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.

For historical accuracy and to illustrate changing views of society, words and language used in different eras are part of the website and lessons. No offense is intended toward people with disabilities, their families or advocates.
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:________________________________________________________
________________________________________________________________________
________________________________________________________________________