

GRADE 11 ***TYPHOID! and
MILK MATTERS***

INFORMATION FOR THE TEACHER:

1. The purpose of the project

- Prevention of disease and matters of public health and sanitation are things we take for granted in twenty-first century Canada, but life was not always as easy as it is today. This program gives students a chance to see how dangerous it was to live in Winnipeg, especially certain parts of the city, in the early years.
- Students also have an opportunity to see and use primary sources, an important part of their social studies learning.

2. The best curriculum match for content

Grade 11: ***History of Canada***

- The following learning experience seems to be the one touched on by these exhibits.
*Please note that the learning experience is not fully satisfied by these activities or exhibits but they do encourage use and interpretation of primary source evidence and reflections on continuity and change.

Learning Experience 3.2 How did territorial expansion, immigration, and
industrialization change life for men and women in
Canada?

3. There are several ways to use the website

- (a) The whole class could work through both topics.
(b) The class could be split in two.
- Part of the group could become knowledgeable about ***Typhoid!*** and part could become knowledgeable about ***Milk Matters.***
 - Both groups present at end.
- OR
- (c) Individual students could choose to research health issues for the social history section of the course.

SUGGESTED ACTIVITIES FOR *TYPHOID!*

Typhoid Fever

Typhoid was as frightening in its day as SARS or avian flu is in our time.

Probable Vocabulary:

disease	epidemic	typhoid fever	smallpox	tuberculosis
scarlet fever	diphtheria	vaccination	sanitation	quarantine
polio	SARS	cholera	pandemic	inoculation

Note that there are notes and/or suggested websites to give information about all of these diseases.

Equipment:

- Word Splash sheets (**Gr. 11, Worksheet No. 1**)
- Word Splash overhead

Activating/Introductory Activity:

- Individually, students are asked to examine the Word Splash and decide what all of these words have in common.
- Discussion of the words and ideas - which words/diseases are totally unfamiliar.
- Also discuss the words *epidemic* and *pandemic*.

ACQUIRING AND APPLYING ACTIVITIES

- **Students work through the Pathways activity to get an overview of the site. (Gr. 11, Worksheet No. 2)**

Activity 1:

(a) Class is divided into 5 groups with each group assigned to find out the following about "their historical disease"

You are working in Winnipeg City Health Department in the early years
and you are asked to provide a report

- symptoms of disease
- causes of disease
- extent of epidemics (early 20th Century)
- how to stop spread of the disease
- available "cures" for disease (early 20th Century)
- prevention of disease (early 20th Century)

OR

(b) If class is large, groups could also be set up to do the same research on more recent and current epidemics such as polio, tuberculosis, 1918 flu, SARS, and AIDS.

Note:

- *Bubonic Plague* rarely appears now but it does show up occasionally and is one of the forms of the famous Black Death, so may be of interest to students.
- *Measles* may seem an odd disease to include but remember that German measles can cause birth defects and the first contact of Aboriginal people with measles was devastating.

- *Tuberculosis* is rare in our world but still persists.
- The 1918-1919 "Spanish" flu epidemic took a terrible toll and it is only recently that the virus has been isolated.

Possible Resources:

- AIDS < <http://www.unaids.org/en/>>
- Diphtheria < <http://www.nfid.org/idinfo/diphtheria>>
< <http://www.phac-aspc.gc.ca/im/vpd-mev/diphtheria-eng.php>>
- Measles < <http://www.phac-aspc.gc.ca/im/vpd-mev/measles-rougeole-eng.php>>
- Polio < <http://www.polionet.org>>
- SARs < <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0004460/>>
- Scarlet fever < http://kidshealth.org/parent/infections/lung/scarlet_fever.html>
- Smallpox < <http://www.phac-aspc.gc.ca/ep-mu/smallpox-eng.php>>
- Spanish Influenza Pandemic (1918-1919) <<http://www.stanford.edu/group/virus/uda>>
- Tuberculosis < <http://www.hc-sc.gc.ca/hc-ps/dc-ma/tuberculos-eng.php>>
- Typhoid <http://www.cdc.gov/nczved/divisions/dfbmd/diseases/typhoid_fever/>

- Groups present information to class and/or display material in Gallery Walk.

Activity 2:

- Students use a compare/contrast chart to show the way that a disease like typhoid fever was handled in the early 20th Century and the way an infectious disease is handled now.

Applying Activity:

- Read the account of school days in an earlier Winnipeg (**Gr. 11, Worksheet No. 3**)
(a) You are newspaper writer for a Winnipeg paper:

Article or Report

Write one of the following articles:

How to Know if Your Family Has _____ and What to Do (fill in disease and choose time)
City Council takes Steps to Protect Health of Citizens
Smallpox Epidemic!
1905 - Cases of Typhoid Fever Reported
Jordan's Report Blames River Water for Typhoid Epidemic
February, 1905: Mayor Sharpe Reports on Ottawa Conference
November, 1905: City Makes Sewer and Water Available to All

Editorial

Why is Winnipeg Suffering Epidemics?
Why You Should Have Your Child Vaccinated?

- (b) You are a concerned citizen. Write one of the following:

Letters to the Editor

Clean up Winnipeg

Why City Council Ignores North End Problems
City Sewers to the North End Cost Too Much!

SUGGESTED ACTIVITIES FOR *MILK MATTERS*

The short study of the problems of developing a clean and safe milk supply fits with the social history themes in the curriculum. Everyday health issues such as the milk supply are often lost because they are not seen as very dramatic.

This topic would be useful for an individual student or for a small group.

Vocabulary:

tuberculine tests	infant mortality rate	"charity cases"	pasteurization
debenture	money by-law	north-south split	

Suggested Vocabulary Activity - Check the site notes for explanations of these terms. Try a **Concept Map** for one of the terms.

ACTIVATING OR INTRODUCTORY ACTIVITY

Try an **Exploding Words** activity with the word **MILK**.

How many words and terms can you think of which include the word "milk"?

ACQUIRING AND APPLYING KNOWLEDGE

- Students work through the *Milk Matters* exercise. **(Gr. 11, Worksheet No. 4)**
- Students check with the Manitoba or Canada Milk Producers' website to see what they have to say about the safety of their product today. Summarize their views.
- Students search the Internet to find current instances of unsafe milk or milk that supposedly carries disease.
- An Ontario woman called Adelaide Hoodless lost a child because of unsafe milk. As a result, her life changed and so did the lives of many Canadian women. Research and write a report on Adelaide Hoodless and the organization she started.
- Students use information from *Milk Matters* to list the different views held by milk producers and the City government in the 1880s.
- Some modern people today regard pasteurization of milk as an unnecessary process. Students prepare a poster or a brochure to explain how important pasteurization still is.

ACTIVITIES USING BOTH *TYPHOID!* AND *MILK MATTERS*

Activity 1:

- Using the information in *Typhoid!* and *Milk Matters*, students make a timeline to show the development of some public health facilities from 1899 to the present, including at least a mention of the 1918-1919 flu, polio epidemic of the 1950s, and the establishment of the Centre for Disease Control in Winnipeg.

- Sources: the Winnipeg history books listed in reference section

Activity 2:

- Students check the infant mortality figures in the notes on the site and make a chart showing growth and decline.

Students could also do the *Crossword Puzzle* and/or *Finding Information in the Photographs* in the **Student Activity** section.