

TEACHER KEY

TB Unit 2: Etiology
Activity 4: Biography of a TB patient

Description:

Students will identify someone from history who suffered from tuberculosis and undertake research on their life, accomplishments, and experience with the disease. They will then write a short biography on the chosen individual, roughly 250 words.

The biography should address several (or all) of the following topics:

- nationality and/or ethnic background
- early family life
- education
- accomplishments
- marriage

Special focus should be given to:

- infection with TB
- treatment of their TB
- friends/family also suffering from TB

Option A: The students present their biographies to the class in 2-3min presentations.

Option B: The students prepare a visual poster-presentation about the life of their chosen individual.

Option C: The students will be placed in small groups of 5-6. Each student will orally present their biography to the group. After each student has presented, the group will choose the historical figure they would like to write a dramatic scene about. They will then dramatize the biography and perform the sketch for the class.

Time:

Research – 3 hours +

Writing & Editing – 2 hours

Optional group work: 2-3 sessions x 30-45min

Presentations: 1 hour

Objectives:

- o To explore the experience and impact of TB on the life of one individual.
- o To demonstrate basic research skills.
- o To demonstrate strong written and/or oral communication skills by presenting information in an informative and engaging manner.

Curriculum Links:

Writing	1. Developing and Organizing Content	1.2 generate ideas about a potential topic and identify those most appropriate for the purpose
		1.3 gather information to support ideas for writing,

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		using a variety of strategies and a range of print and electronic resources
	2. Using knowledge of form and style in writing	2.1 write longer and more complex texts using a variety of forms
Oral Communication	2. Speaking to Communicate	2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of settings
		2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form
		2.5 identify some vocal effects, ..., and use them appropriately
		2.7 use a variety of appropriate visual aids
The Arts – Visual Arts	D1. Creating and Presenting	D1.3 use elements of design in art works to communicate ideas, messages, and understandings
The Arts - Drama	B1. Creating and Presenting	B1.1 engage actively in drama exploration and role play
		B1.3 plan and shape the direction of the drama or role play by collaborating with others to develop ideas...

Materials:

Online exhibition Fighting for Breath: Stopping the TB epidemic :
<http://museumofhealthcare.ca/explore/exhibits/breath/>

For lists of people who had TB see:
http://en.wikipedia.org/wiki/List_of_tuberculosis_cases and
<http://dhss.delaware.gov/dhp/dpc/tbfamouspeople.html>

Option B: poster board, colouring materials, glue, images
 Option C: may require props, costumes etc.

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Procedure:

- 1) As resources allow, ask students to browse or read-through the exhibition page Etiology – Famous People with TB. If students will not have access to the web-resource, the instructor should provide a few examples of biographies of persons who had TB.
- 2) Explain the assignment and set deadlines.
- 3) Ask students to identify and select a historical figure who had TB that they would like to learn more about. Brainstorming may be done as a class. Alternatively, you might provide the students a short-list of candidates.
- 4) Provide the students an appropriate amount of research time in and outside of class. You may ask to see research notes.
- 5) Submission of written work. You may choose to have the students submit a first-draft for comment prior to the final draft.
- 6) Option A: Ask each student to prepare a short oral presentation on their historical figure. Each presentation should be no more than 2 min.
- 7) Option B: Ask each student to prepare a poster presentation highlighting key facts about their historical figure. These should incorporate images, be legible, and be visually appealing.
- 8) Option C: Assign students to groups. Have each student briefly tell their group about their historical figure. The group should then decide which figure they would like to create a dramatic sketch about. As a group they will write a script highlighting key moments from the figure's life, assign roles, and practice staging. Each group will then present their scene to the class as a whole. After all groups have presented, the teacher may wish to moderate a discussion about the similarities and differences witnessed in the experience of TB – for example, treatment available, family members also with TB...