

**“It’s News to Me!”
Teaching with Colorado’s Historic Newspaper Collection
Model Lesson Format**

Lesson Title:

“What’s up Doc?”- Medicinal Remedies Past and Present

Subject and Grade Level:

Science/History 6-8th Grade

Focus of Lesson: A brief explanation of what students are to learn in this lesson (content and/or skills). What is the purpose of the lesson?

In this lesson, students will locate primary sources in newspaper ads, charts or articles for information about how the medical industry has changed since the 1800s. They will identify three medical discoveries, technologies, pharmaceuticals or surgical procedures done in those time- periods. They will decide whether the information would be relevant today. Students will research what scientific progress has been made today from the products and medical technology of the past. Students will present their “medical” discoveries during a class “Medicine Show”. Students will recreate their “wares” for the class or design a poster to advertise their product or procedure. Students will analyze the presentations made at the “medicine show”.

Standards Assessed: Which standards will you be assessing in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

History Standard 1.3: interpret historical data to determine cause-effect and time-order relationships and identify themes in related events over time

History Standard 2.3: examine current concepts, issues, events and themes from multiple historical perspectives

Science Standard 5: describe advantages and disadvantages that might accompany the introduction of a new technology and how the use of the technology can help solve problems

Information Literacy Standard 1: The information literate student accesses information efficiently and effectively.

Assessment: Explain the assessment. (Include the formal 'assessment assignment' and any forms, worksheets, etc. in the Materials Section)

This lesson will have three types of assessment including:

- a) “What’s up Doc?” worksheet to access three historic medical procedures, treatments, remedies, or pharmaceuticals from the past
- b) “Analyze this!” worksheet to research one medical procedure, treatment, remedy or pharmaceutical from the past and research what progress has been made today
- c) Prepare an artifact or poster presentation for a class “medicine show” (see Rubric “The Medicine Show”)

Standards Addressed: Which standards will you be addressing (but not assessing) in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

History Standard 2.1: formulate historical questions based on examination of primary and secondary sources including documents, letters, charts, graphs and written text

History Standard 4.1: Identify and explain the consequences of scientific and technological changes

Science Standard 6: describe contributions to the advancement of science made by people at different times in history

Time: The number of class periods required for the lesson as well as the length of class period.

6 Classes taught on the Block schedule, 90 minute periods, can divide the lessons into 45 minute periods

Materials / Teacher Preparation Section: List the technology, handouts, chart paper, text resources, etc. needed to complete the lesson. Include what you need to do to prepare ahead of time for your students to complete the lesson.

The teacher should become familiar with the following websites prior to the lesson:

- a) Colorado's Historic Newspaper collection-
<https://www.coloradohistoricnewspapers.org/>
- b) Denver Post Electronic Newspaper (register for your students to have free access)
<https://www.post-newscustomer.com/electronicedition/main.asp?pub=DP>
- c) Rocky Mountain News Electronic Paper
<https://www.post-newscustomer.com/electronicedition/main.asp?pub=RM>
- d) Google Search Engine
<http://www.google.com/>
- e) Med Line Plus Medical Dictionary
<http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>
- f) Medicine Shows
<http://www.memoryelixir.com/history.html>

Materials:

- a) Computers with Internet access for each student or small groups of students
- b) Web sites book marked for easy student access
- c) 1 copy for each student of the following worksheets: "What's up Doc?", "Analyze this!" and "The Medicine Show Rubric"
- d) A classroom set of sample medical ads for back pain from 2006 and 1893-1913 and prepare a set of laminated discussion question cards. Cut the cards apart (one card per team)

Possible Procedures: Enumerate the procedure teachers can follow to teach the lesson to students. Provide the URL for the digital primary sources that you will use.

Class Period 1:

- Discussion , "What do you do when you have a back ache?" What OTC medications are available? What treatments are available? What prescription medications are used? What do you do if you get frequent backaches? Do we know what causes backaches?

- What do you suppose people did 100 years ago when they had a sore back? Hand out sample medical ads for back pain 2006 and 1863-1913. Have students work in groups to examine the ads. Give each group a card and have them answer the questions as a group. Have each team give a short oral report on their findings and write their list of 10 words on the board. Have each team write their question they designed for #6. Have students answer at least 3 of

questions designed by other teams.

- Introduction to Colorado's Historic Newspaper Collection, "Map", "Browse Region" and "Search". Lead a discussion on what medical terms might be used in search. What words could we search for 100 years ago? Explain to students that they are to research 3 medical treatments for a specific ailment from the Historic Newspaper Collection. Hand out the worksheet, "What's up Doc?" to each student.

- Introduce students to the on-line medical dictionary for additional help. <http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>

- Student time for data collection

Class Period 2-3:

- Introduction to Denver Post Electronic Edition and the Rocky Mountain News Electronic Edition. Review how to enter the Sign-In Box with the students and how to use the Table of contents, Search and View. Inform students they are to locate 3 medical treatments, procedures, or medications used currently today for the specific ailment they are researching.

- Review the site <http://www.google.com/> as an additional reference for current information, pictures and ads. Students are to complete the "What's up Doc?" worksheet.

- Continued student time for data collection

- Printing and further analysis of the articles

Class Period 4:

- Discuss with the students how the research is progressing and share any relevant findings.

- Students will complete "Analyze This!" and work on comparing their medical research from the past with the present day treatments and medication.

- Evaluate their articles and share in small groups what treatments they found to most effective

- Introduce the concept of a "Medicine Show"

<http://www.memoryelixir.com/history.html> by reading to the class or making copies of the article on-line, "What's an old time traveling medicine show?" Hand out copies of "The Medicine Show Rubric" and inform students that they are to prepare a speech to be presented at our class "1800's Medicine Show" that will persuade the audience to buy a treatment or product they have researched. Review the Rubric with the students. Discuss costumes, props, posters and the carnival atmosphere of a "medicine show".

- Students will plan and prepare for the upcoming show.

Class Period 5-6:

- Students will prepare for the upcoming show.
- Students can rehearse their presentations in small groups
- Students will present their “products and treatments” at the medicine show and be evaluated by the attached Rubric. An audience of another class or younger grade students could be invite to see the presentations

Ginger DeCavitch, Mt. Garfield Middle School, Fruita, Colorado

“What’s up Doc?” Worksheet

Name(s) _____ Block _____

Students are to first research 3 medical treatments for a specific ailment, illness, injury or symptom from the Colorado Historic Newspaper Collection. Attach a copy of the article, text or ad to your worksheet.

What ailment, illness, injury or symptom are you researching? _____

Medical Treatment #1:

Title of Newspaper, City and County _____

Date of Publication _____

Name of the Product or Treatment _____

List the names of any medical professionals or institutes who “endorse” the product.

- _____
- _____
- _____

Describe the product or treatment

Where do you purchase or get the product or treatment? What is the cost? _____

What is the product suppose to do for the patient? _____

What words do you need to define in the article to understand it?

Medical Treatment #2:

Title of Newspaper, City and County _____

Date of Publication _____

Name of the Product or Treatment _____

List the names of any medical professionals or institutes who “endorse” the product.

- _____
- _____
- _____

Describe the product or treatment

Where do you purchase or get the product or treatment? What is the cost?

What is the product suppose to do for the patient?

What words do you need to define in the article to understand it?

Medical Treatment #3:

Title of Newspaper, City and County _____

Date of Publication _____

Name of the Product or Treatment _____

List the names of any medical professionals or institutes who “endorse” the product.

- _____
- _____
- _____

Describe the product or treatment

Where do you purchase or get the product or treatment? What is the cost?

What is the product suppose to do for the patient?

What words do you need to define in the article to understand it?

Students are to continue their research using The Denver Post or the Rocky Mountain News. Find 3 additional medical products or treatments that are used today for the same (or similar) illness, injury or ailment you researched in the Historic Colorado Newspapers. Attach a copy of the article, text or ad to your worksheet

Medical Treatment #1:

Title of Newspaper, City and County _____

Date of Publication _____

Name of the Product or Treatment _____

List the names of any medical professionals or institutes who “endorse” the product.

- _____
- _____
- _____

Describe the product or treatment

Where do you purchase or get the product or treatment? What is the cost?

What is the product suppose to do for the patient?

What words do you need to define in the article to understand it?

Medical Treatment #2:

Title of Newspaper, City and County _____

Date of Publication _____

Name of the Product or Treatment _____

List the names of any medical professionals or institutes who “endorse” the product.

- _____
- _____
- _____

Describe the product or treatment

Where do you purchase or get the product or treatment? What is the cost? _____

What is the product suppose to do for the patient? _____

What words do you need to define in the article to understand it?

Medical Treatment #3:

Title of Newspaper, City and County _____

Date of Publication _____

Name of the Product or Treatment _____

List the names of any medical professionals or institutes who “endorse” the product.

- _____
- _____
- _____

Describe the product or treatment

Where do you purchase or get the product or treatment? What is the cost? _____

What is the product suppose to do for the patient? _____

What words do you need to define in the article to understand it?



The Slendertone Baxolve provides breakthrough therapy for lower back pain through a combination of **TENS therapy** and **lumbar support** in one easy-to-use integrated belt.

The Baxolve administers TENS pain relief (which sends firm, comfortable electrical pulses to the skin) via 4 adhesive pads controlled from a hand-held unit. Select from 2 types of TENS program and the intensity level which best suits you.

The first type, 'Pain Gate Control' stimulates sensory nerves providing a comfortable 'tingling' sensation, most appropriate for sharp, acute back pain. The second, 'Endorphin Release' encourages the release of endorphins (the body's own natural pain relieving hormones) through a firm but comfortable 'tapping' sensation, most appropriate for dull, aching back pain.

The Baxolve lumbar support belt works by providing support to the spinal and abdominal muscles, restricting painful movement, improving posture and positional awareness and providing warmth and stimulating circulation to the affected area.

<http://www.johnlewis.com/Gifts+and+Flowers/Gifts+for+Him/Health+and+Beauty/Body+Toners/230223560/Product.aspx>

It's the Safe and Sane Paper to Send East...A Booster Edition Every Week

COLORADO TRANSCRIPT

Volume XLIV—Number 12

GOLDEN, COLORADO, THURSDAY, FEBRUARY 3, 1910.

Founded in 1866 by George W.

NATIONAL GRANGE

HOW TO DISCOVER THE NORTH POLE AT HOME.

HORSE THIEVES

OLDEST MASONIC

Acute Pains

•I suffered much pain in my right arm—rheumatism—took two of the Anti-Pain Pills and the pain was gone. Gave a lady friend, suffering from pleurisy, two and they relieved the pain in her breast."

I. A. GFELL, Cincinnati, Ind.

Because of their sedative influence upon the nerve branches

Dr. Miles' Anti-Pain Pills

relieve acute pains of any nature.

They are equally effective in neuralgia,

rheumatism, sciatica, locomotor

ataxia, or the pain due to spinal

trouble. Ladies who have periods

of suffering find that they not only

relieve their distress but their attacks

become less severe, and after a time

often disappear altogether.

The first package will benefit; **If not**,



Littleton Independent.

TWENTY-FIFTH YEAR—NO. 50

LITTLETON, ARAPAHOE COUNTY, COLORADO, JANUARY 3, 1913

PRICE FIVE CENTS—\$1 A YEAR

Backache Makes Anyone Feel Old

Nothing aches anyone more quickly than weak kidneys.

It is not alone the aching back, the stiff, painful joints, but the evil effect of bad, poisoned blood on the nerves, the vital organs and the digestion.

The condition of the kidneys makes good health or ill-health.

The kidneys are the filters of the blood. Active kidneys filter from the blood every day over one ounce of poisonous waste and pass it off dissolved in the urine.

If the kidneys are weak or diseased, only part of this filtering is done and the blood is heavy with uric acid and other poisonous or waste matter.

Instead of being nourished by the blood, the nerves and vital organs are irritated, and the circulation, digestion, etc., are disturbed.

If your back aches constantly, if your joints are stiff, lame and painful, suspect the kidneys.

Kidney sufferers are likely to feel dull, heavy, restless at night, rheumatic, dizzy at times, subject to headaches and annoyed with sharp, piercing pains that make work an agony and rest impossible.

Doan's Kidney Pills are the best-recommended and most widely used remedy for weak or diseased kidneys. They act quickly; contain no poisonous nor habit-forming drugs and leave no bad after-effects of any kind—just make you feel better all over.



"Every Picture Tells a Story"

The following case is typical of the cure effected by Doan's Kidney Pills. Gratified testimony is the best evidence.

SAVED HIS LIFE.

Made Well After Doctors Gave Up Hope.

E. D. Wert, Port Aransas, Texas, says: "The secretions from my kidneys were too frequent in passage, burned terribly and contained a thick, red brick-dust sediment. My back ached all the time and there were pains through my kidneys and sides. I simply couldn't straighten after stooping. When in bed, I couldn't even turn on my side. I had awful dizzy and nervous spells and my eyes got so bad that I couldn't see them much. I was confined to my bed for months. Finally, my own doctor called in a specialist for consultation. They told me I had but a short time to live. I happened to read of a similar case that had been cured by Doan's Kidney Pills. I sent for this remedy at once and from the time I began using it, I felt better and stronger. In two months I was able to work every day, and in another month I was as well as ever. For twelve years I have had no sign of kidney trouble."



IMPROVED
5-ACRES
ONLY
\$2,000
MITCHELL'S

Littleton Independent.

IMPROVED
5-ACRES
ONLY
\$2,000
MITCHELL'S

Leading Arapahoe County Paper

TWENTY-FIRST YEAR—NO. 10

LITTLETON, ARAPAHOE COUNTY, COLORADO, MAY 8, 1909

PRICE FIVE CENTS—\$1 A YEAR

PAIN

Pain in the head—pain anywhere, has its cause. Pain is congestion, pain is blood pressure—nothing else usually. At least, so says Dr. Shoop, and to prove it he has created a little pink tablet. That tablet—called Dr. Shoop's Headache Tablet—coaxes blood pressure away from pain centers. Its effect is charming, pleasingly delightful. Gently, though safely, it surely equalizes the blood circulation.

If you have a headache, it's blood pressure. If it's painful periods with women, same cause. If you are sleepless, restless, nervous, it's blood congestion—blood pressure. That surely is a certainty, for Dr. Shoop's Headache Tablets stop it in 20 minutes, and the tablets simply distribute the unnatural blood pressure.

Bruise your finger, and doesn't it get red, and swell, and pain you? Of course it does. It's congestion, blood pressure. You'll find it where pain is—always. It's simply Common Sense.

We sell at 25 cents, and cheerfully recommend

Dr. Shoop's Headache Tablets

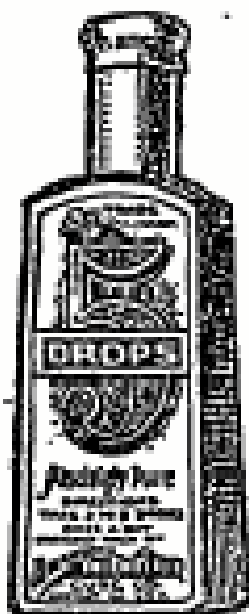
THOMPSON'S DRUG STORE

THE MANCOS TIMES-TRIBUNE

XXV

MANCOS, MONTEZUMA COUNTY, COLORADO, FRIDAY, OCTOBER 12, 1917.

RHEUMATIC SUFFERERS GIVEN QUICK RELIEF



Pain leaves almost as if by magic when you begin using "5-Drops," the famous old remedy for Rheumatism, Lumbago, Gout, Sciatica, Neuralgia and kindred troubles. It goes right to the spot, stops the aches and pains and makes life worth living. Get a bottle of "5-Drops" today. A booklet with each bottle gives full directions for use. Don't delay. Demand "5-Drops." Don't accept anything else in place of it. Any drug-

gist can supply you. If you live too far from a drug store send One Dollar to Swanson Rheumatic Care Co., Newark, Ohio, and a bottle of "5-Drops" will be sent prepaid.

“Analyze This!”

Name(s) _____ Block _____

Using the research you gathered from the “What’s Up Doc?” worksheet. Answer the following questions .

1. What was the standard treatment for _____ according to your research in the 1800’s.

2. Do you think the product or treatment did for the patient what it advertised?

3. Was the treatment effective?

Why or Why not?

4. What new treatments and medications are available today?

Are they effective?

5. Which treatment or medication would offer the best outcome for a patient? Why?

6. Are any of the treatments or types of medication of the past still in use?

What scientific knowledge did we gain from the treatments and medicines of the past?

Discussion Question Cards for Medical Ads 2006 and 1893-1913

<p>1. Locate the ads that were published in 2006 for back pain relief. List what treatments are available. List what medications are available.</p> <p>2. Look at the Colorado ads for back pain from 1893-1913 and List what treatments were available and list what medications were available.</p> <p>3. Make list of at least 10 medical words or terms that you need to define to read the material. Would words used 100 years ago mean the same thing today?</p> <p>4. Analyze the Doans Kidney Pills 1913 and Doans PM Pills 2006 . How are they alike? How are they different? Be specific. Do you think it is the same company?</p> <p>5. Which of these treatments would offer the best chance of relieving back pain? Why or why not?</p>	<p>1. Locate the ads that were published in 2006 for back pain relief. List what treatments are available. List what medications are available.</p> <p>2. Look at the Colorado ads for back pain from 1893-1913 and List what treatments were available and list what medications were available.</p> <p>3. Make list of at least 10 medical words or terms that you need to define to read the material. Would words used 100 years ago mean the same thing today?</p> <p>4. Analyze the Doans Kidney Pills 1913 and Doans PM Pills 2006 . How are they alike? How are they different? Be specific. Do you think it is the same company?</p> <p>5. Which of these treatments would offer the best chance of relieving back pain? Why or why not?</p>	<p>1. Locate the ads that were published in 2006 for back pain relief. List what treatments are available. List what medications are available.</p> <p>2. Look at the Colorado ads for back pain from 1893-1913 and List what treatments were available and list what medications were available.</p> <p>3. Make list of at least 10 medical words or terms that you need to define to read the material. Would words used 100 years ago mean the same thing today?</p> <p>4. Analyze the Doans Kidney Pills 1913 and Doans PM Pills 2006 . How are they alike? How are they different? Be specific. Do you think it is the same company?</p> <p>5. Which of these treatments would offer the best chance of relieving back pain? Why or why not?</p>	<p>1. Locate the ads that were published in 2006 for back pain relief. List what treatments are available. List what medications are available.</p> <p>2. Look at the Colorado ads for back pain from 1893-1913 and List what treatments were available and list what medications were available.</p> <p>3. Make list of at least 10 medical words or terms that you need to define to read the material. Would words used 100 years ago mean the same thing today?</p> <p>4. Analyze the Doans Kidney Pills 1913 and Doans PM Pills 2006 . How are they alike? How are they different? Be specific. Do you think it is the same company?</p> <p>5. Which of these treatments would offer the best chance of relieving back pain? Why or why not?</p>
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“The Medicine Show” Class Presentation Rubric



Student Name _____

Block _____

Category	5 points	4-3 points	2 points	1 point
Preparedness	Student is completely prepared and has obviously rehearsed	Students seems fairly prepared but might have needed more rehearsal	The student is somewhat prepared, but it clear that rehearsal was lacking	Student does not seem at all prepared to present
Content	Shows a full understanding of their medical products, procedures or gadgets they are “selling”	Shows a good understanding of their medical products, procedures or gadgets they are “selling”	Shows a good understanding of parts of their medical products, procedures or gadgets they are “selling”	Does not seem to understand what they are trying to “sell”
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm in others	Facial expressions and body language sometimes generate a strong interest and enthusiasm in others	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked	Very little use of facial expressions or body language. Did not generate much interest in their topic
Props	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better	Student uses 1 props (could include costume) that show considerable work/creativity and which make the presentation better	Student uses 1 prop that show which makes the presentation better	The student uses no props OR the props chosen detract or mislead the presentation
Pitch	Pitch was often used and it conveyed emotions appropriately	Pitch was often used but the emotion it conveyed sometimes did not fit the content	Pitch was rarely used OR the emotion it conveyed often did not fit the content	Pitch was not used to convey emotion
Stays on Topic	Stays on topic all 100% of the time	Stays on topic most (99-90%) of the time	Stays on topic some of the time (89-75%)	It was hard to tell what the topic was.

Total Points Scored _____/30