**History, Part 1**

*Objectives:*

Following completion of this session, learners will be able to:

1. Appraise deficits in the teaching they received on history during their formative years
2. Examine the construction of race as a means to justify ongoing oppression, ensure maintenance of power for those already in power, and to support economic development
3. Analyze this Ta-Nehisi Coates quote “*Race is the child of racism, not the father*” grounded in US History

*Preparatory Work:*

Prior to attending the session, learners have been asked to:

No pre-work

*In Session Facilitator Guide*

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| **Duration** | **Format** | **Activity** | **Materials Required** | **Optional Materials to Offer** |
| <5min | Large Group Discussion | Brief welcome and check in with the small group:1. Any hanging questions or comments from last week?
2. Did anyone watch/use any of the supplementary material that was sent out and want to comment on it?
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| 25-30 min | Individual Work | Break the group into 4 smaller groups (it is ok if students work independently). Each group will be assigned a modality of learning: (1) reading, (2) watching, (3) audio podcast, or (4) art (music/poetry/rap combined with visual imagery)You may ask learners to self-select the modality that best fits their learning style, or assign groups. I recommend having at least one person per modality for the richest discussion. Share the assigned materials with each assigned group. Learners will have 25-30 minutes to view the materials. Please let them know to get through as much as they can; they may not finish. *If on Zoom:: to share links, right click on the link in this lesson plan, click copy link, and then paste the link into the chat. Alternatively, you may find it quicker/easier to send cut/paste below into an email to send to your learners.***Groups:**1. **Reading:** [National Museum of African American History and Culture- Historical Foundations of Race](https://nmaahc.si.edu/learn/talking-about-race/topics/historical-foundations-race)Reading only (skip the videos!)
2. **Watching**: View all of: [What Is the Origin of Race?](https://www.youtube.com/watch?v=CVxAlmAPHec&t=1s) and [Slavery](https://www.youtube.com/watch?v=Ajn9g5Gsv98&t=2s) If time permits: [Liberty & Slavery Clip](https://youtu.be/81hRzlIF2E4), [Crania Americana](https://youtu.be/mMVzPCOut1w), and/or [Sound Smart: Plessy vs Ferguson](https://youtu.be/Sj54KP16Ilw)
3. **Listening**:Scene On Radio [“How Race Was Made”](https://www.sceneonradio.org/episode-32-how-race-was-made-seeing-white-part-2/) or [“Made in America”](https://www.sceneonradio.org/episode-33-made-in-america-seeing-white-part-3/) (won’t have time to finish both!)
4. **Virtual Art**: Go to the main page for: [The History of White People in America](https://www.youtube.com/playlist?list=PL-7a7eUvdMmiijPA1MauPmMpAEtN50_Go)View all of: “How America Invented Race,” “How America Outlawed Interracial Marriage,” “How America Made Skin Color Power,”. Can watch the other 2 videos if time permits.
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| 30 min | Discussion | This may be done in a large group -or- by creating small groups of 4-5 with at least one person who looked at each modality of learning in each group.Show the slide with Ta-Nehisi Coates quote “*Race is the child of racism, not the father*”. Ask learners to reflect on what they learned and discuss.Then, move on to the following discussion questions. You do not need to cover them all; choose the ones most interesting to your group:* How did the term “race” evolve?
* What historical events or people did you learn new/different information about? What does it mean as a physician that this information has generally been excluded from the history learning of most adults?
* What role does medicine play in the construction and maintenance of race as a “scientific reality”?
* Should we ever include “race” in our notes? As a demographic in medical science studies?

We will return to history and the discussion points above for our next session. |  |  |