Title: The Tuskegee Experiment

Grade: 11

Subject: U.S. History

Length of Lesson: 1 day

Standards:
7.03 Evaluate the effects of racial segregation on different regions and segments of the United States' society.
7.04 Examine the impact of technological changes on economic, social, and cultural life in the United States.

Abstract: Individuals are assigned roles of reporter, medical scientists, and social scientist. They will read through files linked to their role and copy sections they feel important.
Students will read on-line articles comparing contemporary issues to the Tuskegee tragedy. Students will use the chart given on the web quest to analyze their data for comparison.

Essential Question(s): What history did the Tuskegee Experiment have on United States History?

Instructional Strategies:

Activation of Prior Knowledge/Purpose: Students are divided into groups of 3. Each group presents the disease that they think has had the greatest impact on history and why. Why do diseases impact society? What roles do they play?

Engaging the content: Beginning in the 1930s, 399 men signed up with the U.S. Public Health Service for free medical care. The service was conducting a study on the effects of syphilis on the human body. The men were never told they had syphilis. They were told they had "bad blood" and were denied access to treatment, even for years after penicillin came into use in 1947. By the time the study was exposed in 1972, 28 men had died of syphilis, 100 others were dead of related complications, at least 40 wives had been infected and 19 children had contracted the disease at birth.
Students are divided into groups and sent to work web quest

Summarizing/Assessment: Students will write a persuasive argument which argues that the Tuskegee Tragedy was unique or that the issues that arose in the Tuskegee case are still relevant today. Give an example to support your argument.

Resources/Materials needed: Computer and internet

Student Assessment: Summary Writing Rubric
Notes from Author: Linda Morris. (adapted from [http://www.kn.pacbell.com/wired/BHM/tuskegee_quest.html](http://www.kn.pacbell.com/wired/BHM/tuskegee_quest.html))

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary Writing Rubric**

<table>
<thead>
<tr>
<th></th>
<th>4 Superior</th>
<th>3 Good</th>
<th>2 Fair</th>
<th>1 Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Information</strong></td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>All supportive facts and statistics are reported accurately.</td>
<td>Almost all supportive facts and statistics are reported accurately.</td>
<td>Most supportive facts and statistics are reported accurately.</td>
<td>Few supportive facts and statistics are reported accurately.</td>
</tr>
<tr>
<td><strong>Understanding of Concepts</strong></td>
<td>Summary illustrates an accurate and thorough understanding of the concepts underlying the activity</td>
<td>Summary illustrates an accurate understanding of most of the concepts underlying the activity</td>
<td>Summary illustrates an accurate understanding of some of the concepts underlying the activity</td>
<td>Summary illustrates inaccurate understanding of the concepts underlying the activity.</td>
</tr>
</tbody>
</table>

Assignment Grade: _____________