

Integrating Geo. & Reading
Macalester College
July 2004

Title: "Tobacco: Dangerous from the start"

Overview: Tobacco

Objectives:

*List 3 chemicals that are produced when a cigarette is lit.

- List 5 effects of tobacco on your body that appear early in a cigarette habit.
- Describe health problems associated with smokeless tobacco use.
- Explain why environmental tobacco smoke is harmful.
- Locate states and communities within Minnesota that are tobacco free, and locate the tobacco growing states.

Grade Level: 7

Time: 85-minute period

Prerequisites: Students should be familiar with the following topics:

- health and wellness
- decision making
- self-esteem
- physical fitness

Required Materials: textbook, ingredients list, pre/post quiz, maps, overhead map, BB demo kit,.....

Differentiation: Reading aloud, partner work, group work

Assessment: Students will take a pre-test and post test.

Credits: Sarah Kuusisto, Centennial Middle School Health Teacher

Procedure:

Opening Anticipatory Set ("hooking activity")

1. BB Demo - The teacher will read a script asking students to think about death, letting the sound of one BB drop into a metal tin represent one death. Then the teacher drops 16 BBs into the tin representing the number of deaths each day in the U.S. due to hard drugs. The same procedure is done with more BB's representing alcohol deaths each day. The procedure is repeated one more time representing deaths caused by tobacco. This takes a great deal of

time, as there are over 1,000 BB's to be dropped fairly slowly into the tin. The students are amazed at how many people are effected by this product.

2. Students will write in notebook words or statements that they think of when hearing the word tobacco. (Teacher will write the word tobacco on board).
3. Students will receive a sheet of paper provided by the teacher with a list of scientific terms. They must match up the terms with the names of the ingredients that are found in tobacco. Students may work with their seating partner.
4. Pre-assessment: Agree/Disagree statements - When students are finished With this, we may discuss each item by having students move to the side of the Room with signs labeled, agree and disagree.

Development

Students will read from the text from Chapter 11, section 1, pp. 220 – 223.

Pre-read: “Text-walk” Teacher will guide students through the reading by skimming the text, thinking aloud, looking at features, headings, bold words, italicized words, pictures, etc.

During reading: Teacher will demonstrate to students how to make an Inter-notes chart with + and – of new information that is understandable and which is confusing. Students will read in a popcorn fashion. While reading students will place sticky notes with a smile face for understanding and a? For confusing new information. At the end of each section, the teacher will remind students to place one sticky note of each in that section. When finished with the reading, students will then go to their T-charts and fill in the information.

After reading: When finished with the reading, students will then to their T-charts and fill in the information. Students will turn to their seating partner and share 3-5 of their pieces they wrote, the positives and negatives. (Choosing 3-5 total). Then they will share with other pairs of students. (Seating by quads). Then in large group, students may ask their confusing questions, if they still have any.

Video.....if time and appropriate.

Geography Piece: An overhead will be provided by the teacher to show tobacco growing states in the U.S. and outline maps of the U.S. and of Minnesota to show states and communities that are voting to being smoke free in public buildings (with the latest being restaurants, bars, and hotels). Students will be posed with the following questions:

1. What are the issues why some states are not ready to be smoke free?
2. What made the states that are smoke free vote in favor of being smoke free?
3. What states do you think would be least likely to become smoke free?

4. What states do you think would be most likely to become smoke free in the future?

This can be discussed among small groups or with the whole class, or both.

Actives: If time allows, or may do the following day, here are some to choose from:

Campaign to make our local community smoke free.

Have a court deliberating a smoke free community.

Create anti-tobacco ads.

Interview a tobacco user.

Drawing person (student) and label parts of body that are effected by tobacco.

Quiz: Have students return to their pre-quiz, and do the post-quiz side. Review the Answers.

“What do you know about tobacco?”

Directions: Write the word agree or disagree next to each statement on the **left**-hand side of the paper.

Before class

after class

- | | | |
|-------|---|-------|
| _____ | 1. Nicotine causes cancer. | _____ |
| _____ | 2. ETS stands for emergency tobacco situation. | _____ |
| _____ | 3. Snuff, cigars, and pipes are all tobacco products. | _____ |
| _____ | 4. Smoking affects a person’s sense of smell and taste. | _____ |
| _____ | 5. Carbon monoxide is a “healthy gas” to breath. | _____ |
| _____ | 6. Chronic bronchitis is a disease resulting from smoking. | _____ |
| _____ | 7. People can develop lung cancer even they don’t smoke. | _____ |
| _____ | 8. Nicotine is added to tobacco to make it addictive | _____ |
| _____ | 9. California was the first state to go tobacco free in
Restaurants, bars, and hotels. | _____ |
| _____ | 10. In Minnesota, there are currently no community’s
Smoke-free. | _____ |

Write the scientific terms next to the products.

Gasoline paints embalming fluid(preserves tissue)

Rat poison gas chamber poison nail polish remover

Jet fuel lighter fluid battery acid

1. arsenic -

2. acetone -

3. methane -

4. sulfuric acid -

5. formaldehyde -

6. nitrobenzene -

7. hydrogen cyanide -

8. lead -

9. butane -

