

1. The Question

So, so you think the nice actor on TV for the drug company is telling you the “truth, the whole truth, and nothing but the truth”?

Do you know which drugs meant to treat arthritis are best, or just trust the government to figure it out for you?

You probably even know someone with arthritis, but how do help them sort through the hype?



Illustration used courtesy of the Join Hands Puppeteers.
Source: <http://www.mnsi.net/~puppet/puppets3.htm>

2. Information Sources

You can use information resources in books, magazines, film, offices, interviews, or on the Internet to find answers

BUT, it's important to find accurate information **AND to assess if the author's viewpoint is biased**, so not just any old magazine or web site will do!
"What's their agenda?"



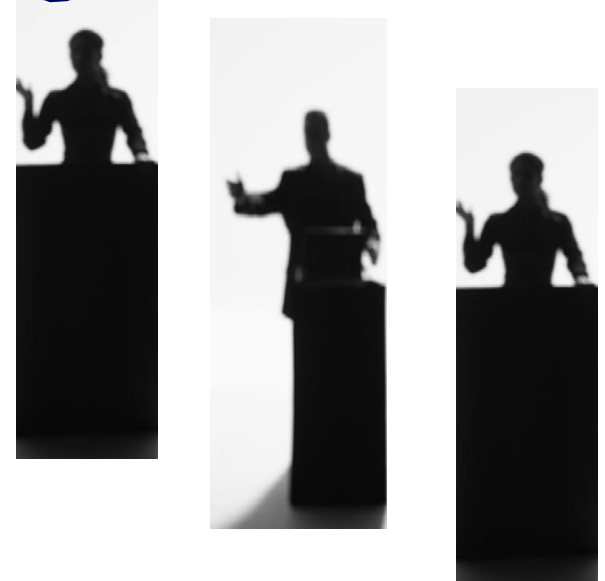
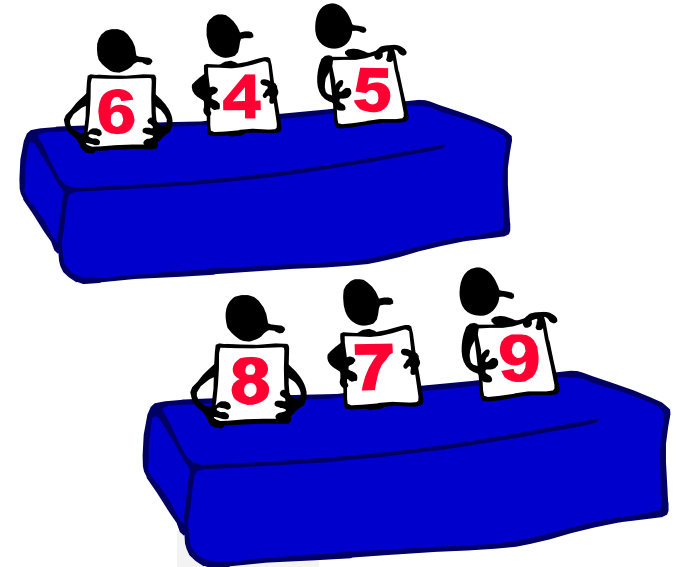
3. The Student Activity

The class web site gives examples of quality web sites for learning about products and groups involved in the manufacture, sale, regulation, or use drugs that might be used to treat arthritis. These are also in this presentation

Your job is to pick one role that appeals to you in this industry, then join a group of those who share your role to find information that tells about those drugs to allow you to compare them. The key is to figure out what types of information, agenda, and bias' would appeal to those in your role and what message you would deliver regarding which arthritis drug is best.

For this lesson, you will concentrate on exploring these sources, learning about arthritis drugs in general, and deciding on which role to investigate.

Later lessons will allow you to learn about evaluating what you find, refine your search, look for patterns in the information that help you adopt your chosen agenda and then report your findings by working as a team to deliver your message "live" before a panel of informed consumers (8th grade students also conducting information inquiry on arthritis drugs)



4. The Assessment Activity

Some of your handouts are self-assessment tools useful as guides to your investigation and how it is going for you. One contains tips and self assessment on what makes a good information inquiry process. As the unit progresses, you will use these to assess how well your quest is going and the effectiveness of your final panel “play” in showing what you learned. The 2nd concerns the group work process. Your handout has the 3rd for tips on panel presentation.

For this lesson, use these assessments and guides to help steer you in this Lesson 1 Questioning and Planning part of the unit for now:

http://www.bcpl.net/~sullivan/modules/tips/rubrics_sec/stud_rubric.html

http://www.bcpl.net/~sullivan/modules/tips/rubrics_sec/group_wk.html

5. Resources to get you started



The following are sites showing the perspectives of various groups about arthritis and/or arthritis drugs:

- <http://www.arthritis.org> - Arthritis Foundation
- <http://lore.inspire.net/subject.html> - Go to “student researcher” and then the health area
- <http://www.mercola.com/2002/apr/24/centocor.htm> Mercola Health Newsletter
- <http://www.niams.nih.gov> - National Institute of Arthritis and Muscularskeletal and Skin Diseases
- <http://www.citizen.org/publications/release.cfm?ID=6758> – Testimony on arthritis drugs by citizen action group
- <http://www.fda.gov/cder/audiences/acspage/arthritismeetings1.htm> - Food and Drug Administration’s Arthritis Drug Advisory Committee
- http://www.newratings.com/analyst_news/article_492942.html - Drug Industry analysts news about Pfizer, Inc.’s drugs’ for arthritis
- These are starters, but show examples of factions in the industry you might choose to represent.

1

2

3

4

5

6

6. Teacher Support Materials

See the unit overview for standards in health and in information literacy.

The online assessments listed in the overview are also intended for use by the instructor as well as for self-eval by the students.

This concludes Lesson 1 of a seven lesson unit addressing information inquiry in the area of health.

Lesson1: Questioning and Planning

Lesson2: Gathering/Sorting/ Sifting 1

Lesson3: Gathering/Sorting/Sifting 2

Lesson4: Synthesis and Evaluation;
Time to stop and "take inventory"

Lesson5: Gathering/Sorting/Sifting 3

Lesson6: Final Synthesis &
Evaluation

Lesson7: Presentation and Reflection
(Jointly w/ 8th/10th grades).