

Teacher's Guide for Odyssey™

Stiff: The Engrossing Cadaver

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Teacher's Guide prepared by Bob Maxim, sixth grade English Language Arts teacher in the Harpursville Central School District.

I teach English language arts. That means I can read just about anything with my students and we are involved with English. I love it because we can read a great issue like this one (Sept. 2008) in our English class.

Remind students when they read the articles to think while they read. Students should make connections to the text, ask questions and make comments in the margins of the text. This allows students to interact with the text. This activity will allow for greater comprehension. For example, on page 3 the first paragraph, students may make a connection to other toxins that pollute the earth.

Teachers should model how they would read the text, the teacher showing his or her thinking while reading.

At Your Next Funeral, Wear Green. Questions for discussion or writing prompts:

What if the Egyptian's did this? How would we have discovered how they lived? Could they have buried the Pharaohs in the ground with all their belongings? (I think that is the reason they came up with the pyramid idea in the first place-the families were afraid of grave robbers.) Do you think this idea of a biodegradable casket is a good one? What about the idea of using GPS coordinates for identifying a grave site?

How do you suppose people who make their livelihood in the funeral service industry feel about this trend? Could it threaten their way of life?

First Patient

This article gives teachers an opportunity to introduce or review the suffix: -ism (the practice of).

This article gives teachers a great opportunity to have students read deeply into the text. I want my students to take certain information from this text: Why did the author write this piece, and how was he able to express his point? I want the students to realize that the author wants people to know how important the act of cadaver donation is and how appreciative we should be for the donations.

Students can underline or highlight the sentence or sentences that best express the main idea of the piece. They also underline or highlight the text that supports this main idea. Students may have to read the article twice. It will keep the students focused and help them read deeply into the text. This can be done with many of the articles in this issue.

A Gut Approach to Learning

Again, this article gives teachers an opportunity to show the connection between words. Using the word *circumvented*, show students how they can determine vocabulary

meanings by knowing prefixes. Once you show the students *circum* means around, teachers can then have students use dictionaries to find other words that start with the *circum* prefix. Students will see how the words are connected. Students see how knowing prefixes can give them a wealth of vocabulary knowledge.

When students think while reading, they get an understanding of the text. However, many times when the text says something, I want the students to understand what it doesn't say. For example in this article, it states that some high school students have the opportunity to examine cadavers. It doesn't say how these students are chosen. Students, who think while reading, may decide that the students who are selected and sign up for these classes must be responsible, be respectful to the cadavers, be trustworthy, and proactive. This also can give teachers an opportunity to discuss these character traits and how they relate to school and careers.

Welcome to the Body Farm

This is a great article and will have students thinking. They can practice their thinking while reading and respond to the reading. Responding to the text can take many forms (as stated in the first part of the study guide). Students can ask questions, make a connection to something familiar, have an opinion, make an inference or make a comment. When students have read through the article responding to the text, the students can then use the responses to write a reaction to the article.

Mummies on a Budget

A hands-on science activity is at the heart of this article. Seems like a fun way to show how mummies were created. An excellent activity when used in conjunction with a unit on Egypt, or a great Halloween project. Our school holds a Museum Night. It features student created Egyptian artifacts. The mummy will make a welcome addition.

After doing the activity, have students create step-by-step instructions for making the apple mummy. This gives students an opportunity to write in details.

What Does the Autopsy Show

After students have read the story, ask: Why are autopsies valuable? Write a brief essay using details from the article. Students will place the author's thoughts into their own words.

- Autopsies show that a person died from a disease that is hereditary
- Provide evidence for court cases
- Help families in the grieving process
- Detected West Nile virus
- Through autopsies doctors learned about AIDS

The King of Dead Things

What is the moral, theme or lesson in this story? Example: you should be afraid of those things that you can't see.

Have students use details and examples from the story to discuss their themes.