

Making My Own Decision: Health or Illness?

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SECTION I

Introduction

This unit compares various physical, social, and cultural aspects of the Health-Illness process with immigrant students' everyday life experiences. Through the development of this curriculum unit, we will consider the children's different backgrounds, help them to analyze and understand how dynamic this process is, and challenge them to face any negative concepts, habits, and attitudes they may have towards health. We consider this process dynamic because it is constantly changing based on different factors. We will conclude by proposing new ways to improve their way of life and of health.

Immigrant students have a tendency to feel that their current situation cannot be improved. Due to cultural and economic factors, they do not conceive a better world with good health habits, or they do not realize how important those habits are for their personal growth and development.

This unit will show the students that their own characteristics--cultural, social, and economic--are related to their well-being. However, those factors are influential but not decisive for their future. People can decide to take their apparent disadvantages and turn them into advantages for developing a complete concept of health and not only as the absence of illnesses.

It is important to analyze those topics, considering the high costs of medical care, and the increasing number of families either without any kind of insurance or who are only able to access indigenous or complementary health care (Kotarba). Students will examine the various ways subjects such as social studies, science, health, and anthropology describe differences and similarities between contrasting cultures and the ways that those characteristics interfere with or enhance the health-illness process. All this knowledge and the research necessary to get all this information together will contribute to their academic development (Williams and Birke 105-107).

Furthermore, we are looking for not only academic improvement but also personal growth. We hope that the student will be able to take the information from the class and integrate it into their own lives.

The complete unit will be delivered over a three-week period in sections divided into different subjects. Each subject will be divided into weekly lessons. After the students complete a subunit in the most important areas (i.e., science and social studies), they will analyze and discuss their points of view. The students will try to practice the new concepts in their community. Let's take the topic of Childhood and Second-Hand Smoking as an example. After the students have conducted intensive research into the topic, they will survey some sector of the population near to the school and try to find some relation between second-hand smoking and respiratory diseases in children. Students will explore other topics: obesity and diabetes, disabilities in working-age groups, and nutritious habits and culture, following the same guidelines. At the end of each topic, the students will make a presentation showing real-life results, numbers, and their comparison with national data. Most important, they will understand

how common these problems may be in their own communities and what they can do to help solve them.

Given this is a very ambitious project for this grade level, we also expect students to learn skills in manual and electronic research and the use of specific software for presentations.

Objectives

- Students will define most important health problems in their original culture or country and now in their new environment. To accomplish this they will make an initial survey among relatives, friends, and people from the community. Using Internet or media sources, they will then examine whether those initial results coincide with data obtained from other studies.
- The students will brainstorm and for cause-and-effect processes to explain those health problems.
- The students will explore, through interviews with relatives or other community members, the current status of those problems.
- The students will propose solutions for those problems considering different factors as income, education, social background, ethnicity, and religious characteristics.

Unit Background

Subject of Study

This ambitious curriculum unit will require integrating different content areas such as mathematics, science, and social studies. However, the students will also use other resources as the Internet, library research, elaboration of hypotheses, and exploration of traditions among their own relatives and friends. We think that this curriculum unit will cultivate our children showing them a real view of their original culture and the way this could integrate to American society. They must see themselves as part of the “melting pot” concept making a comparison and contrast between this idea and the most recent definition of American society as a “tossed salad” (Lee 378-382).

The students’ academic knowledge will be enhanced developing surveys and managing the information obtained from them. The students will then produce their own mathematics tables and graphs, state their own scientific problem, propose hypotheses, generate variables, and--most important--analyze the findings. Since all the data they collect will be from their own community, there will be a strong connection with them. Furthermore, the flow of the information will be reciprocal because the students will elaborate plans to improve their current situation in the society.

SECTION II

Cultural Differences

American culture is rich, complex, and unique. It emerged from the short and rapid European conquest of an enormous landmass sparsely settled by diverse indigenous peoples. Although European cultural patterns predominated, especially in language, the arts, and political institutions, peoples from Africa, Asia, and North America also contributed to American culture. As a result, American culture possesses an unusual mixture of patterns and forms forged from among its diverse peoples. The country is strongly committed to democracy, in which views of the majority prevail, and strives for equality in law and institutions (Clark 17-21).

Today, the United States is experiencing its second great wave of immigration, a movement of people that has profound implications for a society that, by tradition, pays homage to its immigrant roots at the same time it confronts complex and deeply ingrained ethnic and racial

divisions. The immigrants of today come not from Europe but overwhelmingly from the still developing world of Asia and Latin America.

On the other hand, the Latino culture is a fascinating blend of Native American traditions and Spanish colonial influences. The main language is no other than Spanish and some various dialects. Spanish is also the second language of the United States due to a heavy population of Spanish speaking citizens. Long before the Spaniards arrived in the 16th century, the native civilizations had developed arts such as ceramics, music, poetry, sculpture, and weaving. After the conquest, the intricate designs and bright colors of many Native American arts were often mixed with European techniques and religious themes to create a hybrid and uniquely Latino artistic style. Numerous churches constructed during the colonial era reflect the blending of Spanish architectural designs with the handiwork of Native American workers who built and decorated the buildings. Many of Latinos' most popular modern crafts--such as textiles, pottery, and furniture making--borrow designs and techniques from Native American culture.

Hispanics in the United States: General Overview

Hispanic Americans are an increasingly significant portion of the U.S. population. They have experienced a tremendous growth over the last thirty years, moving from roughly six percent of the population in 1960 to about twelve percent in 2002. About 27 million Americans are identified as Hispanic in the fifty states. The rapid growth in the Hispanic component of the population nationwide has been fueled both by significant immigration, particularly since 1965, and high fertility rates. Hispanics, on average, reflect larger families than either non-Hispanic Whites or African Americans, although there are differences in family size among the major subgroups in the Hispanic population. Mexican Americans generally have the largest families within this population, particularly in rural areas or small towns, followed in order by Puerto Ricans, Central Americans and Cubans.

Demographics and Historical Settlement Patterns

While the entire population is officially classified as "Hispanic," there are major ethnic subdivisions within the population. The largest group, by far, is Mexican American, accounting for about 60% of the total Hispanic population. Most of this population originated in northern Mexico, known in Spanish as "norteños," although much of the recent immigration from Mexico is coming from deep in the interior of that country. There are many regional variations within the Mexican American population, and Mexican Americans in California, for example, often set themselves apart from "Tejanos," Texans of Mexican ancestry, not to mention populations located in Arizona, New Mexico and Colorado.

Much of the Mexican-ancestry population preceded the English-speaking population of the Southwest, and length of settlement plays a major factor in issues of identity. The fact that so many of the states have Spanish names is indicative of this historical item, and Spanish-speaking settlers tanned out of Mexico as early as the 1600s in New Mexico; the 1700s in Texas and southern Arizona; the late 1700s and early 1800s in California and Colorado. In fact, the Hispanic people of northern New Mexico and southern Colorado refer to themselves as "hispanos," and often reflect cultural patterns very distinct from other Southwestern Hispanic people. Additionally, the Southwest experienced huge waves of Mexican immigration following the 1910 revolution in that country, and the majority of the well-established Hispanic population of the Southwest probably traces its origins to this group of settlers. The diffusion of Mexican-ancestry population out of the Southwest into the Midwest and Prairie States occurred as early as the 1920s, and much of the Hispanic population of Chicago, for example, can trace its origins to this pattern. Since the 1960s, Mexican immigration has grown, and, while most of that new population has settled in the traditional areas of the Southwest, many have also dispersed throughout the United States (Alvarez 52-53).

For many years, Hispanics were generically described as "Spanish-Speaking" people. The problem with this descriptor is that many Hispanics do not speak Spanish, or at least cannot use it fluently. Also, there are a good number of non-Hispanics who do speak Spanish, so, again, this categorization has not been helpful.

The currently most widely used term, is "Hispanic," a descriptor that does not exist spontaneously in any Latino population. This term was created by the U.S. federal government in the early 1970s in an attempt to provide a common denominator to a large, but disparate, population. The assumption behind the term was that the only thing that tied these differing populations together was some sort of connection to Spanish language or culture, ergo "Hispanic."

Another stereotype centers on the assumption that Hispanics are a regional phenomenon in the US. This stereotype fails to see the Hispanic population as a national presence, and, under our system of federalism, ignoring its national dimension makes it a "local" question. Hispanics have become too large a population nationally to relegate their issues, concerns and opportunities to local concerns. This item has major implications politically, but also impacts how and why US corporations look at this phenomenon as a major market opportunity.

In order to standardize the criteria for our curriculum unit and the surveys that the students will make, we will consider Hispanic everybody for the last three generations in a family without considering where they were born, or where they have lived the most part of their lives.

The term "Hispanic" is meant to be all inclusive of anyone with linguistic or cultural antecedents in Latin America and Spain, but major differences, as well as commonalities, exist among these populations. Additionally, it is clear that the level of Hispanic identity depends in large part on the level of acculturation, i.e., length of stay, within the country and whether a specific population lived in a relatively isolated geographic area, e.g., New Mexico or the rural Southwest.

Food and Family

After language, food is probably the most important element of Latino culture. Much of the daily routine and tradition in Spanish speaking countries revolve around the ritual of preparing and eating food. Latino food is rich in color and flavor. The richness of their cuisine comes from their concern for the sensory experience of eating. In the 19th century, Latino women played an important role in the home. To be a good woman in Latino countries is to have extensive knowledge and great skills in the culinary arts. A testament to them has been a demand for their wonderful dishes around the world. Latinos are very proud of their cuisine. It gives them a sense of unity and identity everywhere in the world (Lyndon B. Johnson School of Public Affairs 84-85).

The lifestyle of Latinos is based largely around friends, family, and tradition. Latinos are very social and hospitable, and the way they live their lives proves this. The majority of the Latino population is Roman Catholic, although many do not attend church services regularly. Tradition is a big part of Latino life and is valued by most people. They have always been relaxed and not too worried about time, although in urban areas, this is beginning to change. Clothing and fashion in Latino countries is a lot like it is in the United States. In some areas, men still wear serapes, or ponchos, to keep warm, and sombreros to block the sun. Men in the north may wear cowboy hats, boots, and jeans. Rural women wear dresses and skirts and normally cover it with an apron, so they can perform their household duties. Regardless of the style of clothing, color and beauty are appreciated by everyone. Most greetings and gestures are like that in America, such as shaking hands. The thumbs up sign show approval, although the thumbs down sign are considered vulgar, much like the middle finger in America. Tossing items is also

considered offensive, so you must hand items to another person. Unlike in the United States, it is very important to say thank you, and practically everyone does. In general, Latino families are large, with more than three children. Divorce rates are very low, and children normally live with their parents until they marry and sometimes even after they marry. Families usually eat together as well. Many Latinos eat four meals a day. They have a light breakfast from seven to 8 a.m., lunch between 10 and 11 a.m., and the main meal from two to 4 p.m. The last meal is a light snack at night.

America is thought to be the land of opportunity, a land in which the poor and the rejected can come to start over and begin a new life. The American dream is one of financial freedom, one in which a man can make something of himself and be independent from others. Immigration has always been a backbone of the American society, although many immigrants are illegal. Some Latino immigrants come to this land absurdly poor, willing to do anything to support their families.

Health: Obesity, Diabetes, Alcohol, and AIDS

What are some important considerations regarding health among Latino immigrants. Many Latinos dislike visiting the doctor; one reason maybe because health costs or lack of health insurance. Another reason can be Latinos would rather ignore their problems than face them. Latinos must be educated on their health problems rather than being ignorant. The three main health problems for Latinos are obesity, diabetes, and alcohol abuse. Another that is continuing to rise is HIV/AIDS (Leon-Guerrero, 2005).

According to the Department of Health and Human Services 39.5% of Mexican American males are overweight and 47.9% of Mexican American females are overweight. This then indicates that about half Mexican Americans are overweight. As far as other Latinos, the percentages are nearly the same. Well the Latino diet is high in fiber, phosphorus, and niacin. The Latino consists of complex carbohydrates and proteins because of rice, potatoes, corn, and beans. In addition, cholesterol intake is lower than any other population. However, all of these positive nutritional attributes disappear in the second-generation. The reason behind this is socialization; parents stop making their nutritional ethnic foods and adapt to the high-fat American diet. It is not that parents are too lazy or do not know how to make traditional dishes, but since typical second-generation homes have both the mother and the father working, they rely on the convenience of fast food. Another factor is poverty; in this country in order to eat healthy one must have money. For instance, ground beef would cost less than ground chuck because ground beef has more fat.

Depending on family medical history and on the individual person, obesity can lead to non-insulin-dependent diabetes mellitus (NIDDM). NIDDM is the most common diabetes found in total diabetic population and is more common among Latinos than Caucasians. Generally, people with NIDDM have low to normal insulin levels; however, the body cannot properly utilize the insulin. If addressed early, one can effectively manage the disease with dieting, controlling weight, and exercising. Earlier in the century, diabetes was not prevalent in Latinos, but due to socialization; the average Latino diet of high fiber and cholesterol became a low fiber and rich in cholesterol diet.

There are significant differences across the major Latino groups in terms of the degree of alcohol consumption. Cuban-American men and women tend to be light drinkers whereas Mexican American men and women represent the heaviest drinkers among the U.S. Latino population. In addition, there are particularly strong gender differences in alcohol use in adult Latino populations with the differential being greatest for Mexican Americans. Mexican American men are heavier drinkers on average than non-Latino white men are. Conversely, Mexican American women are much lighter drinkers than white women are. Moreover, foreign-

born Latinos have alcohol abstinence rates as high as 60% but tend to lose their abstinence rates by the 3rd generation of Latino-Americans. It has been found that Mexican American men drink less frequently than non-Latino men do in the U.S. but drink larger quantities per occasion.

However, upon migrating to the U.S., many Mexican men adopt more frequent drinking habits resulting in high frequency, high quantity alcohol consumption. Heavy drinking occurs in roughly 40% of Latino men aged 18-39. Unlike males in the non-Latino populations, heavy drinking and alcohol-related problems do not decline after age 30, but remain at high levels until the fifth decade. Among Mexican American women, in contrast to their male counterparts, alcohol use and alcohol-related problems are more common in the better-educated and higher income populations.

At present, epidemiological data for the U.S. reveal that the Latino population is disproportionately represented in this country's AIDS population (National Coalition of Hispanic Mental Health and Human Services 147-148). Although the Latino population comprises 9% of the U.S. population (1990 Census Data), it accounts for 17% of the nation's AIDS population (CDC, HIV/AIDS Surveillance Report, 1994). In 1993, the rate of AIDS cases among the Latino population was 89.5 per 100,000 persons compared with 30.2 per 100,000 persons for non-Latino whites (CDC, 1994). Latino men account for the vast majority of AIDS cases found among Latino populations in the U.S. The ratio of Latino male to female AIDS cases is 5 to 1. Concurrently, however, Latino women represent one of the fastest growing AIDS populations in the U.S. For Latino men, the largest proportion of AIDS cases (45%) is found among gays and bisexuals followed by IV drug users (38%). For women, the largest proportion of cases is among IV drug users (47%) followed by heterosexual contact with an HIV infected individual (43%).

The number of new AIDS cases continued to rise in the latter part of the decade and HIV infection has quickly spread to other segments of the Latino population. From 1989 to 1991, Latinos had a larger proportionate increase in the number of AIDS cases than any other racial or ethnic group in the U.S. Perhaps much of the cause for the rise in HIV infection in the Latino population can be traced to poor education regarding reproductive health and a rise in the number of IV drug users. Given that 90% of Latinos live in crowded urbanized areas, many reasons can be attributed to higher levels of poverty and limited accesses to education and quality healthcare.

Several initiatives such as increased education and decreased barriers to healthcare in addition to economic support can serve to ease the growing HIV/AIDS epidemic in the Latino population. Ignorance may be bliss but at what cost? These are just only four diseases that Latinos contract at a high rate. I have not even scratched the surface of diseases and conditions that Latinos suffer from. To better as a people I feel that we must be more educated in the diseases that threaten us.

SECTION III

Unit Procedures and Tools

Scientific Method

The scientific method is a sequence or collection of processes that are considered characteristic of scientific investigation and the acquisition of new scientific knowledge based upon physical evidence. Usually considered for natural science, it can also be used for sociological studies. The scientific method depends on observation, in defining the subject under investigation and in performing experiments.

In the first lesson plan, we will define the steps of the scientific method. It is important that the students follow all the steps of the method since their conclusions must be valid.

Furthermore, this curriculum unit will emphasize the importance of following the scientific method in order to know exactly what the main problem, the hypothesis, and the conclusions are.

Texas Essential Knowledge & Skills (TEKS) objectives

The development of this unit will focus on fifth grade TEKS objectives.

The students will be able to describe ways people can exhibit active, participatory citizenship and cite reasons for this responsibility in a democratic society. Second, they will identify similarities and differences within selected racial, ethnic, or religious groups in the United States. They will also describe customs, traditions, and celebrations of selected racial, ethnic, and religious groups in the United States. Finally, they will analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.

Parents' Involvement

Parents' help and involvement in their children's education is not only important but also indispensable. The school will communicate and inform the parents about the objectives and scopes of the project asking for their support filling out the surveys or helping their kids to approach to their neighbors and relatives.

Materials

No major materials are needed for the different lessons. However, the students will need paper and desk materials to create their charts, surveys, and final reports. They will also need some kind of hardware and software support for the final presentation.

Academic Approaches

During the unit the teacher must try to enhance these five elements among the students: Activation of prior knowledge, vocabulary, research and quotation, an elaborated final presentation, and elaboration of high-order thinking questions.

Activation of Prior Knowledge

The teacher will guide a discussion in the classroom about what the students already know about migration, pros and cons, U.S. laws, which are the most difficult parts of being a migrant, and exhorting the students to tell something from their own experiences.

Vocabulary

The students will have the opportunity to read and learn many new words from different areas: science, mathematics, and social studies. After they find a new word in a text, they will have to look for the new word in newspapers or magazines relating the new vocabulary with the real life or with their own feelings. For example if the word is *environment*, they should not only be able to find that word in a newspaper, but explain what they feel to their own environment.

Research and Quotation

The students will learn to make an organized and methodological research by Internet or in a library. To accomplish this, they will use different web pages, read books related to the topic and finally they will select which information is the best for their job.

Presentation

An excellent final presentation is very important for any project. The students will understand that even if all their conclusions are right, if they present them in an incorrect format, it will be difficult for the audience to get the concept or the main idea that they are suggesting. However, they will learn how to use Power Point software to submit their findings to other classmates.

Making Questions

Benjamin Bloom created his taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions. This considers six categories: knowledge, comprehension, analysis, application, synthesis, and evaluation. As teachers, we must try to reach to the highest levels (the last two). We must ask not only for a recalling of information or to interpret facts but for using those new concepts in other situations, seeing patterns, use old ideas to create new ones, verify value of evidence, and recognize subjectivity.

SECTION IV

Lesson Plan 1

Lesson: Scientific Method. This lesson will be implemented in 8 to 10 classes. The students will choose, design, implement, and analyze a project following the scientific method.

1. Texas Essential Knowledge & Skills (TEKS) objectives: SCI 5.02.A, SCI5.03.A
The students will learn how to plan and implement descriptive and simple experimental investigations. Also the students will analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.
2. Activating Prior knowledge: The teacher will ask the students to define terms like *method*, *hypothesis*, *model*, *explanation*, *cause-effect*, and *theory*. In addition, the students will explain the steps they use in real life situations like preparing a sandwich or taking a shower. They will discuss whether those steps are a method or just a sequence of tasks.
3. Modeling: The teacher will show the chart of the Scientific Method (below). He/She will explain to the class that a method is a way or means to do something systematically and orderly. The teacher will then explain that the Scientific Method has some specific rules. The results must be reliable, confirmable, and the steps must be susceptible to be repeated.
4. Guided practice: The teacher will set up a problem involving a variable, instructing the students how to construct a hypothesis, raise a research question, describe the materials to use, write and explain the procedure, and write up the findings.
5. Independent practice: A project in which the students will develop the scientific method will be introduced to them. The work could be individual although working in groups would be an easier way to cover all the details of the project. The teacher should give some suggestions, such as a study about which kind of battery is the most efficient, a survey about the favorite meal for the students, or a test of heat conduction through different kind of materials. The students will then develop by themselves all the steps of the scientific method attempting to apply the concepts and the new words learned in the modeling and guided practice.
6. Assessment: The students will interchange their projects so another group will analyze a different work. They will criticize this in a positive way and will make suggestions to improve the final results. Later, the students will solve some multiple-choice problems trying to establish the hypothesis or the variables.
7. Homework: The students will find some real-life situations at home in which they can apply the scientific method to understand or analyze that situation.

Step 1: State the problem	<p>You cannot solve a problem until you know exactly what it is.</p> <p>My Problem is - "I need to identify the most common health problems in my community."</p>
Step 2: Research the problem	<p>What will it take to solve my problem? What do I know, and need to know, about my problem?</p> <p>To solve my problem, "I need to identify the most common health problems in my community."</p> <p>What can I do?</p> <ul style="list-style-type: none"> - Examine the answers. - Eliminate least frequent choices. - Consider likely choices.
Step 3: Form a hypothesis	<p>A possible solution to my problem. The simplest solution is often the best solution!</p> <p>"My most common health problems are...and their solution could be..."</p>
Step 4: Test the problem	<p>Perform an experiment to see if your hypothesis works.</p> <p>Check what the prevalence and the incidence are for those problems and possible solutions.</p>
Step 5: Draw conclusions	<p>If the hypothesis does not explain the known facts or new data, it is important to carefully examine the initial conditions to see if one or more of them are incorrect or suspect.</p> <p>When a theory has been found that seems to fit the known facts, the theory is then extended into the unknown to make predictions. These predictions are then tested by seeking additional data, exceptions, and confirmations.</p>

Lesson Plan 2

Lesson: Mathematics charts and graphs. The students will gather all the data they obtained from their relatives on different diseases and will classify them. This lesson will take approximately 6 days.

1. Texas Essential Knowledge & Skills objectives (TEKS): MATH 5.05.B MATH 5.13.B MATH 5.13.C
The students will use lists, tables, charts, and diagrams to find patterns and make generalizations. They will describe characteristics of data presented in tables and graphs including the shape and spread of the data and the middle number. The students also graph a given set of data using an appropriate graphical representation such as a picture or line.
2. Activate prior knowledge: The teacher will ask to the students about concepts like *table*, *graph*, and *survey*. He will inquire about the differences between two kinds of graphs displayed using an overhead projector (e.g. pie and bars graphs). The teacher will then

add new words to a pocket chart and the students will notice that those words will be used frequently during their projects.

3. **Modeling:** The teacher will ask to the students to complete a chart called “My Favorite dessert.” Once the students have completed the chart, the teacher will show them to convert the data to a table and after that, a bar graph. The teacher will emphasize that constructing a graph is an easy and fast way to get and present information.
4. **Guided practice:** The students will place in-groups and the teacher will give each group a set of fictitious data. The students will be directed to classify the data following different criteria. Once they have the tables ready, they will discuss with the teacher a specific kind of graph to present their conclusions using an overhead projector. The teacher and the whole class will analyze the conclusions trying to determine if they are valid and if the presentation was appropriate.
5. **Independent practice:** Working in larger groups, the students will classify the information about the most frequent diseases among their relatives based on criteria established in the Social Studies class. The students will choose at least three different ways to order all the information. They will have to decide which information is pertinent and which is not. They will then elaborate different graphs in charts. Finally, the groups guided by their own leaders will put all the information together showing it this time as a class project.
6. **Assessment:** The teacher will assess the different aspects involved in this lesson:
 - Classification of the data.
 - Elaboration of the tables.
 - Elaboration of the graphs, emphasizing if these were the most adequate for the information.
 - The analysis of and conclusions from the data.
7. **Homework:** The students will check if the results match with the situation and information that they collected.

Lesson Plan 3

Lesson: Social Studies and Health. This lesson will be implemented in 15 days. The students will collect information about more frequent illnesses among their relatives. They will conduct a study on the Internet on the relationship between race and certain illnesses. They will then develop strategies for communicating information to improve the environment.

1. **Objective:** Texas Essential Knowledge Skills (TEKS): Health: 5.03.B Health 5.08.D Health 5.03.A
The students will demonstrate ways to communicate health information, such as posters, videos, and brochures. They will identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging. The students will describe methods of accessing health information.
2. **Activate prior knowledge:** The teacher will ask about words relevant to this lesson. These will include, among others: *adoption, foster child, separation, divorce, abuse, neglect, sanitation, prevention, and volunteerism*. The teacher will then ask if the students can identify the health needs in their community, how communities meet their health needs, and ways that volunteers can contribute to the health of a community.
3. **Modeling:** The teacher will present the basic questions that the survey must have, and he will let the students know that they are allowed to add questions if they are pertinent to the topic. He will teach to the children how to interview community members, process the findings, and how to communicate the results.
4. **Guided practice:** After the students obtain all the information, the teacher will guide them in classifying the information. The students will use the Internet and other media to

locate more information about the most frequent diseases, in terms of the following considerations:

- How race and the disease are related.
 - Practical ways to improve the health situation in the community.
5. Independent practice: The students will put all the information together. They will discuss and analyze the most relevant diseases and, based in their own research, they will conclude different ways to help the community. Specifically, they will explain the role of health education, attempting to find a relationship between high and low levels of education and illness.
 6. Assessment: The teacher will use different levels of questions following the Bloom's Taxonomy guidelines. This kind of evaluation is very important since we will be able not only to assess the new concepts, but the analysis, synthesis, and the relationships that the students are doing between what they did and what the real environment is.
 7. Homework: The students will discuss in class their relatives' opinions, ideas and suggestions, obtained informally.

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