

Bloody Discoveries through Time: History of Blood Transfusions Activity 2A

Objectives:

Students will be able to:

- ◆ Use the internet to research important figures in the history of blood transfusions
- ◆ Identify the scientist, his significant contribution to blood transfusions, and the dates on which these contributions were made
- ◆ Prepare and present an oral presentation of their research to the class by creating a living timeline
- ◆ Follow written directions to complete a given task

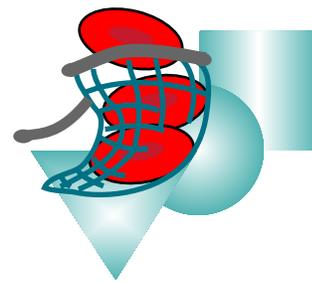


Activity Description:

By performing research, students will discover contributions made to the study of blood transfusions throughout history; noting how each contribution advanced scientific knowledge. Students will better understand the concept of science as an ongoing process rather than a series of isolated discoveries. The activity will culminate in a living timeline as students present their findings to the class during an oral presentation.

Activity Background:

The following is a partial list of scientists who contributed to the understanding of blood transfusions. Please note that it is not a complete list and other names may arise during the student's research.



Activity Overview

CAST YOUR NET: ADVENTURES WITH BLOOD



LESSON 2
ACTIVITY 2A

Activity Management Suggestions:

In order to keep sequential blood transfusion discoveries in front of the class, it is suggested that a classroom-sized timeline extending from 500 BC to the present be available so scientists and their discoveries can be placed on the timeline after each presentation.

Allow students to draw a *scientist info card* to determine which scientist to research; if desired, teachers can pass out pre-assigned cards.

Students can dress in costume of the time period to present their research to the class and to form the living timeline.

The living timeline is a great activity to present on parents' night or as a major team event with parents and other invited guests. Students can dress in costume, bring topic-related props, and stand at their "booth" until a visitor comes by. Once the student has an interested visitor, he or she will become a docent, delivering information in an animated, interesting way.

MODIFICATIONS:

For students needing more assistance: Group with peers who can assist with the activity.

For highly able students: Allow these students to work on an extension activity after completion of activity.

Extension:

Students may choose to enhance their oral presentations by doing additional research on the life and times of their scientist and incorporate this information in their presentations in the form of costumes, props, scenery, and dialogue.

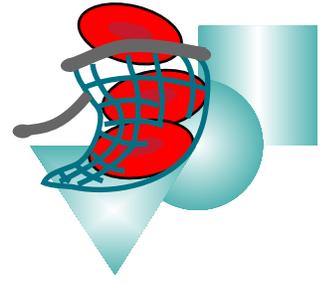
Students may also choose to research the latest information and recent developments in blood transfusions and create their own current timeline. They may want to look at new scientists in the field of blood transfusions and blood banking and hypothesize about new developments in the future. This information can be presented in the form of a short story, play, or presentation for the class.

Activity References Used:

Blood Book website:
<http://bloodbook.com>

National Heart Lung and Blood Institute
<http://www.nhlbi.nih.gov/>

PBS Red Gold Website:
<http://www.pbs.org/wnet/redgold/basics/>



Activity Overview Continued

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