Tracing Lineages
Curriculum Unit Plan Overview

DeCarla Burton

Unit Title	"Let's Meet Dr Daniel Hale Williams"
Unit Length (How long and how often)	Unit Length – 4 weeks (3 days per week 30 to 45 minutes)
Grade Level(s)/Subject(s)	Pre-School – Ages 4 to 5
Unit Overview	In this unit, children are introduced to Dr. Daniel Hale Williams (also known as Dr. Dan), an important historical community helper in Black history. They learn who he was, what he accomplished, and why he is remembered, including his groundbreaking role as one of the first doctors in the world to successfully perform open-heart surgery. Through stories, pictures, music, hands-on activities, and creative play, children explore qualities such as kindness, leadership, bravery, and curiosity. They also learn about Dr. Dan's vision of creating a welcoming interracial hospital where everyone could receive care. This hospital also provided a place where Black doctors and nurses could obtain professional training and complete their medical residency The total length of the unit is one month (four weeks). One module lesson will be implemented each week during this four-week period. Each module includes three days of activities, with each activity lasting 30 to 45 minutes.

	This structure allows children to actively engage in hands-on learning experiences where they can build on what they already know, gain new knowledge, and apply their understanding as they participate in each lesson throughout the unit.
Unit Objectives & Outcomes	Students will be able to - Module 1 1. Identify Dr. Daniel Hale Williams (aka Dr. Dan) from photographs and describe him as a doctor, a helper, and someone who cared for others. 2. Sing It's time for Black history jingle starting song. 3. Sing Dr. Dan Jingle to support auditory and kinesthetic learning and recall key facts. 4. Think Critically and show empathy as they describe how Dr. Dan helped save James Cornish. 5. Describe a stethoscope and how it is used. Module 2 1. Imagine what Dr Daniel Hale Willaims was like as a kid. 2. Listen to and participate in the interactive story, developing curiosity about Dr. Dan's early life and experiences. 3. Identify and describe the character traits kind, brave, and curious using the symbols from the story: heart, superhero, and magnifying glass. 4. Reflect on and share examples of times when they have shown kindness, bravery, or curiosity while learning new things. Module 3 1. Children will be able to read numbers on the scale, count and compare to determine which numbers are the same, which are higher or lower, and how many children share similar weights. 2. Children will identify different tools that doctors use. 3. Children will identify X-ray images and compare the image to their own bodies. 4. Children will listen to experts in the field and ask and answer questions. 5. Learn and use new math vocabulary bigger, smaller equal, heavy, and light.

	Module 4 1. Children will share the things they learned in this unit and new information will be added to class web showing their growth. 2. Children will engage in imaginative play in the classroom clinic, demonstrating their understanding of healthcare roles, 3. Children will practice using doctor tools appropriately while using new vocabulary they have learned. 4. Children will be able to describe who Dr. Dan was and explain his contribution to medicine, including how he saved James Cornish life. 5. Children will be able to identify and discuss the qualities of kindness, bravery, fairness and leadership and relate them to their own experience.

Standards	**Module 1** - SED.ID.2 – Identify and describe people from photographs, including their roles, actions, and qualities. *Category: Social-Emotional Development – Identification & Description* MUS.MM.3 – Participate in music and movement activities to reinforce learning concepts and support memory retention. *Category: Music & Movement* ART.CR.4 – Use creative arts to express understanding of key concepts through visual projects, such as paper doll puppets. *Category: Creative Arts* CT.EP.5 **–** Demonstrate critical thinking and empathy by discussing events and imagining perspectives of others. *Category: Cognitive Development – Critical Thinking & Empathy* SCI.LS.2 – Explore how the body changes during physical activity, including noticing differences in breathing and heartbeat. **Module 2 -** SED.SD.2 – Demonstrate developing self-confidence and the ability to express personal ideas, choices, and feelings. *Category:* Social-Emotional Development

	SED.SD.3 – Demonstrate the ability to recognize and describe personal traits such as kindness, bravery, and curiosity in themselves and others. *Category:* Social-Emotional Development **Module 3** - SCI.LS.1 – Identify and describe basic parts of the human body and explain how they help the body function. Category: Science (Life Science) SCI.ED.1 – Use observation and prediction when examining objects such as X-ray images, models, and pictures to learn about how things work. Category: Science (Exploration and Discovery) MATH.CC.3 – Understand the relationship between numbers and quantities and connect counting to real-world situations. Category: Mathematics (Counting & Cardinality) MATH.CC.4 – Compare numbers and quantities using words such as more, less, same, and equal when examining groups or measurements. Category: Mathematics (Comparing Quantities) **Module 4 -** SED.SD.4 – Demonstrate empathy and caring behaviors when interacting with others during cooperative play experiences. Category: Social-Emotional Development L.A.5 – Demonstrate emerging writing skills by attempting to write their name, complete patient charts and create labels such as name badges during classroom activities. Category: Language Arts (Early Writing) SCI.SI.3 – Use scientific tools such as thermometers and stethoscopes to explore and observe how the body functions. Category: Science (Scientific Inquiry) FA.D.1 – Engage in dramatic play experiences to express ideas and demonstrate understanding of real-world roles and situations. Category: Fine Arts (Dramatic Play & Creative Expression)

Unit Resources	**Texts:** ● *Book I - Dr. Dan the Heart Doctor (website resource) – Author DeCarla Burton* ● Book 2 – "I wonder What Dr. Dan Was Like As a Kid" – Author DeCarla Burton ● Book 3 - *Twas the Night of a Miracle: Dr. Daniel Hale Williams – Author Karen Dunson* **Video:** ● Skelton Dance- https://youtu.be/e54m6XOpRgU ● Website Resource link - https://shareyourknow.com/free-resources/ ● Dr Dan Transition Song https://youtube.com/shorts/L1uN6dfWmBs ● Dr Dan Jingle https://youtube.com/playlist?list=PLctJmcq0cq2YXeGduy8_1FkHmIDrlrg8T&si =nFmsa-rCFEWz8TbZ **Additional visuals to inspire performance task projects:** **Teaching Materials:** ● *Photo cards website resource (3 photos) Dr Dan, Provident Hospital, Stethoscope)* ● *"It's Time for Black History" (Lyrics website resource))* ● *Dr. Dan Jingle (Lyrics Website resource)* ● *Dr. Dan Puppet template (website resource)* ● *Activity Coloring Sheet – Stethoscope (website resource)* ● *Activity Coloring Sheet – Scale (website resource)* ● *Activity Coloring Sheet – Thermometer (website resource)* ● *Activity Coloring Sheet – X-ray machine (website resource)* ● *Activity Medical Form – (website resource)* ● *Activity Coloring Sheet – Heart – (website resource)*

	● *Activity Coloring Sheet – Magnifying glass (website resource)* ● *Activity Coloring Sheet – Superhero (website resource)* **<u>Additional Resources:</u>** Williams, D. H. (n.d.). *Daniel Hale Williams, head-and-shoulders portrait, facing slightly left* [Photograph]. Library of Congress. https://www.loc.gov/pictures/resource/cph.3c01722
Performance Task(s)	● Teacher will prepare all unit materials to support hands-on learning experiences including adding a word wall for new vocabulary. ● Teacher will engage children in creating a web to explore what they know about doctors and hospital visits to assess prior knowledge and solicit questions. ● An invitation will be sent to a parent nurse volunteer to bring medical tools for children to learn about. ● Teacher will observe and document children's learning using anecdotal notes, children's narratives, drawings, video clips, photos and children's webs. ● Teacher will visit the website and retrieve the resources that pertain to this unit
Accessibility Needs for Children Across Ability and Language	**Peer Support** – Instruction will be adapted to support all learners by simplifying or substituting words in songs, using interactive storytelling with intentional pauses for participation, and incorporating movement and gestures. **Non-verbal or emerging language learners -** Accept single-word responses, gestures, or pointing as valid answers **Children with short attention spans -** Ask questions in short bursts, repeat frequently, and provide visual prompts.

	Flexible scheduling, use quiet areas and calm down corners when needed for emotional support and to self-regulate when needed.

Module 1: “Dr. Dan: A Brave Doctor and Community Helper”

Lesson Objective(s) and Supporting Question(s)
Throughout the week, children engage in hands-on, interactive activities designed to spark curiosity and encourage active participation. A dedicated word wall is introduced and built upon each day, helping children learn and use new vocabulary related to doctors, the human body, fairness, and community. The learning journey centers around Daniel Hale Williams, also known as Dr. Dan. The module begins with children sharing what they already know about doctors and hospitals, with their ideas recorded on a children’s web. Key vocabulary from their discussions is added to the word wall to support language development. Through a read-aloud story supported by photo cards, children explore the life of Dr. Dan and discover how he cared for people’s hearts. New words, such as “heart,” “doctor,” and “Provident” hospital are introduced and displayed on the word wall. A short movement activity allows children to feel their own heartbeat, helping them make meaningful connections to how the heart works. As the week continues, children participate in simple activities and guided discussions that introduce the concept of fairness. Vocabulary such as equality, fairness, and exclusion is added to the word wall, helping children understand why Dr. Dan’s vision of a hospital open to everyone was so important. The module concludes with a creative art experience where children make paper doll puppets using multicultural crayons, celebrating diversity and identity. To wrap up, children learn a fun Dr. Dan Jingle to reinforce key facts about his life and contributions, while revisiting the word wall to reflect on all the new words they have learned throughout the week. Supporting Questions 1. Who was Dr. Daniel Hale Williams? 2. What does a doctor do? 3. Why is helping people important? 4. Why is it important to have a hospital for everyone? 5. What is the name of the hospital, Dr. Dan Founded?

Extended learning at home: Families are encouraged to share their child's birth story, including any photos or special memories from the hospital. Parents can talk about what happened on the day their child was born and answer any questions their child may have, helping them feel connected to their own story and early experiences.

Lesson Materials and Resources

- *Chart paper*
- *Markers*
- *Sticky notes (optional)*
- *Tape or easel for displaying chart paper*
- *Question prompt list for teacher-led discussion (optional)*
- *Book I - Dr. Dan the Heart Doctor (website resource tab)*
- *Photo cards (website resource tab 3 photos)*
- *"It's Time for Black History" (jingle from website resource tab)*
- *Dr. Dan Jingle (website resource tab)*
- *Dr Dan Puppet template website resource tab)*
- *Multicultural crayons, scissors, craft sticks, glue or tape*
- *Laminator and sheets*
- *Website with teacher created resources- https://shareyourknow.com/free-resources/*

Lesson Activities

Teacher Note – Flexible Activity Options - The following activities are designed to help children meet the goals of this module. Teachers may select the activities that best fit their schedule and the needs of their group. It is not necessary to complete every activity in one day. Choose the activities that work within your available time while still supporting children's understanding of the story and the key ideas about Daniel Hale Williams and his contributions.

Tuesday:

- Activity I – Introduce the song “It’s time to come together for Black history”
- Activity 2 - Create a children’s web to learn what they know about doctors, hospitals, and how doctors help people. Record children’s ideas, questions, and experiences on chart paper using words or drawings to show their thinking.
- Children Web Modifications - create a list of questions from teacher-led discussions on what children share about their experience.
- Activity 3 - Introduce book 1, *“Dr. Dan the Heart Doctor.”* The story is a read aloud and supported with three photos to help engage learners, especially those with shorter attention spans. Use the photo cards to support the storytelling and maintain children’s engagement throughout the reading. Begin by showing the photo of Dr. Dan and briefly discussing what he looked like before continuing with the story.
- Activity 4 - Continue reading the story and show the photo of the stethoscope, pause the reading and invite the children to participate in a short movement activity.
- Ask the children to run in place for several seconds. Then have them place their hands over their hearts to feel their heartbeat.
- Explain that a healthy heart beats strong and steady, while a weak heart may beat slower and softer. This activity helps children make a physical connection to the story and to the work of doctors who care for people’s hearts.

Wednesday:

- Activity 1 – Begin where you left off reading “Dr. Dan the Heart Doctor.” Show the photo of the hospital and explain that this is the hospital Dr. Dan opened and why it was important that everyone has a hospital to visit.

- Continue the discussion to see if children can share stories of their doctor’s visits and ease any fears they may have about hospital visits.

- Activity 2 - To help children understand the concept of fairness/equality (new vocabulary word), engage them in a brief activity about inclusion and exclusion. For example, say, “All the children wearing red shirts may go outside, and everyone else must stay inside.” After giving them a moment to react, ask the children if this feels fair. Guide the discussion by affirming that everyone deserves the same opportunities, and that fairness means including others.

- Activity 3 - Repeat the activity with different groups of children. Ask how it feels to be included versus left out, then connect their responses to the story by explaining that, in the past, some people were not allowed in hospitals because of how they looked. Emphasize that this was unfair and not equal, and that Dr. Dan helped create change by building a hospital where everyone could receive care.

- Activity 4 - Conclude the lesson with a short discussion to check for understanding and encourage children to share their thoughts or questions about the story and the idea of fairness, kindness, and helping others.
- Record new words on the word wall, a few suggestions could be, fair, equality, heartbeat etc.

Friday:

- Activity 1 – Retrieve puppet paper doll and Dr. Dan jingle from website resources. Children will participate in an art project where they use multicultural crayons to create their own unique puppet. The puppets will be cut out, laminated, and attached to craft sticks for durability and children can use them during music and storytelling.
- Activity 2 - Children will learn the Dr. Dan Jingle, which helps them remember important historical facts about Dr. Dan and his contributions. To see children singing the song, visit our Black history YouTube channel.
- Activity 3 - Using multicultural crayons encourages children to explore different skin tones which helps them recognize and celebrate the beauty and diversity of people.

Lesson Resources

Website Resource link - https://shareyourknow.com/free-resources/
YouTube link - https://www.youtube.com/channel/UCI5CrK11CBMcofAAiagfgKQ

Module 2: "I Wonder What Dr. Dan Was Like A Kid"

Lesson Objective(s) and Supporting Question(s)
In this module, children deepen their learning about Daniel Hale Williams by wondering what he might have been like as a child. Using book 2, the interactive book *"I Wonder What Dr. Dan Was Like as a Kid,"* children explore the idea that great leaders begin as curious learners. Through storytelling, discussion, and reflection, children imagine the qualities that may have helped Dr. Dan grow into a brave and caring doctor. They are introduced to three important character traits using templates found in the back of book: 2. Symbols include a heart for kindness, a superhero for bravery, and a magnifying glass for curiosity. Through teacher-led leader chant, affirmation, gratitude breaths, children actively engage in hands-on learning experiences. Supporting Questions 1. Do you think Dr. Dan was kind when he was a child? Why or why not? 2. How did Dr. Dan show kindness when he was a grown-up? 3. What does it mean to be brave? Extended learning at home: Children create a drawing of what Dr. Dan looked like as a child.
Lesson Activities
Teacher Note – Flexible Activity Options - The following activities are designed to help children meet the goals of this module. Teachers may select the activities that best fit their schedule and the needs of their group. It is not necessary to complete every activity in one day. Choose the activities that work within your available time while still supporting children's understanding of the story and the key ideas about Daniel Hale Williams and his contributions.

Tuesday

- Activity 1 – Sing jingle “It’s Time for Black History Jingle” a transition song designed to help children settle their bodies and focus their attention. The song supports a calm transition into group time and prepares children to learn about Black history together in a respectful, inclusive setting.
- Activity 2 - Introduce Book 2, “I Wonder What Dr. Dan Was Like as A Kid”. (from the website resource tab) Children explore the qualities of kindness, curiosity and bravery by imagining what Dr. Daniel Hale Willims may have been like as a child.
- Through guided discussion, revisiting what they remember about his contributions in module 1, children will make connections between the qualities of kind, bravery, leadership and to be a curious learner to form conclusions about how he might be as a kid.
- Activity 3 – Children will decorate one or more of the templates (heart, superhero or magnifying glass found at the end of book 2).

Wednesday

- Activity 1 – The children will draw a picture of what they think Dr Dan looked like when he was a kid (page 1) of "I wonder what Dr. Dan was like as a kid"?
- Activity 2 – The teacher will lead a discussion using the questions on (page 2) of the *I Wonder* book: "I wonder what Dr. Dan was like as a child." Record children's responses using their exact words. These responses can be used as narratives for documentation.
- Activity 3 – The children explore what a leader is on (page 3) and repeat the leadership chant at the bottom of the page. The activity concludes with (page 4) brief discussion "Which one feels like Dr. Dan"
- Activity 4 – The children will participate in a Helping Heart Activity on (page 5). They will place their hands on their hearts and take slow, deep breaths, focusing on feelings of gratitude and kindness. As they breathe, encourage them to think about things they are thankful for and imagine kindness spreading throughout their bodies.
- The teacher will support children by helping them identify things they are thankful for and inviting them to share their thoughts out loud.

Friday

Activity 1 – Continue building on previous lessons by asking open-ended questions about the big ideas children have learned such as how Dr. Dan showed kindness and bravery.

Activity 2 - Return to Book 2: *I Wonder What Dr. Dan Was Like as a Child* (page 6) and ask the prompt: “Do you think Dr. Dan was brave?” Then invite children to participate in a short activity. Ask them to stand tall like a mountain with their hands at their sides. Encourage them to hold this strong, brave pose for 30 seconds, gradually increasing up to one minute, to see how long they can stand tall and brave.

Activity 3– Explore the meaning of ‘*curious’* on (page 7). Invite children to use a magnifying glass to observe and discover new things. If a magnifying glass is not available, use the symbol provided in the back of the book.

Use the questions on the page to guide discussion and encourage children to share what they notice and wonder about.

- Activity 4 – The focus shifts to the child (page 8), encouraging them to reflect on themselves. Invite children to think about how they show kindness, bravery, and curiosity as they answer the question, “How do you feel today?”
- Activity 5 – The next lessons are on page 10 and page 11 introduces affirmation where children will recite the affirmation aloud while looking in a mirror (optional) Next, invite each child to share which quality or action they will focus on and practice for the day.
- Activity 6 – The children will sing the Dr. Dan jingle and share in their own words how he saved James Cornish life and the importance of having a hospital for all people. This is an opportunity to revisit some of the vocabulary they have learned, such as punctured heart (hole in the heart) equality (fair) stethoscope, bravery, kindness and leadership.

Lesson Materials and Resources

Texts: Text Books
Book 2 – “I wonder what Dr. Dan was like as a kid” – Author DeCarla Burton

Teaching Materials
Website with teacher created resources- https://shareyourknow.com/free-resources/

Transition Song – “It’s time to come together for Black history (website resource tab).

Materials to decorate heart, superhero and magnifying glass symbols, (found in the back of book2 “I wonder what Dr. Dan was like as a kid”) crayons colored pencils, markers.

Home Activity - Children are encouraged to practice being kind at home by doing one helpful or caring act for a family member, friend, or neighbor.

Module 3: Dr Tools & Body Discoveries

Lesson Objective(s) and Supporting Question(s)
In this module, children expand their understanding of Dr. Daniel Hale Williams and the important work of doctors and nurses by exploring the tools used to care for people. The module begins with reading the book *Twas the Night of a Miracle: Dr. Daniel Hale Williams*, which introduces children to how doctors and nurses work together to help people. This book can be purchased through Amazon or retrieved from the public library. Children will engage in hands-on discovery experiences to learn how medical professionals examine and care for the human body. A visiting parent nurse will share real medical tools and explain how nurses assist doctors to help patients stay healthy. Children will explore items such as scales used to measure weight and learn new vocabulary words related to medical care, including scalpel, stitches, and x-ray. Through inquiry-based activities, children will investigate how doctors “look inside” the body using Xray machines and comparing them to their own body.

Children will revisit movement activities such as running in place to feel how their heart beats faster and slower, helping them understand how the heart works to move blood throughout the body. This module encourages curiosity, observation, and early scientific thinking while introducing children to the roles of healthcare helpers. Activities support the development of science exploration, language development, and health awareness.

Supporting Questions

1. What tool would you use to check how much someone weighs?
2. What do you think is inside of our bodies?
3. What body part do you think this might be on the X-ray picture?
4. How do X-rays help doctors learn about our bodies?
5. What is your favorite tool that you learned about today?

Extended learning at home: Children and their parents will talk about their own doctor's visits, including the tools the doctor used and how the visit helped them feel better.

Lesson Materials and Resources

Books and Literacy Materials

- *"Twas the Night of a Miracle: Dr. Daniel Hale Williams"*
- Chart paper or whiteboard for recording numbers and observations
- Dry erase markers
- Tool coloring sheets (website resource tab)
- Crayons, colored pencils, or markers

Medical Tools for Exploration

- Scale for measuring children's weight or toy/photo of scale. Math and Observation Materials
- Recording chart or graph paper for writing student weights
- Sticky notes or counters for counting and comparing numbers

- Pointer or highlighting tool to show numbers on charts

Guest Speaker Visitor

- Visiting parent nurse or healthcare professional to introduce medical tools and discuss how nurses assist doctors

Alternative Materials (if needed)

- Printed X-ray images from the internet if a light table is not available
- Skeleton model (or photo from the internet)
- Laminated images of body parts or skeleton diagrams for comparison activities

Lesson Activities

Tuesday

- Activity 1 - It's Time for Black History Jingle" a transition song designed to help children settle their bodies and focus their attention. The song supports a calm transition into group time and prepares children to learn about Black history together in a respectful, inclusive setting.
- Activity 2 - Introduce Book 3, *Twas the Night of a Miracle: Dr. Daniel Hale Williams*, which introduces children to how doctors and nurses work together to help people. Children will engage in hands-on discovery experiences to learn how medical professionals examine and care for the human body
- Activity 3 - After the story, the teacher leads a discussion about some of the medical tools mentioned in the book, including a scalpel, needle and thread for stitches.

Wednesday

- Activity 1 – Meet the parent volunteer nurse who brings real hospital tools and explains how they help keep our bodies healthy. During the visit, children will explore tools such as a thermometer and concepts that highlight doctors and nurses are male and female and that all helpers in the hospital work together as a team.

- Activity 2 - The teacher shows a real scale and will remind the children that doctors and nurses use scales to measure how much a person weighs. Each child is invited to stand on the scale to see their weight. The teacher records the numbers on a whiteboard or large chart paper so children can observe and begin to recognize how weight is measured.

- Activity 3 - Using the recorded numbers, the class explores simple math concepts by counting how many children weigh the same. Children compare numbers and notice patterns in the data. For example, they may discover that several classmates weigh 40 pounds, while others may weigh more or less. The teacher guides children by counting how many children weigh the same, how many weigh less, and discussing what they notice. Throughout the activity, the teacher reinforces new math vocabulary, such as more, less or equal.

Friday:

- Activity 1 – The teacher takes a deeper dive into the importance of X-rays as she uses a light table (optional) to review images. Children observe different X-ray images and compare what they see to their own bodies. As children examine the images, they are encouraged to touch the corresponding parts of their bodies and name them. For example, when viewing a chest X-ray, children touch their chest, or when looking at an arm or leg X-ray, they locate those bones on their own bodies. Children participate in a guessing game by predicting which body part is shown in each X-ray image, supporting observation, reasoning, and early scientific thinking.

- Activity 2 (extended learning/optional) Children compare the X-ray images with a skeleton model to better

understand how bones are arranged inside the body. This hands-on exploration helps children make connections between the images they see and the structure of their own bodies.

- Activity 3 - Children will participate in a movement and body awareness game. The teacher will sing the dance song video song as children touch their body part they hear. This activity helps children learn the names of body parts, strengthen listening skills, and connect movement to their understanding of how the body is put together.

- Activity 4 – Children will select a tool coloring sheet from the (website resource tab) choices are stethoscope, scale, thermometer or X-ray machine.

Optional – Children will color the worksheet and explain how the tool is used to help people. (record child's response and can be used as narrative documentation)

Module 4: “Caring for Others, What We Learned from Dr. Dan”

Lesson Objective(s) and Supporting Question(s)
In this culminating module, children reflect on what they have learned throughout the unit about Daniel Hale Williams and demonstrate their understanding through discussion, movement, dramatic play, and creative expression. They revisit key ideas from earlier lessons, including the character traits of kindness, bravery, and curiosity that helped Dr. Dan become a caring leader. Children return to the class web created at the beginning of the unit, adding new learning and ideas they have gained along the way. This updated web serves as meaningful documentation of their growth and understanding. The highlight of the module is the creation of a classroom clinic, where children bring their learning to life through imaginative play. This hands-on experience allows them to demonstrate their understanding of how healthcare workers help others while strengthening skills in language development, science exploration, dramatic play, and early writing. The unit concludes with children singing the Dr. Dan jingles and celebrating their learning through play and exploration in their classroom clinic. Supporting Questions 1. What did we learn about Dr. Daniel Hale Williams? 2. What new ideas can we add to our web now? 3. What tool helps doctors see inside the body?

4. Where is your heart in your body?
5. What would you tell someone about Dr. Dan?

Extended learning at home: Children will share with their parents the three symbols they created (heart, superhero, and magnifying glass) from Book 2, *"I Wonder What Dr. Dan Was Like as a Kid."* At home, they will explain why they think Dr. Dan was kind, brave, and curious, and talk about ways they can show kindness and bravery in their own lives.

Lesson Materials and Resources

- Chart paper
- Markers
- Sticky notes (optional)
- First web chart (from earlier module)

Music & Transition

- "It's Time for Black History" jingle (audio or lyrics)
- Dr. Dan puppets
- Dr. Dan jingle lyrics (if needed) **Medical Tools & Science Exploration**
- Thermometer, stethoscope, scales, syringe (classroom props & photos of tools)
- Timer/stopwatch (optional)
- Board or chart for recording temperatures

Art & Writing Activities

- Medical tools coloring sheet (resource folder)
- Crayons or colored pencils
- Name badge templates, patient medical charts, Dr. checklists, medical supplies etc.
- Markers and pencils
- Badge holders/lanyards or tape

Classroom Clinic Dramatic Play

- Lab coats (child-sized, if available)
- Clipboards
- Pencils
- Dolls or stuffed animals (patients)

Documentation

- Observation sheets
- Camera/tablet (if permitted)
- Student work collection folders/portfolios

Resources

Williams, D. H. (n.d.). *Daniel Hale Williams, head-and-shoulders portrait, facing slightly left* [Photograph]. Library of Congress. https://www.loc.gov/pictures/resource/cph.3c01722 https://shareyourknow.com/free-resources/

Lesson Activities

Tuesday:

Activity 1 - Create a second web to reflect on what children have learned about doctors, hospitals, helpers, fairness and the tools hospital helpers use. Children will share new ideas, vocabulary, and experiences, while the teacher records their words. This web is compared with the first web to show growth in understanding, expanded thinking, and new knowledge gained throughout the project. Children are encouraged to ask questions, make connections, and demonstrate what they have learned in this final reflection activity.

Activity 2 - It's Time for Black History Jingle" a transition song designed to help children settle their bodies and focus their attention. The song supports a calm transition into group time and prepares children to learn about Black history together in a respectful, inclusive setting.

Activity 3 - Children are introduced to another important medical tool, a thermometer. The teacher explains that doctors and nurses use thermometers to measure body temperature and check if someone may have a fever. Each child has an opportunity to have their temperature taken. The teacher records the numbers on the board, and the class compares the results together.

Activity 4 - Children will use their Dr. Dan puppets and sing Dr. Dan jingle, which reinforces important historical facts about his contributions.

Wednesday

Activity 1 - Children are encouraged to use the stethoscopes in the classroom to check their heart rate as they run in place for 30 seconds, they can feel if the heart is pumping fast or slow.

Activity 2 – Children create name badges for creative play, as they write their names to be worn in pretend play as they create the Dr. Dan Clinic on Friday.

Activity 3 – Review the Patient Medical Chart with the children, showing how it will be used in the pretend clinic. (The chart can be found under the resources tab on the website.) The chart includes body parts and new vocabulary. The teacher will highlight a few key terms and guide children on how to complete the charts while role-playing in the clinic.

Activity 4 – Children can select a coloring sheet that they didn't complete from the (website resource tab stethoscope, scale, thermometer, X-ray machine,

Friday:

Final Activity - Children will put on lab coats (optional) and wear the name badges they created. Using pretend medical tools, they will demonstrate what they have learned. Each child will use tools to care for patients.

Children may choose to:

- Role play with teachers participating in the play
- Role play with classmates
- Care for dolls representing patients

During this experience, children will apply their knowledge of healthcare tools, body systems, kindness, and leadership through dramatic play. Teachers will observe, document learning, and note evidence of understanding, communication skills, and problem-solving.

The module concludes with children engaging fully in the Dr. Dan Clinic, demonstrating their learning through confident, imaginative, and collaborative play.

Throughout this culminating module, teachers will observe and document children's understanding as they engage in discussion, exploration, and dramatic play.

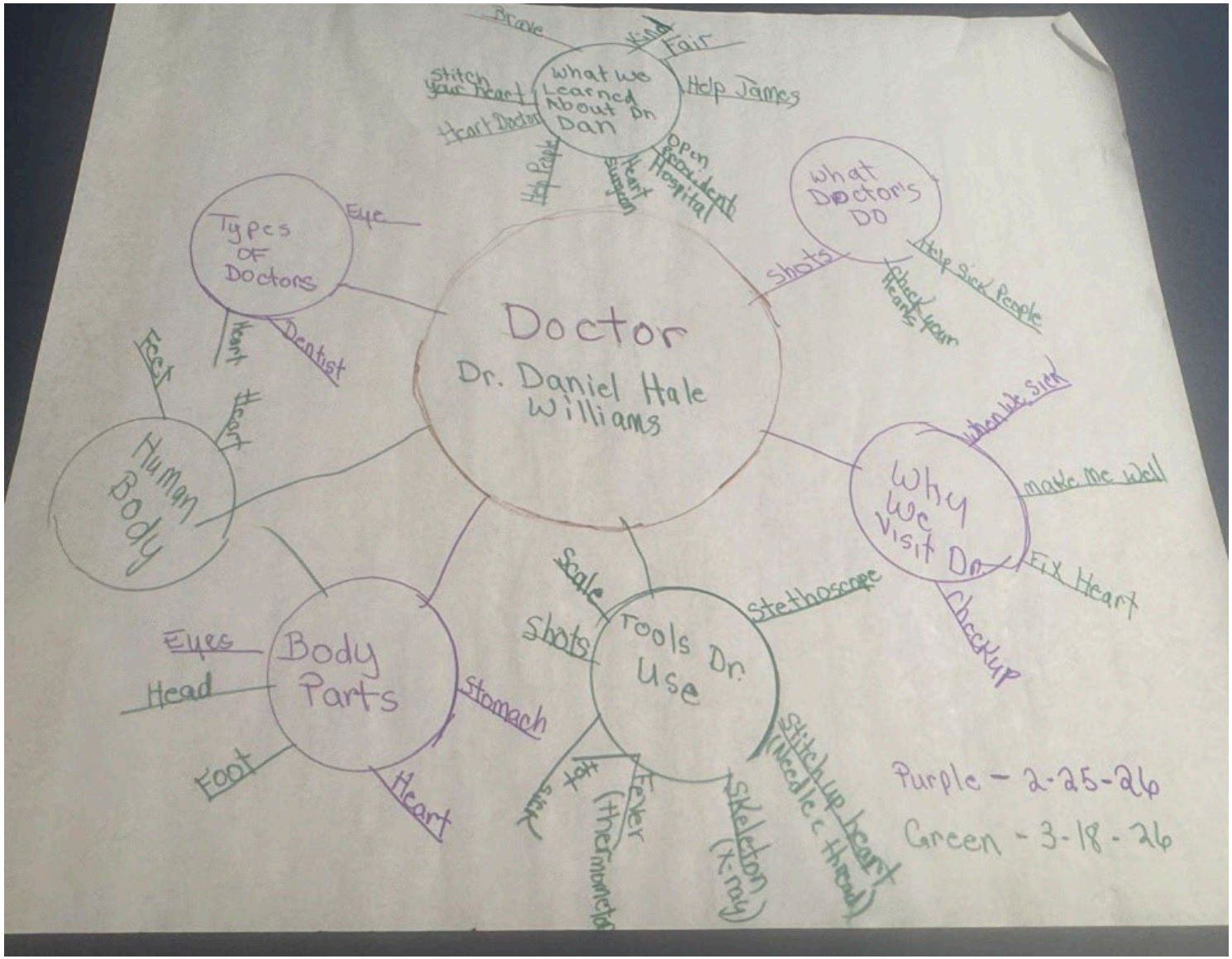
Evidence of learning may include children's narratives, use of new vocabulary, ability to identify body parts and medical tools, demonstration of character traits (kindness, bravery, curiosity), participation in group activities, and application of knowledge during the classroom clinic experience.

Teachers will document learning through anecdotal notes, photographs (when appropriate), completed charts, name badges, drawings, extended learning activities from home and children's responses during group discussions. This documentation will highlight how children demonstrate their knowledge of healthcare concepts, teamwork, early literacy, science exploration, and social-emotional development.

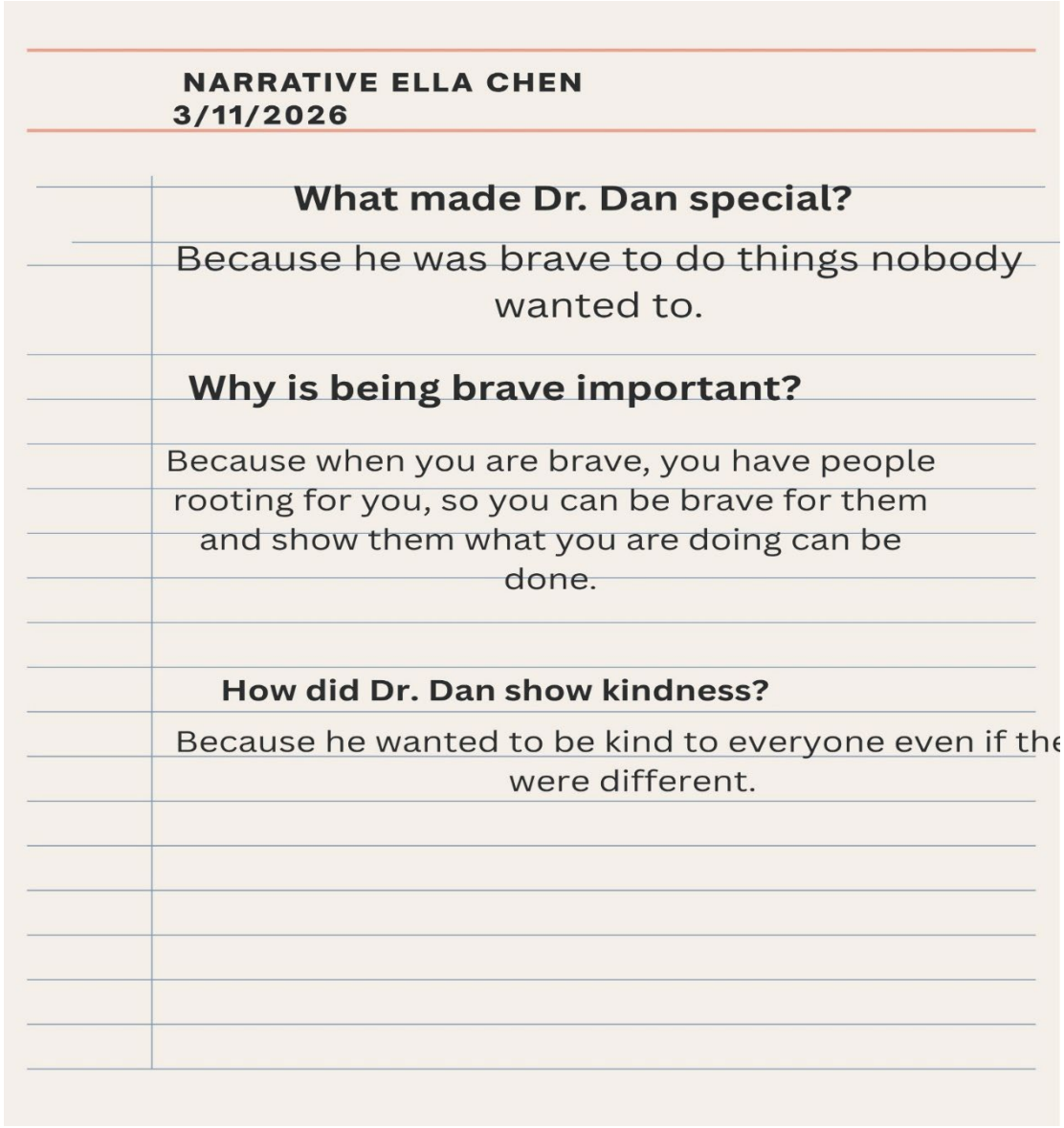
Supplementary Materials:

Examples of Student Work

Module 1 & 4 Children's Web



Module 2 Narrative



NARRATIVE ELLA CHEN
3/11/2026

What made Dr. Dan special?

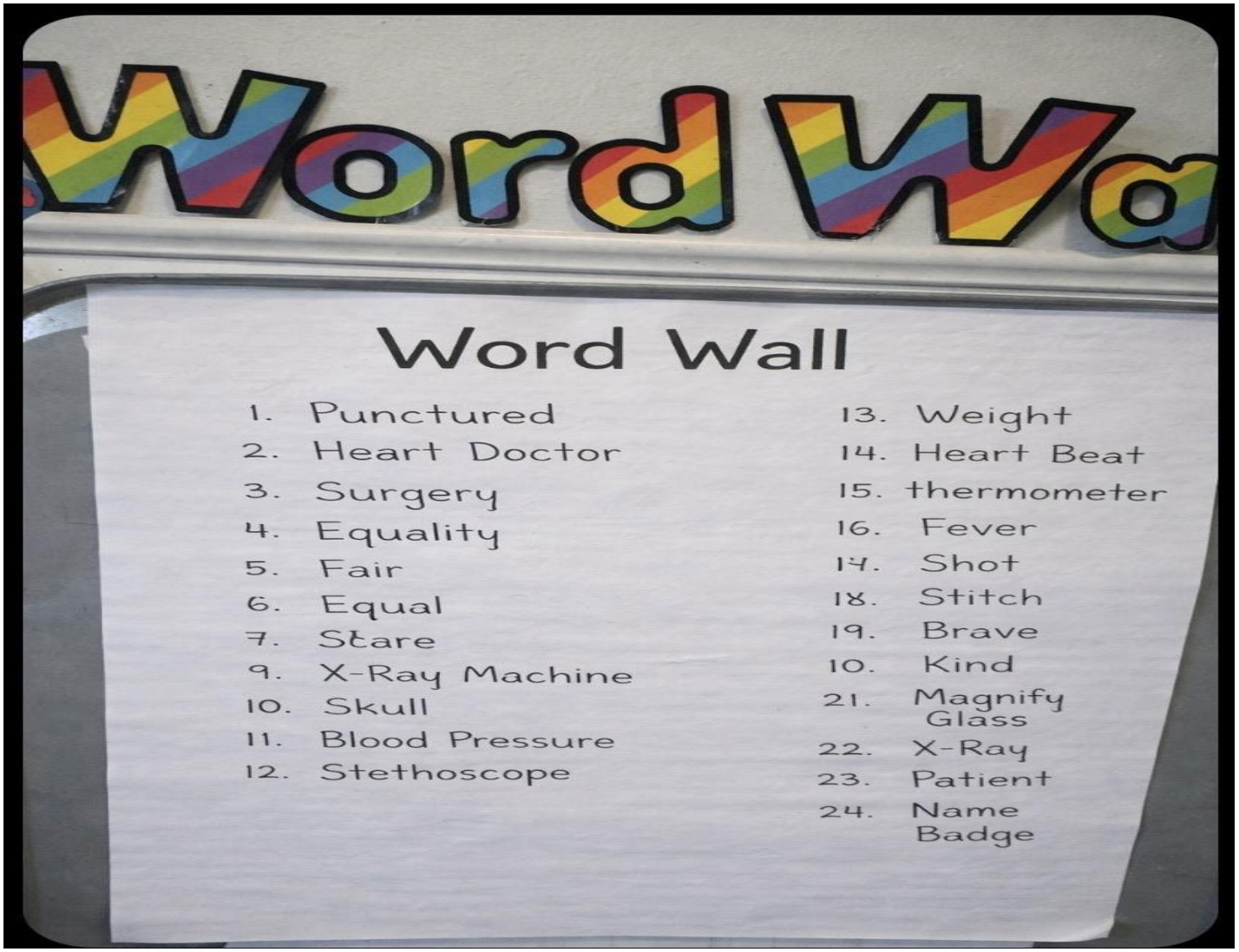
Because he was brave to do things nobody wanted to.

Why is being brave important?

Because when you are brave, you have people rooting for you, so you can be brave for them and show them what you are doing can be done.

How did Dr. Dan show kindness?

Because he wanted to be kind to everyone even if the were different.

Module 2 Extended Learning at Home

Modules 1-4 Documentation