Teacher's Three Primary Sources

Instruction: Examine the images and read their titles below. Based on what you can learn and infer from them:

1. Write your inferred definition of "diphtheria toxin," "anti-diphtheritic serum," and "diphtheria antitoxin" in the table below.

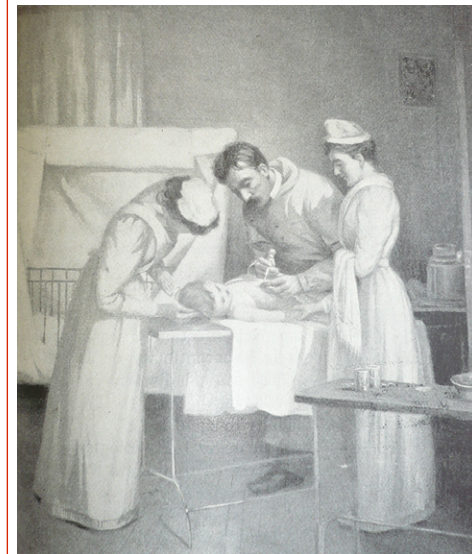| **Image 1. Injecting a horse with diphtheria toxin,** New York City Health Department, 1940s Courtesy Library of Congress	**Image 2. Anti-Diphtheritic Serum, Parke, Davis & Company, ca. 1898** Courtesy National Museum of American History	**Image 3. Injecting diphtheria antitoxin, 1895** Courtesy The Historical Medical Library of The College of Physicians of Philadelphia
"diphtheria toxin": *Drawing from the understanding of what a "toxin" is, students may define this phrase as some kind of poison, harmful material from "diphtheria" that may be interpreted as number of organic or inorganic materials.*	"anti-diphtheritic serum": *Students can build on their knolwedge of the "anti-" prefix, and may define this phrase as medicine, or even a liquid/extract, that fights "diphtheritic" illness. Given the titles of the other two images students may note "diphtheritic" as an adjective form of "dipththeria."*	"diphtheria antitoxin": *Students can build on the image and what they already know of "anti" and "toxin," and may reword this phrase as medicine/treatment.*

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2. Describe or draw how the three images may be related.

Students may construct many different connections among the three images in the table. The teacher guides students' creating thoughtful guesses about what the three images show and how they may be related to one another. For example, after examining both images and their descriptive titles, some students may infer and define "diphtheria" as a disease or a disease-causing germ or substance. Others may consider that "diphtheria" is a name of a medicine for a disease that my occur both in horses or people. Some students may even consider that horses help make medicine for human patients in the past, after noting that the images come from late 1800s and mid-1900s. These connections students construct will translate into several graphic representations of connections among horses (animals), people (patients and scientists), and medicine (companies and hospitals).