



Rio Grande Educational Collaborative Before and After School Program Lesson Plan

TITLE OF LESSON: Tiny Stiches: He wasn't Really A Janitor- Power of persistence in the Face of Prejudice **DATE:** _____

SITE NAME: _____ **CLASS SIZE:** _____

NAME(S) OF INSTRUCTOR: _____

CREDIT: (ie: website, pinterest,) Tiny stiches: The life of medical pioneer Vivien Thomas: Teachers Guide
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NM COMMON CORE: (SEL Standard) Connection 5A. Student treats others fairly and respectfully, is able to see multiple perspectives and is open minded

CASEL: Social-Awareness

LEARNING OBJECTIVES:

Students will understand the following: (What students will be learning)

1. Students will be able to define the terms, prejudice, racism, and segregation.
2. Students will be able to describe persistence within the context of inequities.

ACTIVITY:

Instructional Sequence: (Step by step instructions, should another instructor pick up and teach the lesson successfully)

Give each student 3 note cards. Tell them not to put their names on it. Ask the following question: What do the following words mean?

Prejudice, racism, and segregation

Invite students to write down how they define each word. Students are to write their own definitions on the notecard (1 per card)-collect the notecards. Share with class some of the responses collected note common theses.

Provide the following detentions: _

- o prejudice: A preconceived judgment about a person or group of people; usually indicating negative bias.
- o racism: Prejudiced thoughts and discriminatory actions based on difference in race/ethnicity; usually by white/European descent groups against persons of color.
- o segregation: the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means

How do these issues affect and isolate groups of people?

How do they rely on assumptions and perceptions? Do you think racism is an issue today?

_____ After the opening discussion, bring the class back together and invite them to listen to the story remembering the previous discussion about prejudice, racism, and segregation, as you share the story with them.

2. Read the book, *Tiny Stiches: The Life of Medical Pioneer Vivien Thomas* by Gwendolyn Hooks.
3. After you finish reading the story, provide 3-5 minutes and invite students to debrief their initial reactions with a partner with a "turn and talk"---Find a partner and "turn and talk" with your partner about the key messages you heard in the story.
4. Bring the class back together and discuss the below questions as a whole group (not all of the questions need to be discussed-select the ones that you find to be most beneficial for your group of students)_

► _____ Why would schools, such as Vanderbilt University and John Hopkins

University, not admit Vivien as a student? What was life like for African Americans during this time period?

- ▶ How does Vivien use his surgical skills to break racial barriers? How does the hospital and operating room serve as an equalizer between Vivien and his white colleagues?
- ▶ How do you think Vivien Thomas feels when Dr. Blalock and Dr. Taussig name the surgical procedure the Blalock-Taussig shunt? Why?
- ▶ *How does Vivien advocate for himself*
 - ***How do you advocate for yourself 'What can you do if you need help? Support?***
- ▶ How do you think Vivien feels when he is finally publicly acknowledged for his research and surgical Talents? Does he feel validated? Why or why not?
- ▶ Although Vivien never attended medical school, do you think he feels like he achieved his dream? Why or Why not?
- ▶ What message does the placement of Vivien Thomas's portrait across from Dr. Blalock's at John Hopkins Hospital send to viewers? Why is this significant? How does John Hopkins Hospital view Vivien's Accomplishments?
- ▶ Do you think Dr. Blalock would approve of the recognition Vivien Thomas receives, including the honorary doctorate degree and faculty appointment from Johns Hopkins University? Why or why not?
- ▶ Do you think Dr. Blalock is a good person? Why or why not?

Read the afterword about Vivien Thomas and examine the photograph included in the back of the book. How is Vivien Thomas a medical pioneer and a trailblazer for African Americans and people of color in medicine, health, and other science careers? How might Vivien have influenced and inspired others to achieve their potential?

- *How has the Blalock-Taussig shunt helped make significant medical advances in the world today?*
- *What message does this story send about the power of persistence to pursue your dreams*

Learning journal invite students to respond to the prompt below What dreams would you like to pursue? How will you work towards your dream or goal? What steps will you take? If someone happens to get in your way or blocks your progress, what will you do to advocate for yourself?

MATERIALS:

The following materials or equipment needed for this lesson: (Include special equipment request)

1. *Tiny stiches: The life of medical pioneer Vivien Thomas* by Gwendolyn Hooks Notecards

SIGNATURE: _____ **DATE:** _____

SITE SUPERVISOR'S SIGNATURE: _____ **DATE:** _____

INSTRUCTOR'S REFLECTION:

Reflection on the lesson given:

1. How many students participated in the lesson given? _____
2. Name(s) of instructors participated. _____
3. How long did your lesson take? (Amount of time) _____
4. How did the students feel about the lesson? _____
5. Did the students like the lesson? _____

6. What part of the lesson did the students like? _____

7. What part of the lesson did the students not like? _____

8. Were the students interested in the topic of the lesson? _____
9. Was the content of the lesson difficult for the students? _____
10. What could you have changed to make the lesson interesting? _____

11. Did you have any trouble getting your lesson together? (Idea & Materials) _____

12. How do you rate your lesson? (1-10) Why? _____

SITE SUPERVISOR'S REFLECTION:

Reflection on the instructor's lesson:

1. How many students participated in lesson? _____
2. How many instructors participated in lesson? _____
3. Did the students enjoy the lesson? _____
4. What part did the students enjoy? _____

5. What part did the students NOT enjoy? _____

6. What could have been changed to make the lesson interesting? _____

7. Was the content of this lesson difficult for students to understand? Why? _____

8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)

9. Comments: _____

