

Course of Study:

European History, Western Civilization or World History Course

Unit:

May vary according to teacher needs and curricular goals

Topic:

A Cultural View on the Doctor – What is a doctor?

Vital Theme(s):

Civilization, cultural diffusion and innovation: The evolution of human skills and the means of exerting power over nature and people. The rise, interaction, and decline of successive centers of such skills and power. The cultural flowering of major civilizations in the arts, literature, and thought. The role of social, religious, and political patronage of the arts and learning. The importance of the city in different eras and places.

Human interaction with the environment: The relationships among geography, technology, and culture, and their effects on economic, social, and political developments. The choices made possible by climate, resources, and location, and the effect of culture and human values on such choices. The gains and losses of technological change. The central role of agriculture. The effect of disease, and disease-fighting, on plants, animals, and human beings.

“Vital Themes and Narratives,” *Building a United States History Curriculum*. Westlake, OH: National Council for History Education, 2005, pp. 10-11.

Lesson:

Using primary sources to compare the training and needs of a doctor across history and cultures

Rationale for lesson and the use of *Vital Themes*:

A study of doctors through the lenses of **Civilization, cultural diffusion and innovation** and **Human interaction with the environment** will present students with the opportunity to understand different cultural viewpoints of doctors and what is necessary for one to be considered as such. Changes over time in those viewpoints can also be illustrated within the lesson.

The over-arching goal of the lesson is for students to acquire the reasoned judgment that the historical perspective provides. With the broad array of viewpoints provided in this issue of *Lapham's Quarterly*, students will also have a chance to focus on the historical habit of mind explaining diverse cultures and our shared humanity.

Student Objectives:

Students will be able to:

- Understand geography as a matrix of time and place
- Evaluate and analyze primary source documents and use those documents as evidence
- Develop an historical perspective on what is a doctor
- Acquire at one and the same time a comprehension of diverse cultures and shared humanity

Benefits for Teachers:

- Flexibility to meet curricular demands while teaching students the skills necessary to be historians, rather than passive recipients of information
- Have students become historians by “doing history” and practicing *History's Habits of Mind*
- Engaging students in active reading

History's Habits of the Mind:

- Understand the significance of the past to their own lives, both public and private, and to their society
- Acquire at one and the same time a comprehension of diverse cultures and of shared humanity
- Understand the relationship between geography and history as a matrix of time and place, and as a context for events
- Read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions

“History’s Habits of the Mind,” *Building a United States History Curriculum*. Westlake, OH: National Council for History Education, 2005, p. 9.

Materials:

- Any document found in the *Medicine* issue of *Lapham’s Quarterly* or on the *Lapham’s Quarterly* website.
 - Some suggested documents and quotes include:
 - *c. 400 BC: Cos – Setting the record straight* (p. 28)
 - *1955: Beidaihe – The emperor has no teeth* (p. 47)
 - *1990: Cambridge, Massachusetts – Anatole Broyard’s Intimations of Mortality* (p. 65)
 - *c. 600 BC: India – Job Description* (p. 81)
 - *c. 1020: Persia – Theory and practice* (p. 90)
 - *c. 1863: Osage County – Home Remedies* (p. 126)
 - Some suggested images include:
 - *Donald Sutherland & Elliot Gould in a scene from M*A*S*H*
 - *Acupuncture points and meridians of the human body (detail)*
 - *Tools of the trade* (p. 163)
- ADAPT, Written analysis sheets, and/or Image analysis sheets
- Lab journal directions

Lesson Activities:

Prerequisites:

- An understanding of *History’s Habits of the Mind and Vital Themes*
- An understanding of proverbs

Motivation for Student Learning:

Open lesson with a brainstorming activity where students use adjectives to describe doctors. Students should not be allowed to comment on the reactions of others.

Follow-up above activity with a review of the *Habit of Mind* of acquiring at one and the same time a comprehension of diverse cultures and of shared humanity.

Activity / Application:

As a chance to model the above habit, distribute a copy of each of the following proverbs to students and discuss meaning as well as how they differ and are yet similar:

- *The doctor is often more feared than the disease.* French proverb, page 93
- *No physician is really good before he has killed one or two patients.* Hindu proverb, page 100
- *When fate arrives the physician becomes a fool.* Arab proverb, page 130.

Assessment:

Students should complete a lab journal. A rubric for grading is attached. The lab journal allows students to be reflective on the work of historians as well as their own work.

Alternate Assessments:

Analysis and comprehension: Have students choose any document from *Lapham's Quarterly* or the *Quarterly's* website that was not included in the original set of documents. Students should complete an analysis of the chosen document and briefly explain how it contributes to their understanding.

Further research: Have students research proverbs on doctors. Students may choose proverbs from cultures already studied or new ones. Students should then summarize the proverb and discuss how it adds to the conversation.

Further research: Have students research the background to any of the selected proverbs (or one they have selected.) In particular, students should focus on the impact that culture has on the view of what comprises a doctor and is necessary training/knowledge to be considered one.