

Lesson Overview

How many days are needed to teach this lesson?	two, 85-minute blocks
Grade Level(s)	High School
Subject(s)	World History
Lesson Summary	Students use news stories to discuss both current injustices related to maternal mortality and how women's health issues stem from past social injustices. Students will use these articles as a form of community education and develop a plan to correct these injustices.
Standards	Wisconsin Standards for Social Studies SS.Inq2.b.h Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source. SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
Focus Pulitzer Center news story/stories	“‘Racialized Myths,’ Medical Exploitation, and Dire Results,” by Kylie Marsh and Herbert L. White for <i>The Charlotte Post</i> “‘I Just Don’t Want To Die’: Black Pregnant Women Are Turning to Midwives for Personalized Care—And a Better Chance at Survival,” by Karen Kasmauski and Louis Hansen for the <i>Virginia Center for Investigative Journalism</i> “‘A Second Level of Power’ for Black Birthing Families,” by Kylie Marsh and Herbert L. White for <i>The Charlotte Post</i>
Content Advisory	This lesson contains references to medical experiments conducted on enslaved women without consent or painkillers under the guise of science.
Notes on Context	The population of the school I work at is... • >98% BIPOC • >86% Free and Reduced Lunch • >30% SWD, Urban • Title I school

Lesson Plan

Lesson Objective(s) or Essential Question(s)
<u>Lesson Objective:</u> Students will: • Examine three articles about the disparities in health care between Black and white women, especially around the mortality rates during the birthing process • Develop a video or presentation describing the disparity in maternal health care between Black and white women in the United States. <u>Essential Question:</u> How is reporting a form of community education?
Focus Pulitzer Center News Story/Stories
<u>“‘Racialized Myths,’ Medical Exploitation, and Dire Results.”</u> by Kylie Marsh and Herbert L. White for <i>The Charlotte Post</i> <u>“‘I Just Don’t Want To Die’: Black Pregnant Women Are Turning to Midwives for Personalized Care—And a Better Chance at Survival.”</u> by Karen Kasmauski and Louis Hansen for the <i>Virginia Center for Investigative Journalism</i> <u>“‘A Second Level of Power’ for Black Birthing Families.”</u> by Kylie Marsh and Herbert L. White for <i>The Charlotte Post</i>
Introducing the Lesson
This lesson is about using media as a form of community education by examining the disparity in mortality during childbirth between Black and white women and the associated socioeconomic healthcare costs. These costs include death, the lack of understanding and support by healthcare professionals when a woman of color has concerns during the birthing process, and the associated healthcare costs of additional burden and hospital time that are associated with complications in the delivery room. The theme of this lesson is a modern healthcare issue in the United States: the disparity in birth rate and mortality between Black and white mothers. The skills students will use include media literacy, critically reading an article for information, using a graphic organizer, creating a video, persuasive speaking, and civil discourse. There are two goals with this project. Goal one is to inform students about a social issue, with the hope that they will share this knowledge with their families. The second pedagogical goal is to have students

condense multiple sources into a brief video or slideshow and to explain the issue presented succinctly.

Warm-up/Opening

1. Ask students to imagine they are at a doctor's office and answer these questions:
 - a. What do you think doctors should do when people go to the doctor's office? Why?
 - b. What sort of questions should doctors ask patients? Why?
 - c. Think of the last time you went to the doctor's office. Thinking about your answers to the first two questions...
 - i. Did the doctor do what you feel a doctor should do when you were there? Why do you feel this way?
 - ii. How did what the doctor did during your appointment make you feel toward the doctor in particular and the medical profession in general? Why?
2. Play the following short video that introduces the concept of maternal mortality: [Maternal Mortality](#) from *Simpleshow Foundation* (1:52)

Preparing to Engage with the Focus Resource(s)

This lesson is designed to be a stand-alone lesson, so the students do not need background knowledge about the context of the articles. The skills the students need include reading for details, persuasive writing, and creating a social media post. Students will use a graphic organizer to help them organize their thoughts and a rubric to help them ensure they have the information to answer the question in their end product.

Exploring the Resource(s)

1. In groups, have students read the three articles and complete the [Magazine Article Analysis Worksheet](#).
2. Instruct students to share their findings in their groups and record their answers on a Google Doc.
3. As a whole group, have students discuss the answers to their questions.

Processing the Resource(s)

1. As a whole group, discuss answers to questions 5, 6, and 8-10 from the worksheet.
2. After the large group session, students will use the answers from the 10 questions to plan an informational video about this issue.

**Educator note: Teachers can have groups of students focus on individual questions or on their individual interpretation of their answers. For this project, my students will be focusing their videos on questions 1-4 and question 7.*

3. At the end of day one, ask students what they learned and what they would like to learn about.
4. At the beginning of day two, ask the following questions to remind them they are making a PSA that should interest their peers:
 - a. What makes a good social media video?
 - b. Why do you feel this way?"
5. Share the [rubric](#) with students so they can create their videos/slideshows.

Performance Task(s)

Students will use their answers for questions 1-4 and 7 to create a Public Service Announcement on the issue of maternal mortality.

- Students will use the attached Pulitzer Video Rubric to plan their videos or slideshow presentations
- Have students present their video or slideshow to the class

Assessment

1. After reviewing each video, have students vote for the one that is the most effective at explaining the issue.
2. Use the rubric to evaluate each video.