

TEACHER KEY

Summative Review

Activity 1: Write a Poem about Tuberculosis

Description:

Students will compose a poem expressing their understanding about the disease, tuberculosis. The form of the poem can be left up to the student; however, it is recommended that students be asked to compose an Acrostic Poem. As an optional additional activity students may be asked to illustrate their poem.

Example of an acrostic poem:

P is for *prevention* much better than cure
R is for *rest* in the open air pure
E is for the *evils* of dirt, and foul air
V is for *vices* that lead to despair
E *education*, improving the mind
N stands for *nurses*, so helpful and kind
T is for *tooth-brush*, used three times a day
O is for *outings*, fresh air and play
R means *refuse* to touch soiled cloth or towel
I means *infection* from drinking-cup foul
U is for *us* – most sincerely we pray
M is for *much* strength to do service each day
P-R-E-V-E-N-T-O-R-I-U-M

Printed in Connolly, Cynthia A., *Saving Sickly Children* (New Brunswick: Rutgers University Press, 2008)

Time: Written composition and art work: 30 min +

Objectives:

- To demonstrate understanding of vocabulary.
- To apply knowledge about various aspects of TB.
- To be creative.

Curriculum Links:

Writing	2. Using Knowledge of Form and Style in Writing	2.1 write longer and more complex text using a variety of forms
Visual Art	D1. Creating and Presenting	D1.1 create two- and three-dimensional art works the express feelings and ideas inspired by their own and others' points of view

Materials:

Handout or Blank/Coloured Paper
Writing utensils
Colouring pencils or paints

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Procedure:

1. Ask students to compose a poem that expresses their understanding and feelings about tuberculosis. A handout is provided for an Acrostic poem.
2. Have students illustrate and/or publish their poems.

TEACHER KEY

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