group one of the articles from the list below that explores how different communities around the world are working to address mortality by becoming healthier:
  - [Farm on Ogden](#), Chicago Botanic Gardens
  - [How COVID Accelerated a Fight Against Food Deserts](#) by Muriel Alarcon, the Pulitzer Center
  - [Biking lanes](#) (Social media engager)
  - [Study Confirms What South Siders Said For Years: A Trauma Center Is Improving Emergency Care For Black Chicagoans](#), Maxwell Evans, *Block Club Chicago*
  - [The Love Fridge Is Bringing Free Food To Neighbors In Need In Little Village, Bridgeport: 'People Want To Help'](#), Mauricio Peña, *Block Club Chicago*
  - [Cook County's short-lived 'soda' tax worked, says new study](#), Jacqueline Carey, *UIC Today*
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  - [Chicago Moms Fight Back Against Violence, Killings, and Crime](#), *Heavy*
  - [Chicago Mothers Against Senseless Killings Fight to Make Streets Safe](#), *True Crime Daily*
  - [After 7-Year-Old Jaslyn Adams Murdered, West Side Leaders Plan To Occupy Blocks To 'Take The Neighborhood Back' From Gangs](#), Pascal Sabino, *Block Club Chicago*
  - [West Side Group Wants To Turn Vacant Lots Into Community Gardens With Free Fitness Programs](#), Pascal Sabino, *Block Club Chicago*
  - [A Simple Approach to Ending Extreme Poverty](#), H. Luke Shaefer and Kathryn J. Edin, *The Atlantic*
  - [Urban Growers Collective teaches divested communities how to grow, farm food locally](#), Evan F. Moore, *Chicago Sun Times*
  - [Chicago McDonald's employees demand a \\$15 minimum wage, join nationwide fight for 15](#), Eric Perèz, *The Depaulia*
  - [Fight for 15 Tweet](#)
3. Students should share a summary of their article to the class and address the following question using the CHI#7 slideshow template:
  - Where in the world is this happening?
  - What is the mortality issue that is being addressed in the article?
  - How are people working to address the issue? (Are they teaching? Giving something? Raising awareness - getting the attention of people?)
  - Who is working on this?
  - Do you see examples of similar initiatives in your own community?
  - Do you think this is a good idea? Explain.

Educator note: Review the student example of the complete [CHI#7 slideshow template](#)

<b>Lesson 6</b>
<b>Essential Question and Lesson Objective</b> <i>Performance Task</i>
<p><b>Essential Question:</b> How can you help make a positive impact in your community?</p> <p><b>Objective:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify 1 “Healthy People 2030” objective that fits their community’s needs and complete a Think-Tac-Toe to help the CDC meet that objective.</li> </ul>
<b>Warm-up</b>
<ol style="list-style-type: none"> <li>1. Have students pull up their CHI#3 Argumentative Essays from lesson 2</li> <li>2. Ask students to share what they thought was the most important issue in their community (you can have them drop it in the chat or add them to a Jamboard)</li> </ol>
<b>Focus text(s) / resource(s) for today’s lesson</b>
<a href="#">Healthy People 2030</a> , US Department of Health and Human Services
<b>Lesson / Activities</b>
<p><b>Healthy People 2030</b></p> <ol style="list-style-type: none"> <li>1. Show students how to navigate the Healthy People 2030 website. Show them:       <ol style="list-style-type: none"> <li>a. How to find objectives that might align with the Near North Side community (or your community)</li> <li>b. Find an objective that they think fits with their community</li> <li>c. Introduce Your Healthy People 2030 Objectives CHI#8 and demonstrate how to add an objective to the document.</li> <li>d. Students will complete the following fields in the spreadsheet:           <ol style="list-style-type: none"> <li>i. Neighborhood</li> <li>ii. Healthy People 2030 Objective</li> <li>iii. What data from the My City Data CHI #4 worksheet supports this pick?</li> </ol> </li> </ol> </li> </ol> <p><i>Educator Note: You do have student’s addresses so you can partner students based on their addresses without them asking or revealing their exact address to others.</i></p>

**Introducing the Performance Task**

1. Explain to students that we're going to help the CDC achieve their 2030 objective by picking 3 civic action items.
2. Review the [Fighting Mortality Think-Tac-Toe CHI#8 worksheet](#) with students. Students will:
  - a. Choose 3 civic action items in the think-tac-toe below to meet the Healthy People 2030 Objective that they added to the spreadsheet
  - b. There is no rubric so you can be creative, but if a box has specific instructions you will be expected to follow them

*Educator note: Students were given 174 minutes over 4 days to complete this. This performance task should be graded on effort and thoughtfulness - not whether or not the students actually achieved their "Healthy People 2030 Objective"*