**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Activity 2.2**

Using the multiple graphs provided, fill in the supplementary chart and answer the following questions.

1. Examine the pie chart that identifies neighborhoods with childhood BLLs > 5 ug/dL. In which three neighborhoods are the majority of incident cases found? Indicate these neighborhoods in the table. In which neighborhoods is there little or no prevalence? Indicate these in the table.

2. The neighborhoods can further be broken down into census tracts and used for a variety of demographic purposes. Examine the census tract map relating elevated BLLs according to census tract. In those neighborhoods where BLLs are elevated, are there several census tracts that stand out? Are there census tracts in any other neighborhoods? In those tracts where BLLs are not elevated, do you see any patterns? Briefly describe (in a sentence or two) what you observe.

3. Is there a correlation between the percent families below poverty level and the incidence of childhood eBLLs? What additional information would you want to be more confident about your response?

4. Where would you recommend educational outreach to families? What message would you include in these efforts?

5. Is there a correlation between percent minority and percent incidence of childhood eBLLs? Is there any other additional information you might want to know?

6. Ethnic clustering is common in residential housing everywhere. In high-density urban neighborhoods, most units are rentals and turn-over is frequent. How might information about issues such as elevated BLLs be shared within members of ethnic clusters if there is a lot of turnover? How might this information be shared between members of ethnic clusters? Would some of this “sharing” be lost over time or through translation? What impact might this have on addressing childhood lead toxicity and housing that contains lead?

**Class Discussion Topics:**

Now consider the following discussion topics and be prepared to share your thoughts with the class.

* Relationship between eBLLs and inspections
* Relationship between eBLLs and compliance
* Predictors of eBLLs and potential interrelationships
* Data for census tracts

**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Activity 2.2 Student Chart: Characteristics of Neighborhoods with more than 10,000 Housing Units**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Neighborhood | TotalUnits | % RentalUnits | Housing Inspections for Lead | HousingDensity(High or Low) | CommercialIndustrial(High or Low) | BLL (high or low) | PovertyLevel | Non-White/Hispanic |
| Allston |  |  |  |  |  |  |  |  |
| Back Bay |  |  |  |  |  |  |  |  |
| Brighton |  |  |  |  |  |  |  |  |
| Charlestown |  |  |  |  |  |  |  |  |
| Downtown |  |  |  |  |  |  |  |  |
| East Boston |  |  |  |  |  |  |  |  |
| Fenway |  |  |  |  |  |  |  |  |
| Hyde Park |  |  |  |  |  |  |  |  |
| Jamaica Plain |  |  |  |  |  |  |  |  |
| Mattapan |  |  |  |  |  |  |  |  |
| North Dorchester |  |  |  |  |  |  |  |  |
| North End |  |  |  |  |  |  |  |  |
| Roxbury/Mission Hill |  |  |  |  |  |  |  |  |
| Roslindale |  |  |  |  |  |  |  |  |
| South Boston |  |  |  |  |  |  |  |  |
| South End |  |  |  |  |  |  |  |  |
| South Dorchester |  |  |  |  |  |  |  |  |
| West Roxbury |  |  |  |  |  |  |  |  |