

Lesson Overview

Grade Level	9th
Subject	AP Human Geography
Lesson Summary	Students will examine the four types of diffusion and how information spreads through the media. They will then create a media campaign incorporating contagious and hierarchical diffusion strategies
Standards	AP Human Geography Standard 3.4 Define the types of diffusion. Relocation and expansion—including contagious, hierarchical, and stimulus expansion—are types of diffusion. AP Human Geography Standards
Focus Pulitzer Center news story/stories	“ ‘Racialized Myths,’ Medical Exploitation, and Dire Results ” by Kylie Marsh and Herbert L. White “ After Pulitzer Center-Supported Project, Brazil Works To Reduce Black Maternal Mortality ” by Aléxia Sousa “ From Rejection to Advocacy: How Religious Clerics Helped To Drive High COVID-19 Vaccination in Kano ” by Nurudeen Akewushola
Content Advisory	The first article (“ ‘Racialized Myths,’ Medical Exploitation, and Dire Results ” by Kylie Marsh and Herbert L. White) could potentially be triggering due to the content about childbirth, gynecological procedures, and the history of using enslaved women for research.
Notes on Context	My students are predominantly African American and female, so the articles related to women’s issues will resonate with them.

Lesson Plan

Lesson Objective(s) or Essential Question(s)
Students will be able to define and evaluate four types of diffusion (hierarchical, contagious, stimulus and relocation), and analyze how diffusion spreads information in global health reporting.
Focus Pulitzer Center News Story/Stories
“Racialized Myths, Medical Exploitation, and Dire Results” by Kylie Marsh and Herbert L. White “After Pulitzer Center-Supported Project, Brazil Works To Reduce Black Maternal Mortality” by Aléxia Sousa “From Rejection to Advocacy: How Religious Clerics Helped To Drive High COVID-19 Vaccination in Kano” by Nurudeen Akewushola
Introducing the Lesson
The interaction of people contributes to the spread of cultural practices. In this lesson, students will be introduced to the four kinds of diffusion: relocation, contagious, hierarchical, and stimulus expansion. Students will examine news articles on global health and identify the types of diffusion represented by the article. They will then be introduced to a new vaccine, and students will need to get the word out via the type of diffusion method (social media, government pamphlet, etc.).
Warm-up/Opening
Students will be introduced to the topic of diffusion during an opening lecture. Teacher should use power point during opening lecture Diffusion Powerpoint Students will use the internet to find images representing each kind of diffusion Diffusion Practice Assignment
Preparing to Engage with the Focus Resource(s)
Using a worksheet, students will examine a number of scenarios to identify the different types of diffusion. This source will prepare them to engage in the articles about global health.

They will then be introduced to the topic of global health and the class will be asked to come up with the ways that health information can be disseminated.

Before Exploring the Resource(s)

“[‘Racialized Myths,’ Medical Exploitation, and Dire Results](#)” by Kylie Marsh and Herbert L. White

- 1) What is maternal mortality?
- 2) What is meant by histrionic behavior? How does it relate to health care for African Americans?
- 3) What role should the government play in health care? According to the evidence from the article, Do you feel it has been successful?

“[After Pulitzer Center-Supported Project, Brazil Works To Reduce Black Maternal Mortality](#)” by Aléxia Sousa

- 1) Why do you think the maternal mortality rate is high in Brazil?

Processing the Resource(s)

Students will read the following articles in small groups and answer the focus questions.

“[‘Racialized Myths,’ Medical Exploitation, and Dire Results](#)” by Kylie Marsh and Herbert L. White

Students will focus on the following questions:

- 1) What beliefs about African American women have led to higher death rates from childbirth?
- 2) What role did the medical profession play in creating distrust among many African Americans?
- 3) How does the legacy of medical abuse lead to the distrust of the COVID vaccine?
- 4) What kind of diffusion is used to spread distrust and misinformation?

“[After Pulitzer Center-Supported Project, Brazil Works To Reduce Black Maternal Mortality](#)” by Aléxia Sousa

- 1) What has Brazil done to lower the maternal mortality rate among the Black population?
- 2) What kind of resources does Rede Alyne provide in order to reduce the death rate?
- 3) What type of diffusion is represented by this article?

After reading the two articles, the third article will be read together as a class.

“[From Rejection to Advocacy: How Religious Clerics Helped To Drive High COVID-19 Vaccination in Kano](#)” by

Nurudeen Akewushola

Discuss:

- 1) What types of diffusion are present in this article?
- 2) How successful were the efforts to get people vaccinated in Kano?
- 3) In addition to using the churches to spread the word about the vaccine, what other methods could be used?

Students will use the [Diffusion Notecatcher](#) to record notes from the readings as well as reflections from the

articles.

Performance Task(s)

One important global health issue shared in the last article relates to vaccination. Students will briefly view a video from *Vice news*, which goes over some of the other reasons people in the United States have refused to get vaccinations, and some of the arguments others have shared for getting vaccines .

Video: [Anti-Vaxxers In Texas Would Rather Have Liberty Than Safety](#)

Discussion questions:

- 1) Why do many people oppose vaccines?
- 2) What reasons are shared for requiring vaccines?
- 3) Does a government have the right to mandate vaccinations for people?
- 4) What are some methods you could use to promote vaccination or share information about the goals of vaccines?

Students will then create a media campaign to promote the new COVID vaccine by using hierarchical and/or contagious diffusion techniques. They will either create a social media campaign (TikTok, Instagram, etc.) to spread the word to individuals about the vaccine or a short informational brochure about the new vaccine on behalf of the Chicago government.

Projects must include the following

- 1) At least four facts from the following sources:
 - [Why Do Vaccinated People Represent Most Covid Deaths](#)
 - [Adults not vaccinated against Covid](#)
 - [Covid Deaths by Vaccination](#)
 - [Covid Tracker](#)
 - [Why Covid 19 Deaths among Vaccinated show Boosters Matter](#)
 - [How Americans View the Coronavirus](#)
 - [Myths vs. Facts Covid 19 Vaccine](#)
 - [How to Compare Covid Deaths for vaccinated and unvaccinated People](#)
 - [Covid 19 vaccine-what you need to know](#)
 - [Covid 19 vaccines-is it true?](#)
 - [Vaccinated People Lower Risk Covid Study](#)
- 2) [Directions for TikTok PSA](#)
- 3) [Directions for Brochure](#) ([Example of Template](#))

Assessment

Students will complete a multiple choice daily formative assessment on the standard.

Students will complete an assignment in which they will select images that represent all four types of diffusion.

Students will respond to discussion questions related to the articles about contagious diffusion and hierarchical diffusion.

Students will analyze a Pulitzer article on clerics and their impact on driving up COVID vaccination rates.

[Rubric for PSA/Brochure](#)