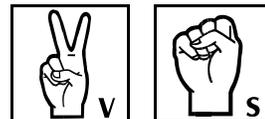


CURES

Lesson Plan: Barometer

Objective: Students will understand that the approaches used in the care and treatment of people with disabilities have evolved as scientific and medical knowledge developed throughout history.

Materials: Human Barometer Worksheet
Website pages



Vocabulary:

anticonvulsant	epilepsy	mental illness
asylum	feeble minded	mental retardation
barbiturate	genetics	Phenobarbital
blistering	hydrotherapy	purging
bloodletting	idiots	quack
chromosome	inutero	rubella
curable	lobotomy	rubella
developmental disability	infantile paralysis	trepanning
electroconvulsive therapy	mental deficiency	vaccine

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding

ELA Standard 3: Language for Critical Analysis

ELA Standard 4: Language for Social Interaction

SS Standard 1: History of the United States and New York

Procedure:

1. The teacher should view the Cures section of the Medical wing of the website.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Pose controversial questions to the class related to the topic of cures for the care and treatment of people with disabilities. Ask students to physically move to the front of the room representing their position regarding those questions on a continuum (ex: completely agree; somewhat agree; completely disagree).
4. Some of the questions that may be used to generate discussion and movement on the human barometer include:
 - Were early cures more concoctions or corrections?
 - What is the difference between masking symptoms and finding a cure?
 - To what degree did the care and treatment of people with disabilities differ from mainstream medications and medical approaches at the time?
 - _____ is “chicken soup” for people with disabilities. **Chicken soup represents the cure of all cures. Use early concoctions or corrections as examples to determine how they were “chicken soup” for people with disabilities. I.e. lobotomy, Prozac, etc.*
5. After students have researched information pertaining to medicine and cures from the website, conduct a Human Barometer activity.
6. Distribute Human Barometer Response page. Ask students to justify their stand on the barometer by citing specific information from the website.

Closure/Ticket out the door: Explain one way in which cures for disability have changed or evolved.



Name: _____

HUMAN BAROMETER

You have just participated in a human barometer activity where you took a stand on an issue. In the space below, place an X on the continuum indicating where you stood on the issues. Using accurate information, justify your stance below the continuum by writing an explanation of your viewpoint.

ISSUE: Were early cures more concoctions or corrections?

Agree Disagree

JUSTIFICATION: _____

ISSUE: To what degree did the care and treatment of people with disabilities differ from mainstream medications and medical approaches at the time?

Agree Disagree

JUSTIFICATION: _____

ISSUE: _____ is “chicken soup” for people with disabilities.

Agree Disagree

JUSTIFICATION: _____

