

Past Influences on the Present

Your tribe's final challenge is to explore ways that survival in North Carolina today is influenced by United States history, government, and geography.

Your tribe will focus on **medical advances**. Your survival tools are education, discussion, and writing.

Survival Plan: Finding a Cure

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Background

Level: My class is a mix of intermediate and low-intermediate students.

Objectives: Students will

- increase their vocabulary relating to medicine, medical conditions, and medical research
- locate the North Carolina Research Triangle
- prepare a timeline of great medical advances from American independence to the present
- write about the one cure they most want to be discovered

Time: We meet Monday through Thursday, for four hours a day. We spent about two weeks on this challenge, along with other classroom activities.

Education and Action

Day One

New Vocabulary

I started this lesson by introducing some vocabulary terms students would see or hear during this project. The vocabulary words I chose were these:

research	pharmaceutical
charities	ethics
funding	grants
contracts	cure
government	penicillin
anesthesia	organ transplants
vaccines	

Going over these words took a good part of our four-hour class. These vocabulary words, like the ones below on Day Four, were very difficult to define for low to intermediate ESL students. They generally can't be pictured or pointed to, or physically demonstrated. What I did was have the students try to find these words or the root for them in their own dictionaries. Then I wrote on the board all the synonyms we found for each word to help us gain a workable definition or general understanding. (Note: The word derivation in the dictionary and a good thesaurus helped me prepare to guide my students in coming to an understanding of the new vocabulary.)

Day Two

Using New Vocabulary

We started out this day by reviewing yesterday's vocabulary words. Then we began writing sentences with the words.

I assigned a word to each student and asked the students write a sentence and put that sentence on the board so we all could see. After each sentence was put on the board, we corrected the spelling and grammar, and made sure the sentence was understandable. Each student averaged writing three to four sentences.

Day Three

Time Lines

I started our third class by explaining about time lines and how to create one. I did a time line for my life on the board so students could see an example. This lesson was designed to pave the way for a future lesson--a time line about medical advances.



Each student wrote out his/her own personal time line. I then asked each individual to come to the front of class and explain his/her personal time line. The students had fun remembering their pasts, both the good times and the difficult times.

Day Four

More Vocabulary

I used this class for discussing some more vocabulary words we would need for the next day's reading. I used the same approach to this new vocabulary as described above in Day One.

smallpox

ether

antiseptic

plague

aspirin

influenza

pacemaker

AIDS

cloning

W.H.O (World Health Organization)

stem cells

Day Five

Review and Reading

We reviewed the vocabulary words together, and I assigned each student a word to use in writing a sentence. Everyone had to come to the board and copy his/her sentence. We corrected the sentences as each student finished.

Next I gave out a handout about medical timelines. This information came from <http://www.infoplease.com/ipa/A0932661.html>. We read and talked about the handout. I had each students create a medical

time line from 1776--when the United States officially declared independence from the British Empire--to the present. They were to show the information they thought was important, and they could use the handout as their resource. Finally, they combined their ideas and made one single class time line.

Day Six

Research in North Carolina

I decided to combine medical research and some North Carolina geography into one lesson. We focused on the Research Triangle Park area and Raleigh-Durham-Chapel Hill.

We reviewed the meaning of the word “research.” I had the students write a sentence using the word. The students wrote their sentences on the board so that I would know if they understood the meaning. Once I was convinced that every student knew the word, we went into the next level of the lesson.

I gave out copies of a North Carolina map and had the students find Raleigh, Durham, and Chapel Hill. Once they found these cities, I asked them to draw lines connecting these three. The lines could not cross. Then we discussed how the three cities formed a triangle: thus, the name “Research Triangle.” This part of the lesson took about one hour.

Day Seven

Finding a Cure

I had the members of the class pair up to do the next lesson. I gave each pair the same instructions:

If the Research Triangle Park could produce one cure for some disease, what cure would you want it to be?

Each group had one hour to write their response. I had students



come to the front and read their responses. We then talked about the three most-desired cures identified by the class: Diabetes, Cancer, and Asthma.



Results

We Met Our Challenge!

Samples of our work are shown on the following pages. These include our choices of the cures we most want medical research to find as well as illustrations of our work with timelines showing both personal timelines and a class timeline of medical advances since American independence.

Teacher Observation

This was by far the most difficult challenge of those that we completed because of all the medical terms and life experiences needed to understand the charts, article, and vocabulary. This project requires a lot of time “up front,” but it would be a good one to spread over an entire semester.

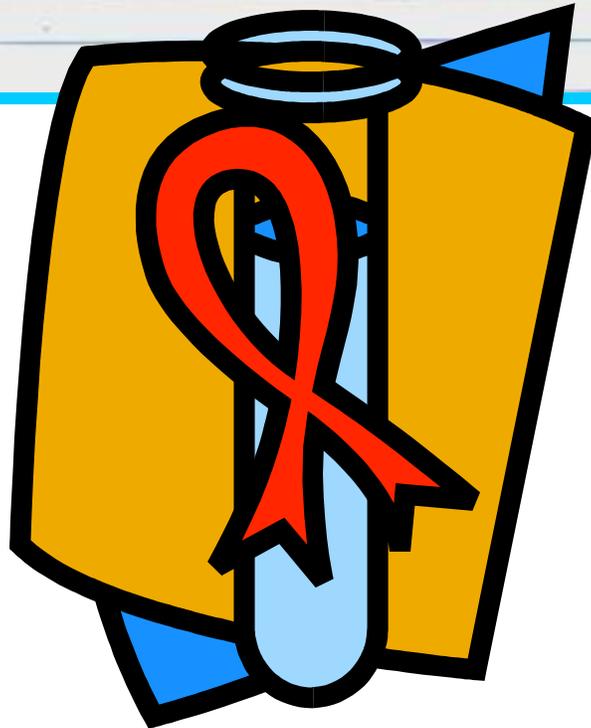
We want a cure for Cancer

Jan, 14, 2008

Noé Magaña
Giovanna Bernal

We will like that "Research Triangle Park" finds the cure of the cancer, because a lot of people died for this disease.

The cancer is a disease very dangerous because it can show up in any part in the body and the doctors don't know which is the why or because appear.



Graphics from Microsoft Clip Art

We want a cure for Diabetes

Mania

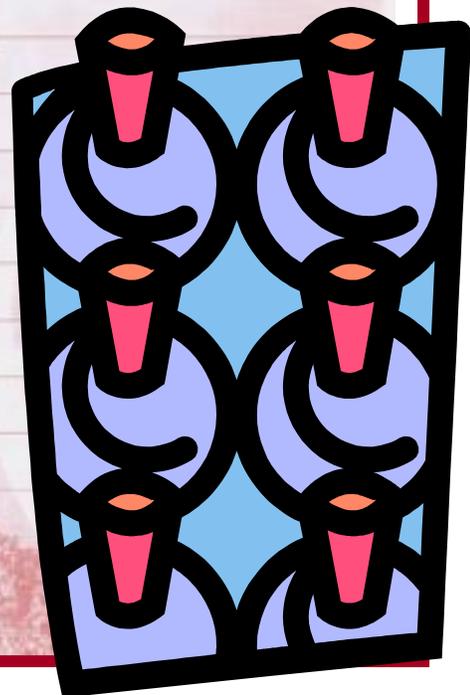
Ivlin

Diabetes.

When somebody feel symptom of diabetes, they went to the doctor for check-up about the diabetes.

The diabetes is an sickness than always can be controled with medication and - diet.

All people that have this illness of - diabetes have to get a check up, for your pressure, sugar, and it have treated so it will be good for your health.



We want a cure for Diabetes

Va Yang and Mee Moan

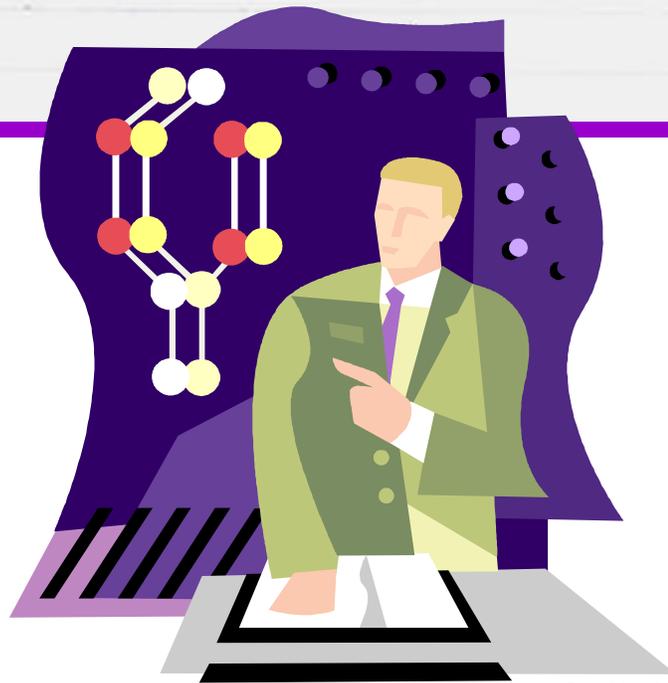
The diabetes is very bad disease for everyone so you have to prevent yourself before you get it. You have to stop eat something very sweet or ~~have a~~ ^{drink something} have a lot of sugar, but sometimes it will not help because if from the blood in your family when someone in your family have ^{it} you may have ^{it} too. ~~but~~



We want a cure for Asthma

* Phetsamai Vang
* Mor Vang

- When I was a child I didn't know anything about diabetes, AIDS, asthma, and cancer. But now I know about asthma because my nephew has it. Asthma is very bad for him. Sometimes he can not breathe and he has to carry his inhaler all the time. I love him very much I wish that it didn't happen to him and he will be healthy. I feel sorry for him. I don't want to see him have this problem and then I want the doctor to research about a medicine to stop the asthma.

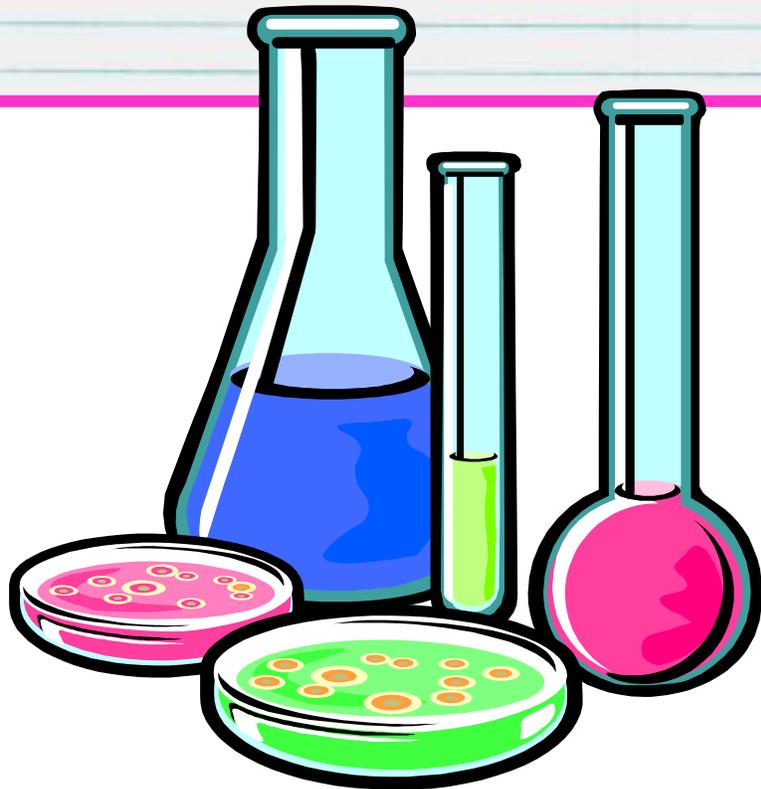


We want a cure for AIDS

Thai + Kong

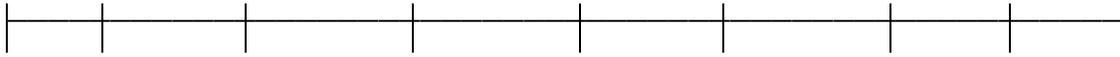
AIDS: is a named initial of *Acquired Immunodeficiency Syndrome*, it's a virus HIV, AIDS killed many people in the world, no doctors and Medicines can cured it, The condition of AIDS or HIV is: body weak and diarrhea that'll die.

AIDS killed a lot of people in the world. So, Kong and I want to research about AIDS how to protect it or which Medicine can cure AIDS, but we are poor English we're so sorry, we can't help people safe from AIDS.

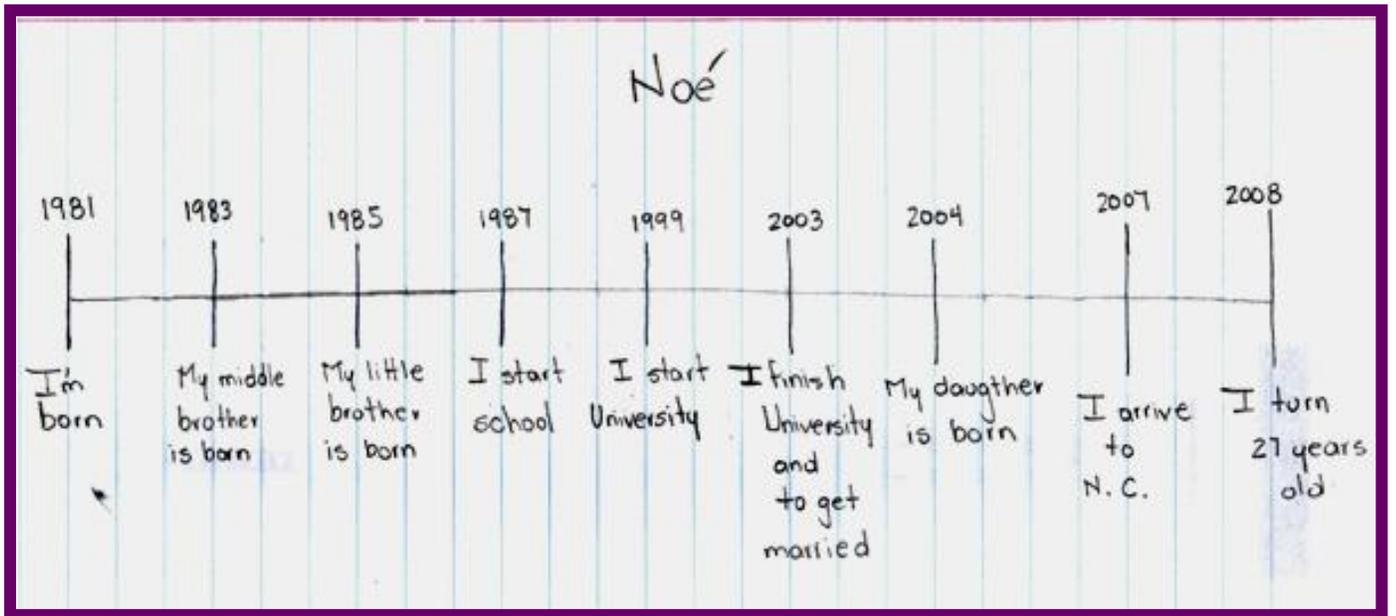


Graphics from Microsoft Clip Art

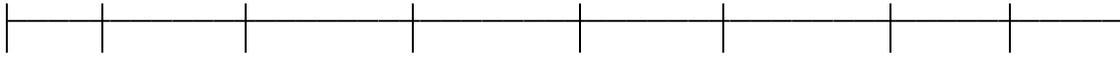
My Personal Timeline



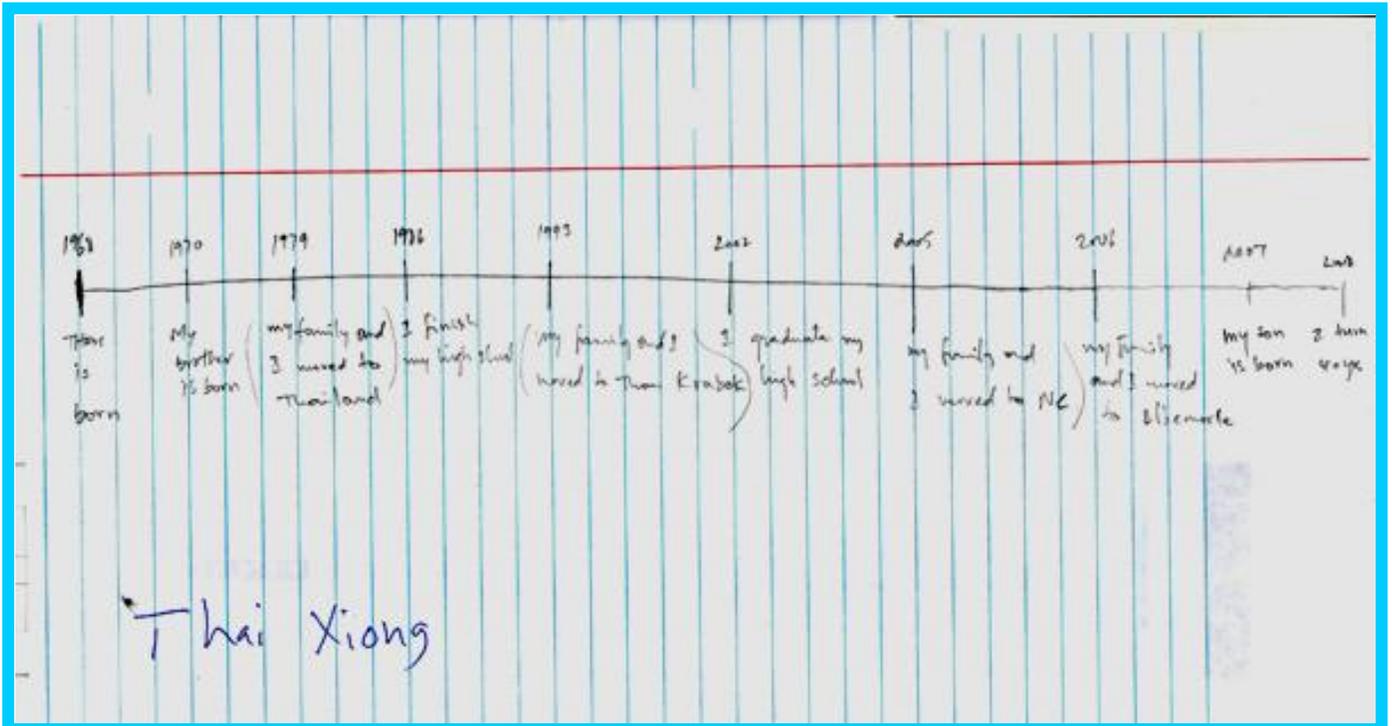
Noé Magana



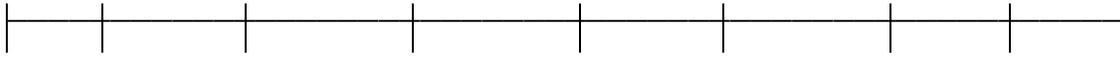
My Personal Timeline



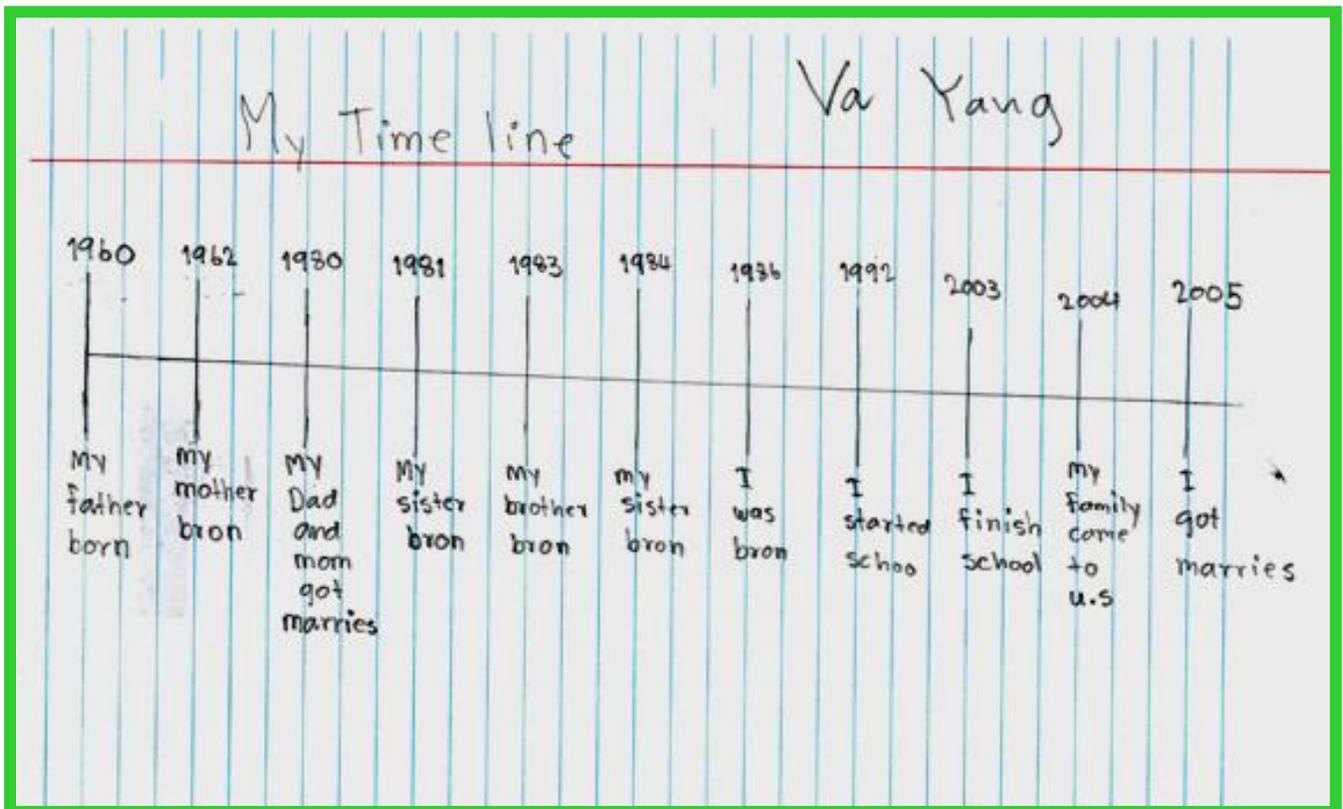
Thai Xiong



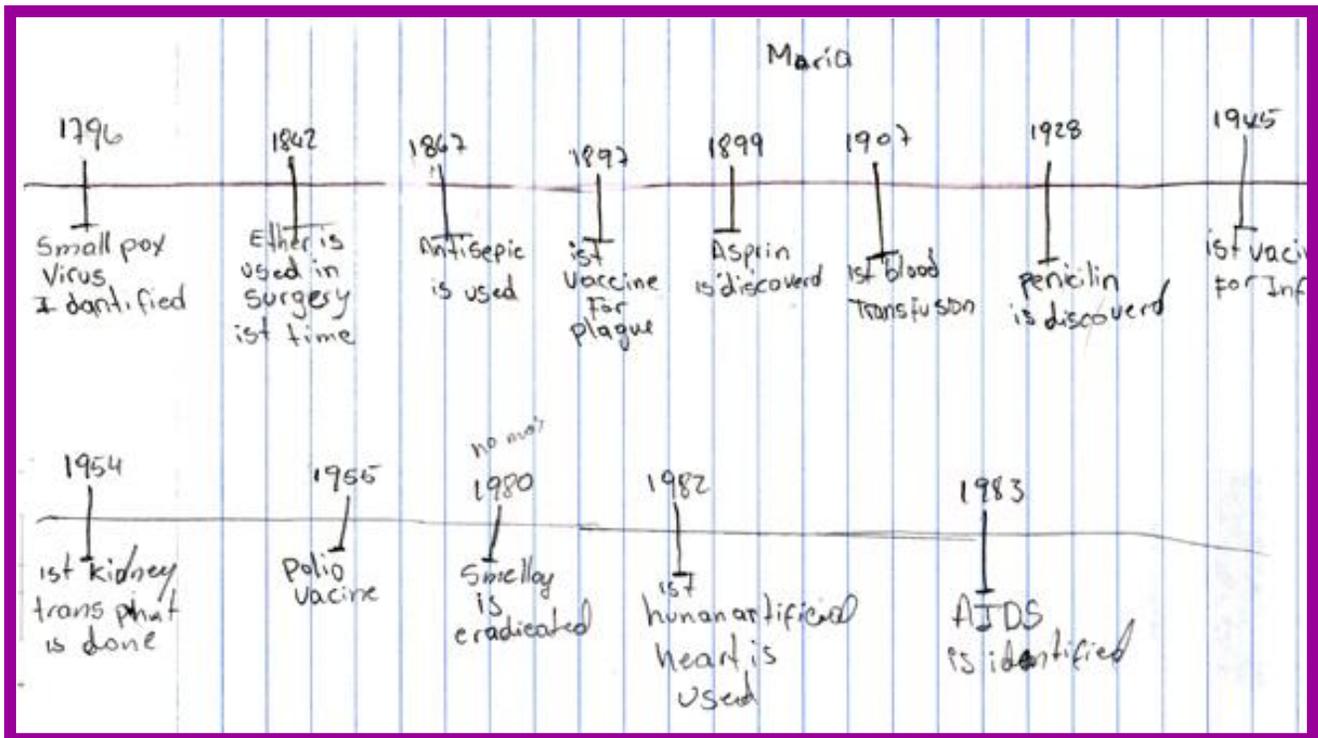
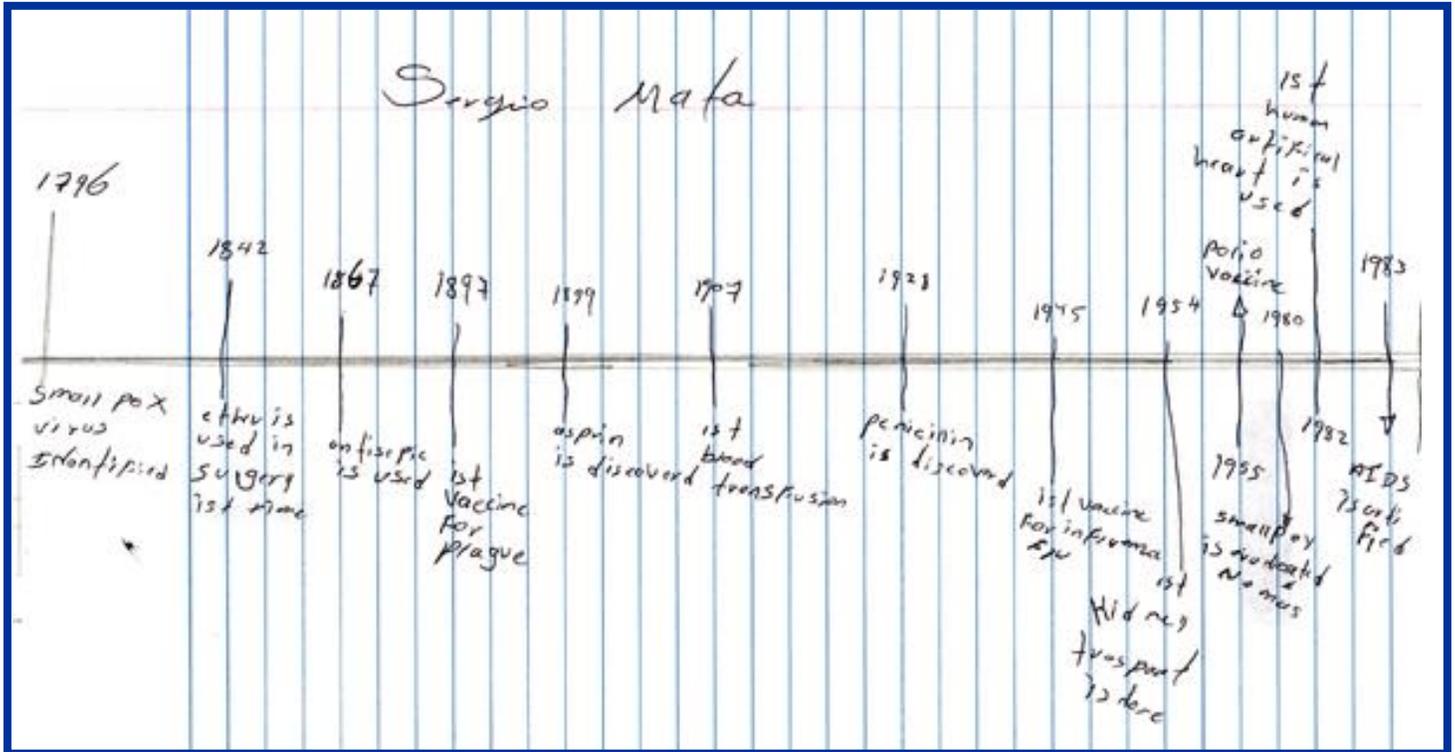
My Personal Timeline



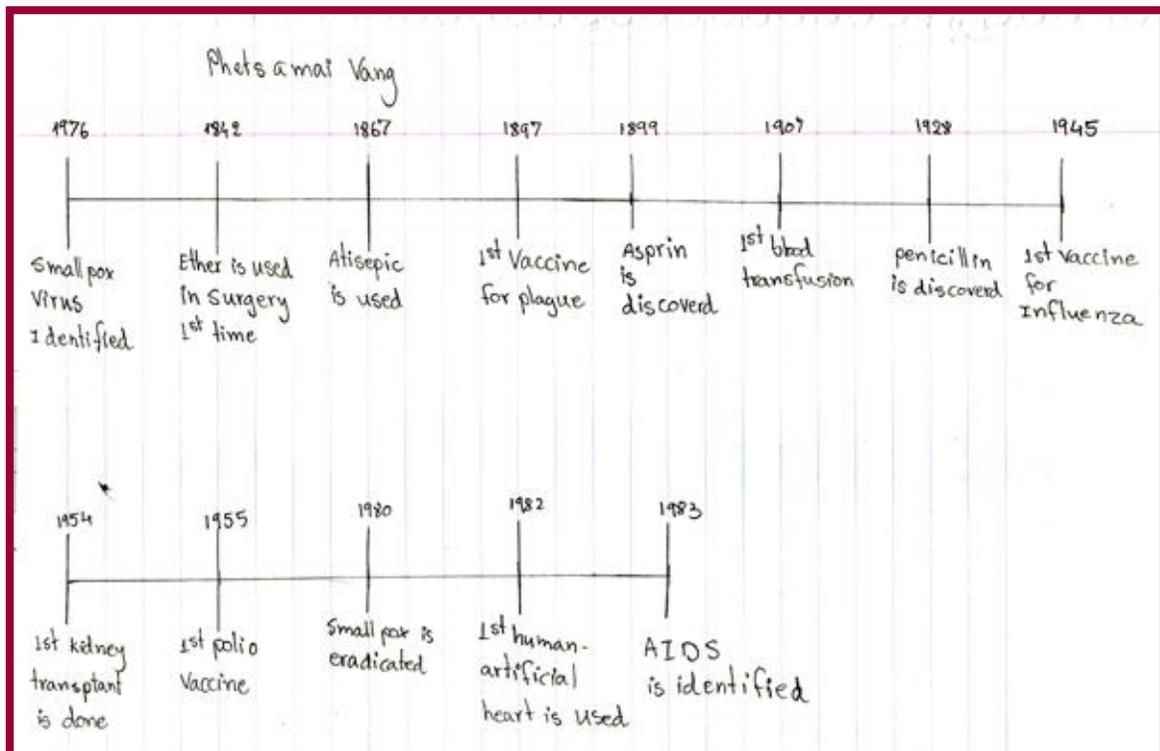
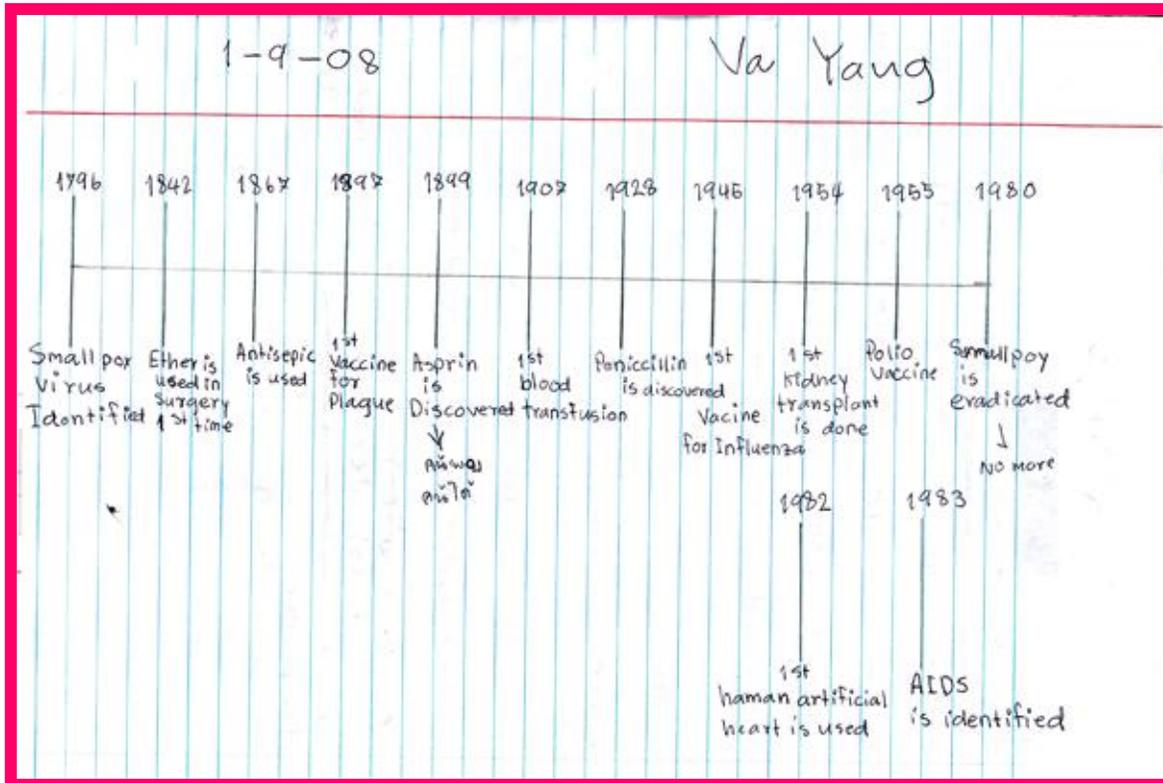
Va Yang



Our Class Timeline of Medical Advances since American Independence



Our Class Timeline of Medical Advances since American Independence



Our Class Timeline of Medical Advances since American Independence

