

## Toothache Drop Advertisement from 1885



Advertisement for medicinal drops to relieve toothache, Lloyd Manufacturing Co., 1885. Courtesy National Library of Medicine

### Answer the following questions:

1. When you look at this advertisement from 1885, what can you infer about some uses of cocaine at that time?
  - a. Whom did the advertisement target? (who would buy the product?)
  - b. What was the cocaine used to treat? And for whom?
  - c. Who endorsed the cocaine product/medicine?
2. What legal status of cocaine in 1885, can you infer based on the advertisement?
3. What do you think is the legal status of using cocaine as medicine today?
4. Why do you think the use of cocaine differ between then and now?

## Teacher's Toothache Drop Advertisement from 1885



Advertisement for medicinal drops to relieve toothache, Lloyd Manufacturing Co., 1885. Courtesy National Library of Medicine

**Answer the following questions:**

1. When you look at this advertisement from 1885, what can you infer about some uses of cocaine at that time?
  - a. Whom did the advertisement target? (who would buy the product?)  
*Adults, parents*
  - b. What was the cocaine used to treat? And for whom?  
*Children's toothache*
  - c. Who endorsed the cocaine product/medicine?  
*"druggists" (pharmacists)*
2. What legal status of cocaine in 1885, can you infer based on the advertisement?  
*Cocaine was used in treating children's toothache, from which students can infer that its use was not tightly regulated—not illegal.*
3. What do you think is the legal status of using cocaine as medicine today?  
*Cocaine is illegal for common use. It may be used in some medicine that requires doctor's prescriptions.*
4. Why do you think the use of cocaine differ between then and now?  
*Students may answer differently, and may include different medical knowledge about cocaine then and now.*

## Exhibition Data Collection

**Instructions:** Review the online exhibition, *Pick Your Poison*, and collect historical information on **tobacco** by answering the questions below. This information may be used in the group research and presentation during next two classes.

1. How was tobacco used and perceived in the 1800's? How did the use and social perception of tobacco change by early 1900's?

2. Who/what played a role in shaping that change? What role did advertising play?

3. What messages did doctors present/publish regarding tobacco?

4. What question(s) do you have about tobacco having learned about its history?

## Exhibition Data Collection

**Instructions:** Review the online exhibition, *Pick Your Poison*, and collect historical information on **alcohol** by answering the questions below. This information may be used in the group research and presentation during next two classes.

1. How was alcohol used and perceived in the late 1700's? How did the use and social perception of alcohol change by early 1900's?
2. Who/what played a role in shaping that change?
3. What opinions did physicians hold about alcohol?
4. What impact did the temperance movement have on alcohol production and availability?
5. What question(s) do you have about alcohol having learned about its history?

## Exhibition Data Collection

**Instructions:** Review the online exhibition, *Pick Your Poison*, and collect historical information on **opium** by answering the questions below. This information may be used in the group research and presentation during next two classes.

1. How did the use and social perception of opium during late 1800's to the early 1900's?

2. Who/what played a role in shaping that change?

3. What opinions did physicians and/or pharmacists hold about opium?

4. What question(s) do you have about opium having learned about its history?





## Group Project Guide

### Selected drug for group research and presentation:

### Your name:

### Names of the group members and their assigned roles:

1. \_\_\_\_\_ as **Project Manager/Researcher** researches information for the project as well as oversees progress, triumphs and challenges of team; if a group of three, also serves as the Time Tracker.
2. \_\_\_\_\_ as **Synthesizer/Researcher**: who researches information for the project as well as organizes each team member's information and submits the project to Reviewer.
3. \_\_\_\_\_ as **Reviewer/Researcher**: researches information for the project as well as reviews the information for the project to verify that all required information is included and submits final project to the teacher
4. \_\_\_\_\_ as **Time Tracker/Co-synthesizer** researches information for the project, helps to organize group members' information, keeps group members on track with deadlines, and communicates regularly with teacher.

### Approved online sources:

#### National Library of Medicine

- Drug information portal- <http://druginfo.nlm.nih.gov/drugportal/drugportal.jsp>
- MedlinePlus Anatomy, Pictures & Photographs-<http://www.nlm.nih.gov/medlineplus/anatomy.html#cat45>
- Visual culture and Health Posters, Anti-smoking Campaigns: Visuals-<http://profiles.nlm.nih.gov/VC/Views/Exhibit/visuals/antismoking.html>
- Images of History of Medicine database- <http://ihm.nlm.nih.gov/luna/servlet/view/all>

#### National Institute on Drug Abuse (NAIDA)

- NAIDA for Teens, The Science Behind Drug Abuse, Drug Facts: <http://teens.drugabuse.gov/drug-facts>
- Drugs, Brains, and Behavior: The Science of Addiction: <http://www.drugabuse.gov/publications/science-addiction>
- CDC's Youth and Tobacco Use: [http://www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/youth\\_data/tobacco\\_use/index.htm](http://www.cdc.gov/tobacco/data_statistics/fact_sheets/youth_data/tobacco_use/index.htm)
- American Medical Association, Atlas of the Human Body: <http://www.ama-assn.org/ama/pub/physician-resources/patient-education-materials/atlas-of-human-body.page>



## Group Project Guide

<b>Content Criteria</b>	<b>Check</b>
Minimum of three interesting/distinctive facts identified about the drugs history.	
At least three factors that influenced/shaped how the drug has been perceived throughout history and today (consider advertisements, medical value, legal influences, etc.).	
Different groups of people who have influenced/shaped how the drug has been used/abused throughout history and today.	
Explain the <i>historical</i> medical/health view of the drug.	
Explain the <i>current</i> medical/health view of the drug.	
Include at least three reasons to avoid using the drug (consider consequences: physical, social, emotional, legal, etc.)	
Include at least three ways to avoid the illegal use (consider refusal skills, decision-making, peers, etc.)	
Include one "reality" ad, law or physician/pharmacists "recommendation". This should include the truth about the addictive properties, side effects, or other fact-based information regarding selected the drug. (For examples go to: <a href="http://profiles.nlm.nih.gov/VC/Views/Exhibit/visuals/antismoking.html">http://profiles.nlm.nih.gov/VC/Views/Exhibit/visuals/antismoking.html</a> )	

<b>Creativity Criteria</b>	<b>Check</b>
Presentation layout (Power point presentation or Word document)	
Title slide/page with original, informative title, selected drug and group members identified	
Minimum of three graphics or embedded video clips	
Minimum of eight content slides/pages	
Reference slide/page with all sources listed	

## Group Project Guide

Scoring Rubric	Criteria
50 points	All content and creativity criteria are appropriate, accurate and very well developed at an above and beyond level. The project was submitted on time. The project is very well organized and appropriate for its intended audience. Participation was equal and encouraging among all group members.
40-49	Content and creativity criteria are appropriate, accurate and well developed. The project was submitted on time. The project is well organized and appropriate for its intended audience. Participation was fairly equal among all group members.
26-39	Content and creativity criteria are generally appropriate and accurate. The project was submitted on time. The project is appropriate for its intended audience. Participation was similar among all group members.
25	Participation was equal and encouraging among all group members.
0	Project is not submitted or submitted beyond the deadline.

## Group Project: Closure Questions

**Directions:** Respond to the questions below. Be sure to use evidence from the presentations to support your answers.

1. After viewing different groups' presentations, which information do you consider most and least interesting? Explain your responses.
2. Considering the presentation of information as well as the visual elements, which presentation was your favorite and why?
3. How could the information you've learned from the presentations help you in the future?
4. What are some additional questions you have about the information from the presentations? Where and how can you find answers to the questions?

## Group Evaluation

**Directions:** Using a scale of 1-5 (1 = low and 5 = high), rank each member of your project group for each of the following criteria:

**Involvement:** the member remained on task throughout the project and did his/her fair amount of the work.

**Role:** the member performed all duties required of his/her role, contributing to the success of the group project.

**Communication:** he/she communicated with other group members and the instructor throughout the project.

**Overall:** the member's effort throughout this group project was outstanding; you would want him/her to be part of your group again.

Group Member Name	Involvement	Role	Communication	Overall	Total
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

### Comments