



The episodes in this section are the stories of Minnesotans experiencing first-hand disparities of *place*—differences between core cities and suburbs and among different suburbs. The problem of place increasingly affects individual struggles and regional crises in Minnesota. The introduction highlights the Itasca Project and the Brookings Institution’s *Mind the Gap* report. The Itasca project is a group of business leaders and policy-makers who are concerned about the future of business vitality and competitiveness of the region. According to the report, place is one of the three major sets of disparities in the Twin Cities, the other two being race and class.

The core cities of Minneapolis and St. Paul lag far behind the suburbs on a number of indicators, including new jobs, healthcare, and education. The central cities have a concentration of populations struggling with race and class disparities, creating “pockets of poverty” in the urban areas. As Itasca Director Jennifer Ford Reedy explains, the Twin Cities, with its leading national socio-economic record, ranks second to last in the country regarding place disparities. Due to “white flight” to the suburbs and misconceptions about crime, Minneapolis and St. Paul are suffering from a “spatial mismatch” as more jobs and income move to the suburbs. Transportation is becoming a key issue in maintaining the Twin Cities’ regional competitiveness. Addressing these issues will require joint efforts on behalf of the government, civic organizations, businesses, and community leaders. The Itasca Project hopes to engage communities around the region in understanding and eliminating these disparities.

The stories in this section focus on different aspects of place disparities such as access to transportation, employment and health care, as well as school and community segregation. With limited transportation options, how do workers living in the city center get to jobs that are frequently relocating to the suburbs? What does the history and unsettling resurgence of school segregation in South Minneapolis mean for the future of the entire region? The Institute on Race & Poverty offers a sobering statistical bird’s-eye view of these issues in the Twin Cities.

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## STORY: Access to Jobs

EMERGE is a non-profit organization serving low income residents in the Twin Cities. EMERGE links residents to employment, training, and housing. With its new building in North Minneapolis, the organization aims at community redevelopment through entrepreneurial efforts. Employment is an essential part of people's lives, and with almost 80% of the region's jobs located 5 miles outside the city centers, EMERGE is filling the need through its Access to Jobs project. Despite its sound business model and success in serving the community, EMERGE cannot fill the gaps caused by 20 years of underinvestment in transportation infrastructure. The "spatial mismatch" created by disconnecting people who are in need of economic opportunities from locations where such opportunities are developing requires attention from the public sector and other stakeholders in society.

### Key Terms

Equity  
Indicator  
Limited Resources  
Place Disparities  
Poverty  
Public Sector  
Right to Work  
Spatial Mismatch

### True or False

1. The population size of Minneapolis and St. Paul is declining.

**True**

**False**

*Answer: True*

The suburban population of the Twin Cities metro grew from 1.5 million in 1989 to 2.3 million people in 2000. In 2004 the central cities' population declined to 650,000 while the suburban population grew to 2.5 million.

2. The majority of the region's poor live in the central cities.

**True**

**False**

*Answer: True*

While just over one-fifth of the region's population lives within the two central cities, the majority of the region's poor is concentrated here.

3. The Twin Cities Region is still doing relatively well nationwide in terms of poverty in a metro area.

**True**

**False**

*Answer: False*

The Twin Cities has the second largest difference between city poverty rates and suburban poverty rates in the country. The central cities' poverty rate is 4.5 times higher than the suburban poverty rate. This is a higher ratio than the Baltimore, Detroit, Cleveland, and Philadelphia metro areas.

4. The majority of the region's jobs are located in the suburbs.

**True**

**False**

*Answer: True*

Almost 80% of the region's jobs are located outside the five-mile radius of the area's central business district.

5. Over 50% of metro area's minority population live in the central cities.

**True**

**False**

*Answer: True*

Although the central cities are home to only 23 % of the metro's total population, 54% of the metro's minority population live in the cities.

6. Jobs located in Minneapolis and St. Paul are largely low-skill jobs.

**True**

**False**

*Answer: False*

The two central cities have a concentration of "knowledge economy" jobs. While 30% of the region's employment exists in the twin cities, 58% are legal jobs, 40% are healthcare jobs, and 35% are computer-based jobs.

7. The unemployment rate in the suburbs is higher than in the central cities.

**True**

**False**

*Answer: False*

In May 2005, the unemployment rate for the suburbs was 3.5%, but it is 4.3% in Minneapolis and St. Paul.

8. Every school where the majority of students is from poor families can be found in either Minneapolis or St. Paul.

**True**

**False**

*Answer: True*

Every single public school where 80% to 100% of students is eligible for free or reduced school lunch is located in either Minneapolis or St. Paul. 66% of all public school students in Minneapolis and St. Paul are eligible for free or reduced school lunch.

This survey is based on the following document:

*Mind the Gap: Disparities and Competitiveness in the Twin Cities* developed by the Brookings Institution. Full

## Before Viewing

How do you get around the Twin Cities? Would it be easy to get somewhere without a car? What types of activities would be difficult to do without transportation?

## After Viewing

1. What are the goals of EMERGE?
2. How does EMERGE contribute to community revitalization?
3. Why is transportation so important?
4. Does EMERGE manage to respond to everyone in need of employment or transportation?
5. What is spatial mismatch?
6. EMERGE leaders believe that support should come from the public sector. Do you agree?
7. How does underinvestment in the transportation system affect all of us?
8. Was anything missing from the video?
9. How can you make a difference?

## Suggested Activities

### The Right to Work

This activity will help students gain knowledge and understanding about the right to work, and examine barriers to the enjoyment of this right.

1. Introduce the activity. Write "right to work" on the board or flipchart sheet and ask students to brainstorm any concept or idea which students associate with the right to work should be recorded without discussion.
2. Define the right to work. Based on the list generated by the group, develop a definition for the right to work. Ask students if they agree with the definition, and whether there is anything else they would like to add to it.
3. Discuss in small groups. Divide students into groups of 3-5, and have them discuss the right to work and come up with a list of barriers to the right to work. (Why it's important to have that right? Or what would happen if people didn't have the right to work?)
4. Report back from the small group to the larger group. Allow 1-2 minutes for questions and clarifications after each presentation.
5. Discuss and debrief as a large group:
  - Did you enjoy the activity? Why? Why not?
  - What new information did you learn?
  - What was the most surprising thing you heard from others? Do you agree or disagree? Explain.
  - Why is it important to have a right to work?
  - What other factors affect our ability or inability to enjoy this right?
  - How does transportation system or lack thereof contribute to our right to work?
  - What is the connection between access to jobs and community development?
  - What would you change in the way things work now?

## Going Further

### A. Human Rights Framework

Continue discussing the right to work within the human rights framework. Introduce international human rights documents containing provisions relevant to the right to work:

- Universal Declaration of Human Rights (UDHR), Article 23
- The International Covenant on Civil and Political Rights (ICCPR) – Article 8
- The International Covenant of Economic, Social and Cultural Rights (ICESCR) – Articles 6, 7, and 8
- Convention on the Rights of the Child – Article 32

Discuss and compare different documents and provisions. Hand out copies of the documents above to the students and they can look for or highlight areas that discuss the right to work. Additionally, they could talk about what it means to lose the right to work both in the Twin Cities and in places outside of the Twin Cities, and especially in the developing world. What kind of implications does the loss of right to work has on individuals, families and communities?

### B. Localizing Statistics

Students can review the *Racism and Metropolitan Dynamics: the Civil Rights Challenge of the 21<sup>st</sup> Century* at:

<http://www1.umn.edu/irp/publications/racismandmetrodynamics.pdf>

Other useful sites:

- Twin Cities Compass - [www.tccompass.org](http://www.tccompass.org)
- *Mind the Gap* Report - [http://www.brookings.edu/~media/Files/rc/reports/2005/10cities\\_sohmer/20051027\\_mindthegap.pdf](http://www.brookings.edu/~media/Files/rc/reports/2005/10cities_sohmer/20051027_mindthegap.pdf)

## STORY: Re-segregation: Fact Not Fiction

This is a story about school segregation in the Twin Cities. Myron Orfield from the Institute on Race and Poverty ([www.irpumn.org](http://www.irpumn.org)) discusses school segregation as an “unnecessary and catastrophic barrier between real and ideal America”. According to Orfield, re-segregation is often an unintentional drive for better schools, but it goes to show how bad things can get when no state agency is protecting the rights of children of color. The Choice is Yours program provides an important opportunity for students in segregated Minneapolis schools to attend low-poverty schools in the suburbs. Some districts are pro-integrative and are trying to create opportunities through progressive use of boundaries, but others are less so. The Institute on Race and Poverty released research on disturbing effects of economic and racial segregation in the region.

### Key Terms

Contribute  
Inadequate  
Integration  
Metro Area  
Re-Segregation  
Revitalization  
Segregation  
Suburbs  
*The Choice is Yours* Program  
Underinvested

### True or False

1. Minnesota’s schools are re-segregating along racial and economic lines.

**True**

**False**

*Answer: True*

In 1992, only nine schools in the Twin Cities metro area were attended predominantly by black, Latino/Hispanic, Asian or Native American students. By 2006, that number had increased to 248.

2. Schools attended predominantly by students of color tend to have higher poverty rates.

**True**

**False**

*Answer: True*

The average poverty rate in these schools is four times higher than in predominantly white schools. In 2006, predominantly white schools in the Twin Cities had a poverty rate of 18 percent, compared with 71 percent in schools that were predominantly black, Latino/Hispanic, Asian or Native American.

3. Racially and economically segregated schools tend to have lower student achievement than desegregated schools.

**True**

**False**

*Answer: True*

Students who attend racially and economically segregated schools are less likely to graduate from high school, to go on to college, and to have middle-class jobs.

4. The Minnesota Department of Education does not allocate funds to implement school integration programs.

**True**

**False**

*Answer: False*

The Department of Education allocates millions of dollars (\$79 million in 2005) for school integration programs. The purpose and results of these programs have not been assessed, however, and racial concentration has increased in some participating schools.

This survey is based on the following documents:

- Orfield, Myron. "Segregation is back, and our future is on the line." Star Tribune. <http://www.startribune.com/opinion/commentary/12230281.html>
- *Mind the Gap: Disparities and Competitiveness in the Twin Cities* developed by the Brookings Institution. Full report is available at [http://www.brookings.edu/reports/2005/10cities\\_sohmer.aspx](http://www.brookings.edu/reports/2005/10cities_sohmer.aspx)

### **Before Viewing**

What is school segregation? Do you feel your school is segregated? Why? Why not? Is it possible for segregation to develop accidentally?

### **After Viewing**

1. What did you learn about segregation in the Twin Cities? Were you surprised? Why? Why not?
2. Myron Orfield describes school segregation as "a true tragedy", why do you think that is? Do you agree?
3. How does segregation affect communities of color? White communities? How does it affect all of us?
4. What does The Choice is Yours do to provide opportunities for children from poor families? Does it solve the problem of segregation?
5. What are examples of progressive uses of district boundaries?
6. How can state agencies prevent and reverse segregation? Is it only the responsibility of the state? Who else should be involved?
7. How can you be involved?

## Suggested Activities

### Right to Education

This activity will introduce the right to education, and engage students in discussion about what this right entails and how our education system meets or does not meet the needs of all students.

1. Read to the students or pass around handouts of an excerpt from the Article 26 of the Universal Declaration of Human Rights:
  - (I) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
  - (II) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
2. Divide students into small groups and have them discuss Article 26 in light of what they have learned about school segregation. Discussion questions may include:
  - How does school segregation affect the enjoyment of the right to education?
  - Does education in segregated schools lead to the full development of the human personality? Why? Why not?
  - Does the U.S. fulfill the right to education for all students?
3. Discuss and debrief:

Have the groups report back to the larger group with their findings and conclusions. Discuss: What did you already know about school segregation? What did you learn in this activity? What surprised you? Do you think your school is segregated? Would you like it to be different?

### Going Further

#### A. Human Rights Framework

Continue discussing the right to education within the human rights framework. Introduce international human rights documents containing provisions relevant to the right to education:

- Universal Declaration, Article 26
- Convention on the Rights of the Child – Article 28 and 29

Discuss and compare these documents and provisions.

#### B. Localizing Statistics

Have students research school funding levels in inner-city, suburban, exurban, and rural districts in Minnesota and other states looking for trends. Which states tend to place

more funding in areas of high poverty? Which give less funding to poorer districts? In what ways do these areas of particularly high or low funding correlate to districts with high and low levels of racial diversity? One helpful tool in this process might be the Education Fund's annual Funding Gap Report: <http://www2.edtrust.org/NR/rdonlyres/5AF8F288-949D-4677-82CF-5A867A8E9153/0/FundingGap2007.pdf>;

Summary press release: <http://www2.edtrust.org/EdTrust/Press+Room/fundinggap07.htm>

Other useful sites:

- Twin Cities Compass – [www.tccompass.org](http://www.tccompass.org)
- *Mind the Gap* Report – [http://www.brookings.edu/~media/Files/rc/reports/2005/10cities\\_sohmer/20051027\\_mindthegap.pdf](http://www.brookings.edu/~media/Files/rc/reports/2005/10cities_sohmer/20051027_mindthegap.pdf)

## STORY: More Like America

This story provides a Minnesota example of school desegregation discussed by Heidi Adelman and Archie Givens, Jr. In 1971 responding to the Supreme Court ruling that schools were still “intentionally segregated,” two Minneapolis schools Hale and Field were “paired” in a citywide effort to desegregate public schools. There were no large scale protests, but tension was in the air on the first day of school, and some parents choose to follow school buses to make sure their children were safe. The pairing of Hale and Field came to be a successful model used all over the country, but it was a community model rather than a school district model. Diversity and community involvement remain an important value for the sister schools today.

### Key Terms

Boundaries  
*Brown v. Board of Education*  
Desegregation  
Diversity  
Economic status  
Pairing  
Segregation

### Agree or Disagree

1. The Supreme Court decision in *Brown v. Board of Education* eliminated racism in U.S. public schools.
2. Despite growing diversity, U.S. schools are becoming increasingly segregated.
3. Separate but equal education for white students and students of color is fair.
4. Segregated inner city schools have more highly concentrated poverty.
5. Segregation contributes to a gap in quality education for students.
6. Non-segregated schools both improve tests scores and better prepare students for a life in an increasingly multicultural society.
7. Most of my classmates live in the suburbs.
8. I personally enjoy studying with people from different cultures.
9. Most of my classmates are of the same cultural and racial background as I am.
10. I wish my school's student population was more diverse.

### Before Viewing

What do you know about school desegregation efforts? What Supreme Court decisions started the desegregation process? What are some of the dangers of segregation?

### After Viewing

1. When Heidi says, “We need to understand where we came from to be able to change things,” what does she mean? To what historic events does she refer?
2. Why did school segregation suddenly made sense to Heidi when she looked at the history of the neighborhood?

3. How was the new standard for desegregated homes created?
4. What model was used to desegregate public schools? Was it successful? Why?
5. Why do you think it was important that pairing of Hale and Field was a community model?
6. Why is diversity an important value?
7. How can you promote diversity?

### Suggested Activities

#### Where do you stand?

This activity helps students examine the differences related to race, class, and place disparities, and promotes empathy and understanding of those who are differently situated in life. The activity helps to visualize the overlap between race, class, and place disparities, which often makes minorities and people of color doubly or triply disadvantaged.

1. Introduce the activity. Explain that in this activity students will experience being someone else. They will receive scenario cards and will try to become the person described on their card. This activity works best outside or in a large room where students can form a line.
2. Hand out scenario cards. Depending on the comfort level of the group, distribute cards at random or assign cards. Be careful in assigning cards; make sure the card will not make a student uncomfortable or expose his or her personal situation. Explain that the cards only provide brief descriptions about people; students will have to use their imaginations to come up with the rest.
3. Ask the students not to disclose their cards to others. Allow time for students to read their cards and think about the person described. To help students to get into a role, read the following questions:
  - Where do you live?
  - What do your parents do for a living?
  - Where do you go to school?
  - How do you get to school?
  - Do your parents have time and resources to help you?
  - Are you doing well financially?
  - Who are your friends?
  - Do you have time to be with your friends after school?
4. When the students are ready ask them to form a line, allowing plenty of space to move forward, and some space to move backward. Explain that you will be reading statements, and after each statement students who agree with the statement should take one step forward. If they strongly agree with a statement they should take two steps forward. Students who disagree should remain where they are, or move backwards one step if they strongly disagree.
5. Begin reading statements. Allow time after each statement to change positions and look around the room.

6. After the last statement ask the students to look at where they were initially and where they are now in relation to other students, and then invite them to quietly go back to their seats.
7. Discuss and debrief

*Ask the students to voice their immediate reactions to the activity:*

How do you feel? What did you learn? What was the most surprising to you?

*Then continue with the discussion questions:*

How did you feel when you were moving forward?

How did you feel when you remained on the line or moved backward?

When did you notice the difference? How did it make you feel?

*Have participants reveal and discuss their roles:*

How easy or difficult was it to play the different roles? How did you imagine what the person you were playing was like? How have society and media contributed to your views, attitudes, and prejudices? What kind of assumptions did you have to make?

*Discuss disparities:*

Did the activity help to visualize disparities? What kind of disparities? Who is mostly affected by these disparities? What should be done to address these disparities? Who should be involved?

## Handout 1: Scenarios

1. You are an unemployed single mother working hard to graduate from an alternative high school in downtown Minneapolis. You do not own a car, and rely on your mother for babysitting. You live in a predominantly African American neighborhood.
2. You are a young Somali woman living with your parents and siblings. You attend an under-funded school in downtown Minneapolis. You take two different buses to get to school.
3. You are the daughter of the local bank manager from Edina where you go to school. Your school is predominantly white.
4. You are the son of a Mexican immigrant living in a rural area. Your family's only truck is needed on the farm, so you frequently miss school. You and your siblings have to help on the farm after school.
5. You were born and raised in Minnesota. Both of your parents work for the St. Paul School district. You are the best student in your class. Your school has some students of color, but is still predominantly white.
6. You are a young woman with a disability who can only move in a wheelchair. You are supported by your father who is a successful businessman. Your mother does not work and spends all of her time taking care of your house and you.
7. You are the son of Hmong refugees. You attend a suburban school where no one else looks like you. You live in the city and have to carpool with 3 other students.
8. You are the only son of a prominent lawyer and a real estate agent. You attend a private school.
9. You are the second son of a white middle class family from South Minneapolis, where you attend school.
10. You are the son of a Chinese immigrant who runs a successful fast food business. You do well at school and plan to go to college.
11. You are homeless. You go to school when you can, but because you and your family often move you have to change schools.
12. You are a young African American man. You spent some time in a juvenile institution and had some problems with police in the past. You are trying to graduate from high school and keep your evening job to help your parents with younger siblings.
13. You are the best student in your class, and an aspiring athlete. Your parents are very supportive and spend a lot of time and money to help you with your school projects. Your school has very few students of color, and you are not one of them.

14. Your parents immigrated from Russia, and work as scientists for the government. You do well in science too, and plan to go to the University of Minnesota to study. You live in the suburbs and go to school there.
15. You live in a trailer with your parents and two siblings. You get to school by school bus in which you are only allowed to sit in the two front rows. Your parents' only car does not always work.
16. You attend a language immersion school. You are a good student. Every summer you and your parents travel abroad so you can practice your foreign languages. You live in a wealthy suburb.
17. You are a Native American teenager living and studying in Minneapolis. You live with your grandmother. You have to support both of you working after school. There are only three Native American students in your entire school.

## Handout 2: Statements

1. I can get to and from school any time I want.
2. My parents are very supportive of my school life.
3. I don't have any financial difficulties.
4. If my family decides to move, we can be pretty sure to rent or own in a neighborhood which we can both afford and would like to live in.
5. I am sure my new neighbors will be neutral or friendly to me.
6. I don't need to worry about others' attitudes and stereotypes about my race and culture.
7. When I go shopping, I am not followed or harassed.
8. I live in a safe neighborhood with good schools.
9. If I am in trouble, I don't hesitate to call the police.
10. My school teachers teach about my heritage in a positive way.
11. I have friends at school, and leisure time to spend with them.
12. I have time and resources for after-school activities and sports.
13. I can attend cultural events and museums anywhere in my state.
14. I am very likely to go to college after I graduate.
15. I can change my school if I believe the education my school provides is inadequate.
16. I have fewer opportunities because of where I live.
17. Most of my neighbors are from the same cultural and racial background.
18. My location and economic status determines what kind of school I am able to attend.

## Going Further

### A. Human Rights Framework

Continue the discussion after *Where do you Stand?* Examine the roles and scenarios in light of the Universal Declaration of Human Rights (UDHR). Hand out simplified version of the UDHR, available at [http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/8\\_udhr-abbr.htm](http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/8_udhr-abbr.htm)

Divide students in small groups and have them discuss:

Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or ignored?

Have each group report back, and discuss in the plenary:

What can we do individually to promote equality? How can we eliminate race, class and place disparities?

### B. Localizing statistics

Students can review *Expanding Educational Opportunity through School and Housing Choice* by Myron Orfield and Nicholas Wallace at [http://www.irpumn.org/uls/resources/projects/Expanding\\_Educ\\_Opportunity\\_Schl\\_Hsng\\_Choice.pdf](http://www.irpumn.org/uls/resources/projects/Expanding_Educ_Opportunity_Schl_Hsng_Choice.pdf)

Students can also review *The Choice is Ours: Expanding Educational Opportunity for all Twin Cities Children* at [http://www.irpumn.org/uls/resources/projects/CIYFinalReport\\_topost.pdf](http://www.irpumn.org/uls/resources/projects/CIYFinalReport_topost.pdf)

Other useful sites:

- Twin Cities Compass – [www.tccompass.org](http://www.tccompass.org)
- *Mind the Gap* Report – [http://www.brookings.edu/~media/Files/rc/reports/2005/10cities\\_sohmer/20051027\\_mindthegap.pdf](http://www.brookings.edu/~media/Files/rc/reports/2005/10cities_sohmer/20051027_mindthegap.pdf)

## STORY: Healing in Any Language

La Clinica, the West Side Community Health Service, has been addressing health disparities for over three decades. La Clinica was started by the Latino community in an effort to create a place where they could get care consistent with their views and values. As new immigrants such as the Hmong arrived, they too found La Clinica to be a place they trust. Dr. Katherine Culhane-Pera discusses La Clinica's successes and challenges. She stresses the fact that although health care professionals can address health disparities by understanding their patients needs better, it is beyond their purview to address larger socio-economic injustices and the whole society needs to step up and address these issues.

### Key Terms

Health Disparities  
Metro Area  
Socio-economic Injustices

### Agree or Disagree

1. Every human being has a right to receive healthcare when he or she needs it.
2. Health disparities can only be eliminated if larger socio-economic issues are resolved.
3. People of color generally experience more barriers to access and utilization of health services than white Americans.
4. Everyone can afford bus fare; transportation is not a significant barrier to accessing health care.
5. Concerns over having to pay more than expected or that insurance will not cover the health care received is a primary obstacle to receiving healthcare regardless of race or ethnicity.
6. Every patient has a right to be treated consistently with his or her beliefs and values.
7. Doctors should be able to better understand the culture and religious beliefs of their patients.
8. Preventive care is important and should be covered by insurance.
9. Hospitals should provide interpreters, when needed, to better serve their patients.
10. Hospitals need to hire more diverse workforce to respond to growing diversity among their patients.

### Before Viewing

What do you know of health disparities in the Twin Cities? Do all people who need health care have access to it?

### After Viewing

1. What are health disparities? Why are urban areas more affected by health disparities?
2. Why was La Clinica created? How is it different from other clinics in serving its patients?
3. What do La Clinica's professionals do to engage the Hmong community?
4. How does transportation impact access to healthcare?

5. What does Dr. Pera mean when she says, “the whole society needs to step up to address these issues”? Who do you think should be involved?

### Suggested Activities

## Right to Adequate Standard of Living

This activity will introduce the right to a adequate standard of living, and engage students in discussion about what this right means in terms of health care and how our education society meets or does not meet the needs of all people.

1. Read to the students or pass around handouts of an excerpt from the Article 25 of the Universal Declaration of Human Rights:

(II) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the vent of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Divide students into small groups and have them discuss Article 25 in light of what they have learned about health disparities. Discussion questions may include:

- How do health disparities prevent people from enjoying the right to an adequate standard of living?
- Why do you think “food, clothing, housing and medical care and necessary social services” are grouped together in Article 25? Discuss the connection.
- Does the U.S. fulfill the right to an adequate standard of living?

3. Discuss:

What did you already know about health disparities? What did you learn in this activity? What surprised you? Do you think everyone in your community has access to healthcare? Would you like it to be different?

4. Discuss and debrief:

Have the groups report back to the larger group with their findings and conclusions.

5. Personal journaling:

Have students reflect on the right to healthcare. They could put themselves in someone else’s shoes and write a journal about what it is like to live without basic health care.

## Going Further

### A. Raising Awareness

Invite a representative from a community health organization to speak to the class on issues of healthcare access. A timely topic might be access to healthcare in light of the relocation or shift in focus of major hospitals from core cities or first-ring suburbs to wealthier outer-ring suburbs and exurban areas.

### B. Localizing Statistics

Students can review the *Eliminating Health Disparities 2007 Legislative Report* at <http://www.health.state.mn.us/ommh/legislativerpt2007.pdf>

Other useful sites:

- Twin Cities Compass – [www.tccompass.org](http://www.tccompass.org)
- *Mind the Gap* Report – [http://www.brookings.edu/~media/Files/rc/reports/2005/10cities\\_sohmer/20051027\\_mindthegap.pdf](http://www.brookings.edu/~media/Files/rc/reports/2005/10cities_sohmer/20051027_mindthegap.pdf)