

**“It’s News to Me!”
Teaching with Colorado’s Historic Newspaper Collection
Model Lesson Format**

Lesson Title:

“What’s up Doc?”- Medicinal Remedies Past and Present

Subject and Grade Level:

Science/History 6-8th Grade

Focus of Lesson: A brief explanation of what students are to learn in this lesson (content and/or skills). What is the purpose of the lesson?

In this lesson, students will locate primary sources in newspaper ads, charts or articles for information about how the medical industry has changed since the 1800s. They will identify three medical discoveries, technologies, pharmaceuticals or surgical procedures done in those time- periods. They will decide whether the information would be relevant today. Students will research what scientific progress has been made today from the products and medical technology of the past. Students will present their “medical” discoveries during a class “Medicine Show”. Students will recreate their “wares” for the class or design a poster to advertise their product or procedure. Students will analyze the presentations made at the “medicine show”.

Standards Assessed: Which standards will you be assessing in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

History Standard 1.3: interpret historical data to determine cause-effect and time-order relationships and identify themes in related events over time

History Standard 2.3: examine current concepts, issues, events and themes from multiple historical perspectives

Science Standard 5: describe advantages and disadvantages that might accompany the introduction of a new technology and how the use of the technology can help solve problems

Information Literacy Standard 1: The information literate student accesses information efficiently and effectively.

Assessment: Explain the assessment. (Include the formal 'assessment assignment' and any forms, worksheets, etc. in the Materials Section)

This lesson will have three types of assessment including:

- a) “What’s up Doc?” worksheet to access three historic medical procedures, treatments, remedies, or pharmaceuticals from the past
- b) “Analyze this!” worksheet to research one medical procedure, treatment, remedy or pharmaceutical from the past and research what progress has been made today
- c) Prepare an artifact or poster presentation for a class “medicine show” (see Rubric “The Medicine Show”)

Standards Addressed: Which standards will you be addressing (but not assessing) in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

History Standard 2.1: formulate historical questions based on examination of primary and secondary sources including documents, letters, charts, graphs and written text

History Standard 4.1: Identify and explain the consequences of scientific and technological changes

Science Standard 6: describe contributions to the advancement of science made by people at different times in history

Time: The number of class periods required for the lesson as well as the length of class period.

6 Classes taught on the Block schedule, 90 minute periods, can divide the lessons into 45 minute periods

Materials / Teacher Preparation Section: List the technology, handouts, chart paper, text resources, etc. needed to complete the lesson. Include what you need to do to prepare ahead of time for your students to complete the lesson.

The teacher should become familiar with the following websites prior to the lesson:

- a) Colorado's Historic Newspaper collection-
<https://www.coloradohistoricnewspapers.org/>
- b) Denver Post Electronic Newspaper (register for your students to have free access)
<https://www.post-newscustomer.com/electronicedition/main.asp?pub=DP>
- c) Rocky Mountain News Electronic Paper
<https://www.post-newscustomer.com/electronicedition/main.asp?pub=RM>
- d) Google Search Engine
<http://www.google.com/>
- e) Med Line Plus Medical Dictionary
<http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>
- f) Medicine Shows
<http://www.memoryelixir.com/history.html>

Materials:

- a) Computers with Internet access for each student or small groups of students
- b) Web sites book marked for easy student access
- c) 1 copy for each student of the following worksheets: "What's up Doc?", "Analyze this!" and "The Medicine Show Rubric"
- d) A classroom set of sample medical ads for back pain from 2006 and 1893-1913 and prepare a set of laminated discussion question cards. Cut the cards apart (one card per team)

Possible Procedures: Enumerate the procedure teachers can follow to teach the lesson to students. Provide the URL for the digital primary sources that you will use.

Class Period 1:

- Discussion , "What do you do when you have a back ache?" What OTC medications are available? What treatments are available? What prescription medications are used? What do you do if you get frequent backaches? Do we know what causes backaches?

- What do you suppose people did 100 years ago when they had a sore back? Hand out sample medical ads for back pain 2006 and 1863-1913. Have students work in groups to examine the ads. Give each group a card and have them answer the questions as a group. Have each team give a short oral report on their findings and write their list of 10 words on the board. Have each team write their question they designed for #6. Have students answer at least 3 of

questions designed by other teams.

- Introduction to Colorado's Historic Newspaper Collection, "Map", "Browse Region" and "Search". Lead a discussion on what medical terms might be used in search. What words could we search for 100 years ago? Explain to students that they are to research 3 medical treatments for a specific ailment from the Historic Newspaper Collection. Hand out the worksheet, "What's up Doc?" to each student.

- Introduce students to the on-line medical dictionary for additional help. <http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>

- Student time for data collection

Class Period 2-3:

- Introduction to Denver Post Electronic Edition and the Rocky Mountain News Electronic Edition. Review how to enter the Sign-In Box with the students and how to use the Table of contents, Search and View. Inform students they are to locate 3 medical treatments, procedures, or medications used currently today for the specific ailment they are researching.

- Review the site <http://www.google.com/> as an additional reference for current information, pictures and ads. Students are to complete the "What's up Doc?" worksheet.

- Continued student time for data collection

- Printing and further analysis of the articles

Class Period 4:

- Discuss with the students how the research is progressing and share any relevant findings.

- Students will complete "Analyze This!" and work on comparing their medical research from the past with the present day treatments and medication.

- Evaluate their articles and share in small groups what treatments they found to most effective

- Introduce the concept of a "Medicine Show"

<http://www.memoryelixir.com/history.html> by reading to the class or making copies of the article on-line, "What's an old time traveling medicine show?" Hand out copies of "The Medicine Show Rubric" and inform students that they are to prepare a speech to be presented at our class "1800's Medicine Show" that will persuade the audience to buy a treatment or product they have researched. Review the Rubric with the students. Discuss costumes, props, posters and the carnival atmosphere of a "medicine show".

- Students will plan and prepare for the upcoming show.

Class Period 5-6:

- Students will prepare for the upcoming show.
- Students can rehearse their presentations in small groups
- Students will present their “products and treatments” at the medicine show and be evaluated by the attached Rubric. An audience of another class or younger grade students could be invite to see the presentations

Ginger DeCavitch, Mt. Garfield Middle School, Fruita, Colorado