

**Eliminating River Blindness**  
**Sixth Grade – Economic Understandings**

**Elaborated Lesson Focus**

This lesson is designed to allow students to learn about the role that The Carter Center plays in helping to eliminate devastating disease. Using primary and secondary sources, students learn what river blindness is, its affect on its victims, and the impact it has on that country’s economy. By the end of this lesson, students will demonstrate their knowledge by creating an informative poster on river blindness in Latin America.

**Standard/Element**

**SS6E3 The student will describe the factors that influence economic growth and examine their presence or absence in countries such as Canada, Mexico, Brazil, and Argentina.**

- a. Describe investment in human capital; include the health, education, and training of people, and the impact of poverty on economic development.

**Enduring Understanding/Essential Questions**

Good health is a crucial component to a thriving economy. When the physical health of a community suffers, so does its economic potential. The role The Carter Center plays in eliminating disease will reduce its negative impact on the community’s economy.

- What is river blindness?
- How do people contract the disease?
- Where does river blindness exist in Latin America?
- What impact does river blindness have on its community economy?
- What impact does the elimination of river blindness have on a community?

**Balanced Assessment Plan**

**Description of assessment**

Students will work in pairs. They will access the following Web site: <http://www.cartercenter.org>. Click on “Health Programs.” Scroll down and click on “River Blindness Program.” Also click on [http://www.cartercenter.org/health/river\\_blindness/oepa.html](http://www.cartercenter.org/health/river_blindness/oepa.html). Read and take notes.

**Type of assessment**

Dialogue and Discussion  
Selected Response

---

Students in pairs will watch the video on river blindness. Access Web site: <http://www.cartercenter.org> go to “News and Publications” and scroll down and click on “Multimedia” and select “Health Topics” Watch the videos “River Blindness (2006)” and “The Carter Center—River Blindness in the Americas” on the Center’s Web site:

---

Self-Assessment

Pairs of students will access the following Web site: Scaffold  
<http://www.cartercenter.org>. Click on “Health Programs.” Dialogue and Discussion  
Scroll down to “Stories from the Field” (on right). Read Selected Response  
articles dated 31 July 2007, 19 Dec. 2006, 19 Jan. 2006,  
20 Nov. 2003, 1 Jan. 2003, and 1 Nov. 2001. Also access  
Web site: On the Road with President Carter  
<http://www.cartercenter.org/news/documents/doc10.html>.  
Students will read these primary sources. They will take notes  
as they read.

---

### **Performance Task**

Each pair of students will create an informational poster Rubric  
on river blindness in Latin America. Students can go to  
<http://www.cartercenter.org> and click on View Activities  
by Country on the upper left side of the home page to  
obtain more information on river blindness in individual  
countries identified in previous tasks.

---

### **Resources for River Blindness**

<http://www.cartercenter.org>  
<http://www.cartercenter.org/countries/index.html>  
[http://www.cartercenter.org/health/river\\_blindness/oepa.html](http://www.cartercenter.org/health/river_blindness/oepa.html)  
<http://www.cartercenter.org/news/multimedia/HealthPrograms/PreservingVisionforFutureGenerations.html>  
<http://www.cartercenter.org/news/documents/doc10.html>

---

### **Scaffold: River Blindness**

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Type:** Letter, Memo, Diary/Journal, Newspaper, Speech, Magazine, Other

**Source:** Primary, Secondary

**River Blindness Overview and video:**

What is river blindness?

What impact does it have on the victim, his/her family, the community's economy?

What countries are affected by river blindness?

Why has The Carter Center focused on eliminating this disease?

---

**Articles dated 31 July 2007, 19 Dec 2006, 19 Jan. 2006, 20 Nov. 2003,  
1 Jan. 2003, 19 Jan. 2001 and On the Road with  
President Carter.**

Who is speaking (writing)?

What facts are included in the article about river blindness?

In what ways is The Carter Center involved in eradicating this disease?

What affect does river blindness have on the victim,  
the family, and the community's economy?

What Latin American countries are the authors referring  
to?

What impact is The Carter Center having in eliminating  
river blindness from Latin American countries?

### **Rubric for River Blindness**

- 3** Both students participate enthusiastically.  
Students reflect awareness of others' views and opinions and include a definition of river blindness, five facts about river blindness, five quotes on river blindness, five Latin American countries where river blindness exists, two impacts river blindness has on the victim and/or community, two impacts river blindness has on the community economy and five methods the Carter Center uses to eliminate river blindness.
- 2** Both students show adeptness in interacting.  
Students reflect awareness of others' views and opinions and include a definition of river blindness, three facts about river blindness, three quotes on river blindness, three Latin American countries where river blindness exists, one impact river blindness has on the victim and/or community, one impact river blindness has on the community economy and three methods the Carter Center uses to eliminate river blindness.

- 1** Both students exhibit some ability to interact. Students reflect awareness of others' views and opinions include a definition of river blindness, one or two facts about river blindness, one or two quotes on river blindness, one or two Latin American countries where river blindness exists, one impact river blindness has on the victim and/or the community, one impact river blindness has on the community economy, and one or two methods the Carter Center uses to eliminate river blindness.

*This lesson was produced through a grant from the Georgia Humanities Council.*