

Lesson Plan

Title: Comparing medical procedures from the 1800's to present day.

Date(s):

IN Academic Standards:

- Social Studies: Economics. 4.4.1 Give examples of the kinds of goods* and services* produced in Indiana in different historical periods. * goods: tangible objects, such as food or toys, that can satisfy people's wants and needs * services: actions that someone does for someone else, such as dental care or trash removal
- Reading: Nonfiction. 4.RV.3.3: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.

Materials/Resources: "Compare" Visual Organizer, rulers (if students want to keep their writing organized in each column), and computers with internet access.

Objectives/Learning Targets: The students will learn about the improvements in medicine from the 1800's to present day.

Assessment: "Compare" Visual Organizer

Introduction/Motivation/Springboard:

Divide the class into groups of four. In their groups, the students write down their answers to the questions written on the board. How did a doctor fix a broken arm? How did they perform surgery? What did a doctor do for a patient if they had pneumonia? Compare and contrast being a patient in the hospital in the 1800's to being in the hospital today.

Procedures/Activities/Tasks/Examples:

- Ask students what doctors might have been like or done back in the 1800's. Present questions on the board such as "What do you think doctor visits were like in the 1800's?" "What do you think doctors did without electricity?" Think of a way doctors might have had to perform differently before modern technology and current medicine in the 1800's. "What do you think it would have been like to be a patient back then?"
- Inform students to write their ideas from the previous questions in the "Brainstorming/Predicting" section of the "Compare" Visual Organizer. Remind students to write in complete sentences. The sections do not have to be written in paragraph form, however.
- Divide class into pairs for the research section based on your best judgment or ask the class to line in order from tallest to shortest and pair the students on the ends of the line together to work as partners.
- In pairs use computers to research doctors from the 1800's. Write down five things that has changed about being a doctor practicing medicine and/or being a patient in the hospital.
- Compare and Contrast the differences for a student to become a doctor in the 1800's and now. Which time period would have the best doctor?
- Inform students that they should take notes during the doctor's presentation at New Harmony so that they can fill out the "New Harmony Experiences" section when they return to school.

Closure Activity/Extensions/Homework:

- When students are back at school divide them back into their original pairs to discuss their notes and write

their memories of the New Harmony doctor presentation in the “New Harmony Experiences” sections.

- Come back together as a class to compare their original thoughts to what they now know about doctors from the 1800’s. “What surprised you?” “Would you want to live in the 1800’s?” “Was anything similar from the 1800’s compared to now?”

Reflection: Discuss the differences of researching a topic and experiences. Which process is better? Is that always the best way? Do you understand it better to research (study) and then experience it?