

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

UNIT OVERVIEW

Unit Length	5 weeks, 22 daily lessons (105 minutes each)
Grade Level(s)/ Subject(s)	11th Grade Humanities (U.S. History & English)
Unit Overview	<p>In this unit, students engage in three document-based inquiry cycles comparing how people of color, specifically African Americans, have been treated in the American medical system in the past and present. After these three inquiries, students write a summative DBQ essay answering the unit question: <i>Considering the history of racism in healthcare, to what extent should people of color have trust and faith in the U.S. healthcare system?</i></p> <p>This unit serves as the first unit of the year and as such the first week is both an introduction to the class and to the unit—please tailor to your own needs. In the first week, students are introduced to the relationship between power and race, specifically how race is used as a “tool” to protect and justify systems of power. Using Nikole Hannah-Jones’s essay “The Idea of America” as a framing text, students investigate the dominant “1776” narrative of American history and the “1619” counter-narrative. They conclude the first week with a free write answering the prompt: <i>What does America mean to you?</i> Week 2 begins the first document-based inquiry which is themed around medical crises. Students compare the treatment (and scapegoating) of people of color in the Yellow Fever epidemic of 1793 and in the modern COVID-19 pandemic. In Week 3, students explore an inquiry focused on healthcare in which they compare the successes and failures of the Reconstruction-era Freedmen’s Bureau to the Affordable Care Act. In the final inquiry cycle in Week 4, students learn about theories of scientific racism in the American past and draw connections to scientific racism in the present day. In Week 5, students synthesize their learning and craft a five-paragraph DBQ essay that draws on evidence from the three inquiries.</p> <p>The core reading skill embedded in the unit is determining the main idea of texts through close reading, while the core writing skill is crafting precise, knowledgeable claims. This unit relies heavily on comparing and contrasting the past to the present, so focusing on this skill is highly recommended.</p>

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

Objectives & Outcomes	In addition to showing mastery on the core skills of the unit, students should understand a set of “big ideas,” including: <ul style="list-style-type: none">→ Power (and protection of it) is at the root of racism/casteism.→ Race has formed science just as science has formed race—science has been both a victim and perpetrator of racist beliefs, and scientific honesty is essential.→ The health care system is a set of institutions that historically and presently perpetuates our racist caste system.→ Communities of color and individuals of color have resisted (and continue to resist) scientific and medical racism
Standards	<p>CCSS.ELA-LITERACY.RL.11-12.2: Determine main ideas and how they develop</p> <p>CCSS.ELA-LITERACY.W.11-12.1.A: Introduce precise, knowledgeable claims</p> <p>CCSS.ELA-LITERACY.RI.11-12.4: Determine the meaning of words in a text, analyze how an author uses words</p> <p>CCSS.ELA-LITERACY.RI.11-12.6: Determine author’s POV and analyze style and content</p>
Unit Resources	Students read excerpts from these texts throughout this unit: <ul style="list-style-type: none">→ “The Idea of America” by Nikole Hannah-Jones→ “A Broken Health Care System” by Jeneen Interlandi→ “Medical Inequality” by Linda Villarosa
Performance Task(s)	Students synthesize their learning and craft a five-paragraph DBQ essay that draws on evidence from the three inquiries. In the DBQ, they answer the question: <i>Considering the history of racism in healthcare, to what extent should people of color have trust and faith in the U.S. healthcare system?</i>
	For more detailed instructions on the DBQ, explore the student-facing DBQ Instructions: <ul style="list-style-type: none">• DBQ Instructions [.pdf]

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

	<ul style="list-style-type: none">• DBQ Instructions [.docx]
Assessment/ Evaluation	<p>Formative Assessments:</p> <ul style="list-style-type: none">→ Reading and Writing Diagnostics→ Argumentative Paragraphs→ Skill and Content Exit Tickets→ Vocabulary Quizzes→ Group Discussions <p>Summative Assessment:</p> <ul style="list-style-type: none">→ DBQ Essay, assessed with the DBQ Rubric (4 Point Grading Scale)<ul style="list-style-type: none">◆ DBQ Rubric [.pdf]◆ DBQ Rubric [.docx]

DAILY LESSONS AND RESOURCES

Note: Student-facing activities, readings and work are found in the daily packets. Detailed instructions and lectures for each lesson are found in the weekly slides. All of these documents are available in the links below.

Pacing	Focus text(s) / resource(s) for today’s lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 1:</i> Introduction and “The Idea of America” [see Week 1 Slides for student-facing instructions and lessons]</p>				
Day 1	<p>Historic or Not Historic: News Headlines [.pdf] Historic or Not Historic: News Headlines [.docx]</p>	<p>Objective: I will be able to learn classroom protocols and determine what makes something historic.</p> <p>Language Objective: I will be able to use context clues to identify the meaning of news headlines.</p>	<ol style="list-style-type: none"> 1. Do Now: Welcome Back from Summer 2. Back to Back, Face to Face Icebreaker 3. Intro to Class/Norms <ul style="list-style-type: none"> → Group brainstorm of how norms play out in actions 4. Historic or Not Historic: News Headlines <ul style="list-style-type: none"> → Explore 8 news headlines from summer 2021 here → Rank the headlines on their historic-ness 	<p>Day 1 Packet [.pdf] Day 1 Packet [.docx]</p> <p>Classroom Norms [.pdf] Classroom Norms [.docx]</p> <p>Historic or Not Historic: News Headlines [.pdf] Historic or Not Historic: News Headlines [.docx]</p>

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

			<p>→ Class share out and discussion about what makes an event historic</p> <p>5. Exit Ticket: How did class go for you today?</p>	
Day 2	<p><i>Superior: The Return of Race Science</i> by Angela Saini (excerpted in the Day 2 Packet)</p>	<p>Objective: I will be able to identify the ways race and power are connected in a text.</p> <p>Language Objective: I will be able to summarize the main ideas of academic paragraphs with my group.</p>	<p>1. Do Now: 5x5x5</p> <p>2. Summarizing Main Idea Mini-Teach</p> <ul style="list-style-type: none"> → Teach Close Reading Protocol <ul style="list-style-type: none"> ◆ First, read out loud and circle unknown words. ◆ Second, underline key topics and arguments. ◆ Third, summarize in your own words. → Practice summarizing texts with examples in Day 2 Packet <p>3. Introduce Unit</p> <ul style="list-style-type: none"> → <i>The 1619 Project</i> concept and the legacy of slavery <p>4. Summarizing Reading</p> <ul style="list-style-type: none"> → Preview the British Museum. Read <i>Superior</i> excerpt. Practice summaries. Class summary share out <p>5. Google Classroom Sign up</p>	<p>Day 2 Packet [.pdf] Day 2 Packet [.docx]</p> <p>Reading Diagnostic Text [.pdf] Reading Diagnostic Text [.docx]</p> <p>Reading Diagnostic Assessment</p>

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

			<p>6. Reading Diagnostic</p> <ul style="list-style-type: none">→ Students now read new excerpt of <i>Superior</i> on their own, then answer multiple choice questions in a Google Form.	
Day 3	<p>“The Idea of America” by Nikole Hannah-Jones</p>	<p>Objective: I can explain the expectations of this class and identify the main ideas in “The Idea of America.”</p> <p>Language Objective: I can accurately summarize the main ideas of paragraphs.</p>	<ol style="list-style-type: none">1. Do Now: Patriotism2. Syllabus overview3. “The Idea of America” mini lecture<ul style="list-style-type: none">→ Transatlantic slave trade→ Democracy and monarchy→ Review summarizing text skill from last lesson4. “The Idea of America” reading with partners<ul style="list-style-type: none">→ Remind students who Nikole Hannah-Jones is.→ Teacher models reading the first paragraph using summarizing text protocol.→ Students pair read the rest of the text.5. Dinner table conversation<ul style="list-style-type: none">→ Form groups of 6-8 students.→ Groups discuss 5 Discussion	<p>Day 3 Packet [.pdf] Day 3 Packet [.docx]</p> <p>Idea of America Mini Lecture</p> <p>“The Idea of America” Excerpt [.pdf] “The Idea of America” Excerpt [.docx]</p>

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

1619 | Education Network

			questions about the reading in Day 3 Packet	
Day 4	Four perspectives on what we should think of America by Gordon Wood, Howard Zinn, Frederick Douglass, and Dinesh D'Souza	<p>Objective: I can evaluate multiple perspectives of America and present my own perspective in writing.</p> <p>Language Objective: I can summarize the main idea of academic paragraphs to identify the main idea of a whole text.</p>	<ol style="list-style-type: none">1. Do Now: Quote free write (see Day 4 Packet)2. Framing: Why care about history?3. 4 Perspectives on America: partner reading<ul style="list-style-type: none">→ Introduce 4 perspectives and inquiry question: What should we think about America?→ Students pair read the four perspectives and complete the graphic organizer in Day 4 Packet.4. The Idea of America Free Write (can serve as a writing diagnostic)	<p>Day 4 Packet [.pdf] Day 4 Packet [.docx]</p> <p>4 Perspectives on America Readings [.pdf] 4 Perspectives on America Readings [.docx]</p> <p>The Idea of America Free Write [.pdf] The Idea of America Free Write [.docx]</p>

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

1619 | Education Network

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 2:</i> Medical Crises [see Week 2 Slides for student-facing instructions and lessons]				
Day 5	Three sources on the Yellow Fever epidemic	Objective: I can explain the context of the 1793 Yellow Fever epidemic and practice sourcing documents. Language Objective: I can learn to source historical documents and practice summarizing them.	<ol style="list-style-type: none">1. Do Now: Responsibility to others2. Skill Teach: Cornell note-taking3. Yellow Fever mini lecture<ul style="list-style-type: none">→ Situation in Philadelphia→ Free Black Community's Dilemma4. Sourcing mini-teach5. Yellow Fever inquiry part 1<ul style="list-style-type: none">→ Partner Close Read Documents 1-3	Day 5 Packet [.pdf] (Yellow Fever Inquiry Part 1 in the packet) Day 5 Packet [.docx] (Yellow Fever Inquiry Part 1 in the packet) Yellow Fever Mini Lecture Slides
Day 6	Three additional sources on the Yellow Fever epidemic	Objective: I can identify the main ideas in texts to determine how African Americans experienced the Yellow Fever Epidemic.	<ol style="list-style-type: none">1. Do Now: If ministers Richard Allen and Absalom Jones were alive today, how might they respond to COVID-19?2. Skill Teach: Context Clues	Day 6 Packet [.pdf] (Yellow Fever Inquiry Part 2 in the packet) Day 6 Packet [.docx]

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

		<p>Language Objective: I can use context clues to determine the meaning of unknown words and concepts.</p>	<ul style="list-style-type: none"> → Introduce context clues → Practice using context clues to identify unknown words <p>3. Yellow Fever Inquiry Part 2</p> <ul style="list-style-type: none"> → Partner close read documents 4-6 	(Yellow Fever Inquiry Part 2 in the packet)
Day 7	Yellow Fever Inquiry Sources (6 total)	<p>Objective: I can make conclusions about the Yellow Fever epidemic.</p> <p>Language Objective: I can use context clues to determine the meaning of unknown words.</p>	<ol style="list-style-type: none"> 1. Do Now: Vocabulary Review 2. Context Clue Review <ul style="list-style-type: none"> → 5 Practice sentences 3. Finishing Yellow Fever Inquiry 4. Review Yellow Fever Aftermath 	Day 7 Packet [.pdf] Day 7 Packet [.docx]
Day 8	COVID-19 Inquiry Sources (4 total)	<p>Objective: I can evaluate sources about COVID-19 and draw connections to Yellow Fever.</p> <p>Language Objective: I can practice crafting CAR claims.</p>	<ol style="list-style-type: none"> 1. Do Now: Vocabulary Matching 2. Yellow Fever Past and Present <ul style="list-style-type: none"> → Each group of 4 is broken into two pairs--Pair 1 reads the Past excerpt, Pair 2 reads the Present excerpt in the Day 7 Packet. → After reading and completing the graphic organizer, pairs teach each other about their excerpt 	Day 8 Packet [.pdf] (COVID-19 Inquiry in the packet) Day 8 Packet [.docx] (COVID-19 Inquiry in the packet)

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

			<ol style="list-style-type: none">3. Skill Teach: CAR Claims<ul style="list-style-type: none">→ Teacher models→ Pair matching→ Claim writing4. COVID-19 Inquiry<ul style="list-style-type: none">→ Students begin partner reading 4 documents	
Day 9	COVID-19 Inquiry Sources (4 total)	<p>Objective: I can apply my knowledge to connect the Yellow Fever epidemic and COVID in writing.</p> <p>Language Objective: I can craft a clear CAR claim that draws connections between Yellow Fever and COVID-19.</p>	<ol style="list-style-type: none">1. Do Now: Vocabulary and CAR Claim Review2. Finishing Covid-19 Inquiry<ul style="list-style-type: none">→ Teacher Think Aloud with one source→ Students finish close reading 4 documents3. Discussion Prep<ul style="list-style-type: none">→ Students write four CAR claims in graphic organizer in Day 9 Packet making connections between the two medical crises4. Discussion<ul style="list-style-type: none">→ Prompt: Based on all of the sources we have explored this week, what connections can you make between Yellow Fever and COVID-19?	<p>Day 9 Packet [.pdf] Day 9 Packet [.docx]</p> <p>Discussion Roles Placemat [.pdf] Discussion Roles Placemat [.docx]</p> <p>Yellow Fever/Covid-19 Paragraph [.pdf] Yellow Fever/Covid-19 Paragraph [.docx]</p>

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

			<ul style="list-style-type: none">→ 4-person group discussion using rotating roles placemat <p>5. Yellow Fever/COVID-19 Paragraph</p> <ul style="list-style-type: none">→ Introduce criteria for success→ Writing Time	
--	--	--	---	--

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

1619 | Education Network

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 3:</i> Healthcare [see Week 3 Slides for student-facing instructions and lessons]				
Day 10	Mini Lecture	<p>Objective: I will be able to summarize the key points of Reconstruction.</p> <p>Language Objective: I will be able to learn new vocabulary words and practice Cornell notes.</p>	<ol style="list-style-type: none">1. Do Now: Take a stand + CAR claim2. Hook and Inquiry Question<ul style="list-style-type: none">→ Assess prior knowledge: What is a civil war?→ Inquiry Question: How successful was the Freedmen's Bureau in helping African Americans realize their aspirations?3. Vocabulary<ul style="list-style-type: none">→ Learn 5 content-relevant vocabulary words: compromise, agriculture, amend, abolish, secede4. Brain Break<ul style="list-style-type: none">→ Review Cornell Notes skill→ Reconstruction and Freedman's	<p>Day 10 Packet [.pdf] Day 10 Packet [.docx]</p> <p>Reconstruction and Freedmen's Bureau Mini Lecture (Peardeck)</p> <p>Student Example Reconstruction Summary Slides</p>

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

			<p>Bureau mini lecture (Peardeck) → Reconstruction Summary Slide ◆ Groups of 4 create Google slide summarizing main ideas of lecture</p>	
Day 11	Freedmen’s Bureau Inquiry (6 sources)	<p>Objective: I will be able to determine if the Freedmen’s Bureau was successful.</p> <p>Language Objective: I will be able to demonstrate my knowledge of vocabulary and close reading.</p>	<ol style="list-style-type: none"> 1. Do Now: Take a stand + CAR claim 2. Vocabulary Review and Quiz 3. Freedmen’s Bureau Inquiry <ul style="list-style-type: none"> → Inquiry Question: How successful was the Freedmen’s Bureau in helping African Americans realize their aspirations? → Review Sourcing and Close Reading Skill → ‘Negro’ and ‘N-word’ framing → Close Read → Share out group summaries 4. Prepare for Discussion <ul style="list-style-type: none"> → Students complete graphic organizer in packet organizing successes and failures of Freedmen’s Bureau 5. Exit Ticket (if time): Did the Freedmen’s Bureau help African Americans achieve progress? 	<p>Day 11 Packet [.pdf] (Freedmen’s Bureau Inquiry in Packet) Day 11 Packet [.docx] (Freedmen’s Bureau Inquiry in Packet)</p>

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

Day 12	Freedmen’s Bureau Inquiry (6 sources)	<p>Objective: I will be able to discuss the impact of the Freedmen’s Bureau.</p> <p>Language Objective: I will be able to identify textual evidence for the successes and failures of the Freedmen’s Bureau</p>	<ol style="list-style-type: none">1. Do Now: Vocabulary and Reconstruction Review2. Finish Freedmen’s Bureau Inquiry3. Freedmen's Bureau Discussion<ul style="list-style-type: none">→ Discuss in groups of 4. Students use graphic organizer in Day 11 Packet to guide discussion. Three rounds of discussion (3 min each)<ul style="list-style-type: none">◆ Successes of Freedmen’s Bureau◆ Failures of Freedmen’s Bureau◆ Overall, was the Freedmen’s Bureau successful?→ Groups share out CAR claims of answer to the last question, teacher writes on board	<p>Day 12 Packet [.pdf] Day 12 Packet [.docx]</p>
--------	---------------------------------------	---	--	---

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

Day 13	Obamacare Inquiry (5 sources)	<p>Objective: I will be able to identify connections between the Freedmen’s Bureau and Obamacare.</p> <p>Language Objective: I will be able to identify textual evidence for the successes and failures of Obamacare.</p>	<ol style="list-style-type: none">1. Do Now: Universal Healthcare2. Vocabulary<ul style="list-style-type: none">→ Learn 5 content-relevant vocabulary words: Disparity, ambivalence, onerous, legislate, unequivocal3. Healthcare Today Mini-Lecture<ul style="list-style-type: none">→ Students take notes in Day 13 packet4. Obamacare Inquiry<ul style="list-style-type: none">→ Inquiry Question: How successful has the ACA been in making healthcare more affordable, accessible, and inclusive to all people?→ Pair close read5. Begin Group Poster<ul style="list-style-type: none">→ Poster Prompt: What connections can we draw between the Freedmen’s Bureau and our current healthcare system under Obamacare?→ Review criteria for success→ Groups of 4 work on posters	<p>Day 13 Packet [.pdf] (Obamacare inquiry in packet)</p> <p>Day 13 Packet [.docx] (Obamacare inquiry in packet)</p> <p>Healthcare Today Mini Lecture Slides</p>
--------	-------------------------------	---	---	--

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

Day 14		<p>Objective: I will be able to identify connections between the Freedmen’s Bureau and Obamacare.</p> <p>Language Objective: I will be able to identify textual evidence for the successes and failures of Obamacare.</p>	<ol style="list-style-type: none">1. Do Now: Vocabulary Review2. Finish Group Poster<ul style="list-style-type: none">→ Review instructions→ Group work time3. Gallery Walk<ul style="list-style-type: none">→ Students quietly circulate classroom and record observations in Day 14 Packet4. Poster Debrief Discussion<ul style="list-style-type: none">→ Number off students 1-4 so they do discuss with peers outside of their poster group	<p>Day 14 Packet [.pdf] Day 14 Packet [.docx]</p>
--------	--	---	---	---

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 4:</i> Scientific Reason [see Week 4 Slides for student-facing instructions and lessons]				
Day 15	Current Events Articles (Newsela)	<p>Objective: I will be able to reflect on my writing and practice CAR claims.</p> <p>Language Objective: I will be able to craft a precise CAR claim and share my understanding of a news article.</p>	<ol style="list-style-type: none">1. Do Now: Vocabulary Review2. CAR Claim Review and Practice<ul style="list-style-type: none">→ Review expectations and exemplar→ Review common mistakes→ Fix its→ Review complex thesis beginnings (although, despite)3. Yellow Fever/COVID-19 Paragraph Reflection<ul style="list-style-type: none">→ Students review their grade and comments. Then they write a comment explaining how to improve their paragraph4. Brain Break	<p>Day 15 Packet [.pdf] Day 15 Packet [.docx]</p>

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

			<p>5. Current Events Swap</p> <ul style="list-style-type: none"> → Each group of 4 is broken into two pairs. Pairs receive one of three current articles from Newsela differentiated by lexile level (teacher’s choice) → Pairs read assigned article and complete graphic organizer in packet, then share out to the other pair and ‘teach’ them about this current event. <p>6. Extension (if time): Craft CAR claim from Healthcare Group Poster</p> <ul style="list-style-type: none"> → What conclusions can we draw about the role that racism has played in ensuring access to healthcare? → Share Out 	
Day 16	Historical Scientific Racism Inquiry (5 sources)	<p>Objective: I will be able to explain the role of science and medicine in the history of scientific racism.</p> <p>Language Objective: I will be able to source and summarize the main idea of historical sources.</p>	<p>1. Do Now: Vocabulary Review + Science</p> <ul style="list-style-type: none"> → Share out, review CAR claims <p>2. Scientific Racism Mini Lecture</p> <p>3. Historical Scientific Racism Inquiry</p> <ul style="list-style-type: none"> → Inquiry Question: What has been the historical relationship between science and racism? → Pair reading and share out 	<p>Day 16 Packet [.pdf] (Historical Scientific Racism Inquiry in packet)</p> <p>Day 16 Packet [.docx] (Historical Scientific Racism Inquiry in packet)</p> <p>Scientific Racism Mini</p>

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

				Lectures Slides
Day 17	Historical Scientific Racism Inquiry (5 sources)	<p>Objective: I will be able to explain the role of science and medicine in the history of scientific racism.</p> <p>Language Objective: I will be able to source and summarize the main idea of historical sources.</p>	<ol style="list-style-type: none">1. Do Now: Quote Free Write2. Teacher Modeling<ul style="list-style-type: none">→ Model close read the Thomas Jefferson source from the Scientific Racism Inquiry3. Finish Scientific Racism Inquiry4. Scientific Racism Reflection<ul style="list-style-type: none">→ Students complete a reflection form about inquiry	Day 17 Packet [.pdf] Day 17 Packet [.docx]
Day 18	Modern Scientific Racism Inquiry (4 sources)	<p>Objective: I will be able to explain the role of scientific racism today.</p> <p>Language Objective: After summarizing textual evidence, I will be able to craft a CAR claim.</p>	<ol style="list-style-type: none">1. Do Now: Vocabulary Review2. Dinner Table Discussion<ul style="list-style-type: none">→ Groups of 6-8 discuss the 5 discussion questions on the last page of the Day 16 Packet3. Chewing Gum Hook<ul style="list-style-type: none">→ Watch the Chewing Gum clip. Discuss with class how the clip relates to the racist thinking we have learned about so far	Day 18 Packet [.pdf] (Modern Scientific Racism Inquiry in packet) Day 18 Packet [.docx] (Modern Scientific Racism Inquiry in packet)

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

			<p>4. Summarizing Text Reteach → Teacher models skill</p> <p>5. Modern Scientific Racism Inquiry → Inquiry Question: In what ways do the racist beliefs and attitudes of the 19th century persist in the medical system today? → Pair Reading</p> <p>6. Exit Ticket #4: In what ways do the racist beliefs and attitudes of the 19th century persist in the medical system today?</p>	
--	--	--	---	--

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

1619 | Education Network

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 5:</i> Summative Writing and Revision [see Week 5 Slides for student-facing instructions and lessons]				
Day 19		<p>Objective: I will be able to explain the summative and craft my thesis statement.</p> <p>Language Objective: I will be able to practice writing context and summary sentences.</p>	<ol style="list-style-type: none">1. Do Now: <i>NYT</i> Photo Inquiry2. Current Events Swap<ul style="list-style-type: none">→ Each group of 4 is broken into two pairs. Pairs receive one of three current articles from Newsela differentiated by lexile level. (Teacher's choice)→ Pairs read assigned article and complete graphic organizer in packet, then share out to the other pair and 'teach' them about this current event.3. DBQ Summative Rollout<ul style="list-style-type: none">→ Prompt: Given the history of racism we have learned about so far, to what extent should people of	<p>Day 19 Packet [.pdf] Day 19 Packet [.docx]</p> <p>DBQ Instructions [.pdf] DBQ Instructions [.docx]</p> <p>DBQ Outline [.pdf] DBQ Outline [.docx]</p>

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

			<p>color have trust and faith in the U.S. healthcare system?</p> <p>4. Brain Break</p> <p>5. Context and Sourcing Sentences Mini Teach → Between claim and evidence, students practice writing context and sourcing sentences.</p> <p>6. DBQ Evidence Gathering Time</p> <p>7. Exit Ticket #5: Craft Thesis Statement</p>	
Day 20		<p>Objective: I will be able to craft the CAR claims, context, and sourcing sentences of my outline.</p> <p>Language Objective: I will be able to write accurate context and summary sentences in each paragraph.</p>	<p>1. Do Now: CAR Claim grading using rubric</p> <p>2. Review DBQ → Review rubric, focusing on the 3 (meeting mastery) criteria</p> <p>3. Review context and sourcing</p> <p>4. Writing Time</p> <p>5. Brain Break</p> <p>6. Writing Time</p>	<p>Day 20 Packet [.pdf] Day 20 Packet [.docx]</p> <p>DBQ Rubric [.pdf] DBQ Rubric [.docx]</p> <p>DBQ Rough Draft [.pdf] DBQ Rough Draft [.docx]</p> <p>Sentence Starters [.pdf] Sentence Starters [.docx]</p>

Race, Power, and Health: Past and Present

Unit by Life Academy of Health and Science - Oakland, CA,
part of the 2021 cohort of *The 1619 Project* Education Network

Day 21		<p>Objective: I will be able to complete a rough draft of my summative assessment.</p> <p>Language Objective: I will be able to do sustained writing in class.</p>	<ol style="list-style-type: none">1. Do Now: Set a writing goal2. Review Instructions and Expectations3. Writing Time4. Brain Break5. Writing Time6. Exit Ticket#6: Reflect on your progress	
Day 22		<p>Objective: I will be able to use peer feedback to revise my final draft.</p> <p>Language Objective: I will be able to accurately cite evidence.</p>	<ol style="list-style-type: none">1. Do Now: Grade paragraph using rubric2. Review common mistakes and tips3. Citing Evidence Mini Teach4. Writing Time5. Peer Feedback Protocol<ul style="list-style-type: none">→ Read each other's paragraph→ Share 1 positive, 1 growth, 1 solution with a partner6. Finish Writing	<p>Day 22 Packet [.pdf] Day 22 Packet [.docx]</p>