**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group leader\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Other group members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***\*The group leader must ensure that (1) all members of the group participate in all activities and (2) all steps/questions in this packet are completed by the group in the time allotted.***

**Maternal Morality and the Global Health Divide**

You and your group members will be given *homework* as well as *classwork* to help your understand your chosen topic. Some of this work will be i**ndividualized** and some will be shared as a **group.** You are responsible for keeping all your work together and turning it in, with the assigned rubric, at the culmination of this unit on \_\_ **Monday, May 23rd**

**Part I. Homework-Individual Responsibility during the Week**

As homework, you and each of your group members are personally responsible for reading the chapters **Ch 6, Ch 7, Ch 8**\_\_\_\_\_ in the book *Half the Sky*. Reading this material is important for helping you to better understand the context of your assigned topic and film clip, which will be completed in class, yet, more importantly, the reading will help you write a better reflection paper at the end if this unit. You should begin reading this material on \_\_ **May 11th**  and finish it by **May 16th .**

**Part II. Classwork –Individual and group work completed in class**

1. “**Do Now.”**

Briefly respond to the quotation below. First, state whether you agree or disagree. Then offer your comments/thoughts about it.

“The reason for the gap is not that we don’t know how to save lives of women in poor countries. It’s simply that poor, uneducated women in Africa and Asia have never been a priority either in their own countries or to donor nations” (Nicholas Kristof).

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1. **Prescreening Activities (1 whole class period)**
2. As a whole class, we will view the 5:48 minute clip of the trailer for the *Half the Sky* series.
3. Following the trailer, complete the sheet **“What Does Maternal Health Mean to Me?”** on your own. (about 15 minutes)
4. Once all group members have completed their sheets, share your answers as a group. Discuss with each other the similarities and differences in your stories; the available resources to the mothers; how the experiences may have been different if these resources were not available.
5. Individually read the **“Glossary of Maternal Health.”** Make a note on the bottom of the sheet of any terms that you either knew already, never heard of, or are shocked by. (10 minutes)
6. Complete the **“Health Divide Question and Answer Worksheet”** on your own. (5 minutes)
7. Regroup and share your answers. After sharing, your group leader will give out the answers that he/she will receive from me. Discuss any facts that shocked you? Share your thoughts here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Viewing the Film Clips (1-2 class periods)**
2. Before I put on the film clip, please read the handout “Somaliland in Context” individually or as a group.
3. Watch the 9:45 film clip as a class and take notes on the “Film Module Screening Guide” on your own. These notes will be collected at the end of the unit along with the rest of the materials, so pay attention and take notes.
4. During class we view all the other groups’ clips in addition to your own. You are not responsible for taking notes on these clips, but you can if you find them interesting or if you think you may want to refer to them in your final reflection paper.
5. **Post Screening Activities**
6. Gather as a group and discuss these questions: (10 minutes)
7. Why do you think Edna focused her attention on training 1,000 midwives rather than trying to establish more hospitals?
8. Would the world stand by if it were men dying just for completing their reproductive functions?
9. What role does gender –based discrimination play in maternal health?
10. The United States spends more on health care than any other country, but its record on maternal health and mortality pales in comparison to other nations. Why do you think this is?
11. Read your assigned Case Study-you either have #1 Prudence, #2 Antonia, or #3 Mastbegeen, and then answer the questions on the “case Study Worksheet” on your own. (25 minutes).
12. Share your case studies with your other group members.
13. Complete the post screening lesson with a final “do now” below. Share any thoughts you have about all parts of this lesson so far.

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**Part III. The Essay-Individual/Group Reflection: Monday, May 23rd**

1. You and your group write join forces to write reflective essay about your thoughts on this topic. One copy of your group’s reflective paper should be on turnitin.com.

**2-3 pages total** **(A Group Grade)**

1. After completing the essay, turn in a printed copy on the last day of the course accompanied by the rubric and all the above unit materials you completed

 **(an individual grade).**

**1. Cultural Practices and Women’s Health (Group Focus-Maternal Health)**

**Background**: Female genital mutilation (also known as female circumcision or genital cutting) directly affects women and girls’ reproductive and maternal health, and it can have grave consequences during childbirth. Female genital mutilation (FMG) involves the removal of part or all of the external genitalia, and in its most severe form, the procedure entails removal of all genitalia and adding stitches to leave a small opening for urination, intercourse, and menstruation. It is primarily practiced in African countries on the pretext of cultural and religious tradition or hygiene, and an estimated 135 million girls and women living today have undergone FGM with consequences ranging from infection (including HIV), to sterility. Others have died. Another two million girls are at risk each year. In the United States, where the practice is illegal, thousands of women and girls survive FGM each year. FGM practitioners, or “cutters,” are predominantly women. As Edna describes in the film, it is often the adult women in the family and community (mothers, grandmothers, community matriarchs) who instigate and facilitate the cutting of girls. Young women often look to it as a rite of passage. Because FGM is a highly controversial topic bound up in tradition, religious beliefs, and cultural identity, there has been a weak response from the international community.

**Prompt: In the film, Sheryl WuDunn says: “When there is a practice that is so offensive, it is OK to say ‘this is wrong’.” Agree or disagree with Sheryl WuDunn’s statement by exploring both global and American cultural practices that affect women’s health.**

Your reflection should discuss the cultural practice of FMG on a global level AND any American cultural practice (s) that affects women’s health in the U.S. Consider these questions: How does American culture affect women’s physical, emotional, maternal, and mental health? What kinds of health issues would you argue are a result of or are exacerbated by our culture? **Why is the United States ranked the worst for maternal health than any developed country in the world? Why isn’t women’s health important in the US?**

**Research Requirement:** 2 research facts for global cultural practices and 2 research facts for American cultural practices. (you may use resources provided in class).