

ANN HALEY MACKENZIE, DEPARTMENT EDITOR

## HEALTH

**Lung Cancer Myths, Facts, Choices—and Hope.** By Claudia I. Henschke, Ph.D., M.D., Peggy McCarthy, and Sarah Wernick. 2002. W.W. Norton & Company (ISBN 0-393-32498-2). Paperback. \$16.95.

This book offers volumes of information about one of the deadliest types of cancer, lung cancer. Aside from the subject matter, what makes this book different from all the other cancer books is that it is written for the layperson, student, and scientist alike. The book is an invaluable tome for recently-diagnosed patients, people at risk of developing cancer, and care givers. It gives a concise description of the risk factors, diagnosis, and treatment of lung cancer. But as stated in the title, the writing goes beyond the description and definition of the disease. The book is written to help the patient and family make choices regarding medical care.

ANN HALEY MACKENZIE, *Book Reviews Editor*, is an Associate Professor at Miami University, Oxford, OH, and teaches classes in *Inquiry Life Science*, and *Methods Science for Adolescent and Middle Childhood Majors*. She is also involved in developing a *Science Teaching, Ethics, and Society* course and infuses film and popular culture within all of her classes. MacKenzie taught at the secondary level for years and is a former Ohio Teacher of the Year. She has also consulted for National Geographic, BSCS, American Physiological Society, PBS, Harvard-Smithsonian Center for Astrophysics and AAAS. Her predominant passion is how popular culture impacts the science knowledge of children. As a result, she developed a web site linking science concepts to film clips ([www.flickclip.com](http://www.flickclip.com)). Her address is: Teacher Education, Miami University, 279 McGuffey Hall, Oxford, OH. 45056; e-mail: [mackenh@muohio.edu](mailto:mackenh@muohio.edu).

The depth and breath of the subject matter make this an ideal book for the classroom. It can be used and referenced for a variety of scientific topics such as anatomy and physiology, genetics, health, and medical ethics. The diagrams are easy to interpret. Charts and data tables are clear and concise. The authors include Internet Web sites for more information about lung cancer, support groups, and research groups.

The chapters are heavy with sage advice such as "If you decide to be tested, be sure your test is state of the art." This advice is followed by the latest developments in testing, surgery, chemotherapy, radiation therapy, and complementary and alternative therapies. The chapters assist students in bridging real life applications to classroom theory.

Peppered throughout this book are messages of hope and inspiration by (and to) suffering patients and families. I found the patient reflections intriguing. Personal thoughts such as "I was diagnosed at age 36. None of this fit me." or "Some were dying and there were tough situations, but it wasn't discouraging" are good starting points for dialogue among students. These excerpts also provide a basis for student research papers into the pathology and psychology of the disease state.

As teachers, we tend to forget that it is necessary to teach the sciences with humanity. The gentle approach of the book offers hope for patients and families, especially when it considers quality issues and practicalities of living life with lung cancer. It provides practical

advice on becoming an advocate for oneself or for a loved one. The style of the book suggests to the student that although we are living in a technological age, we still need to deal with science, and specifically disease management, using the human touch.



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TEACHING  
METHODOLOGY

**Images from Science, An Exhibition of Scientific Photography.** School of Photographic Arts and Sciences (Eds.). 2002. Cary Graphic Arts Press (ISBN 0-9713489-9-6). 144 pp. Paperback \$19.99

*Images from Science* is a superb collection of photographs representing various science disciplines including astronomy, biology, geology, engineering, oceanography, and physics. It is an excellent scientific teaching resource that will afford teachers the opportunity to incorporate interdisciplinary and cooperative learning techniques, and will be extremely valuable to visual learners. Further, the vivid photographs are intriguing and will allow students to visualize an endless variety of patterns in the universe.

Many biological concepts can be introduced using the photographs. Two examples include a study of photoreceptors using photographs of *Arabidopsis thaliana* in

"Comparison of Blue Light Sensitivity-1993" and a study of symmetry using photographs of *Oedopeza leucostigma* in "Organic Lace-2001." In addition, the caption of each photograph is concise and offers students the opportunity to explore the role that technology has played in our understanding of life and the universe.

Additional applications could focus on careers, or the use of photography in diagnostic procedures in modern medicine. Further, the photographs allow students to identify/study various structures that may automatically lead to a study of function.

Young students left on their own are naturally curious. This book encourages students to use their imagination and to seek more information for comparison and future reference. Student interpretations and attitudes about pictures are more valuable when the photographs are used along with other resources such as computers, textbooks, and laboratory exercises.

Developing integrated units of study using this resource as an introduction or culmination would not only stimulate students, but would also serve as an opportunity for them to be creative and resourceful. As an open-ended technique, students brainstorming in small and large groups could generate discussions in which quality ideas can be related to a particular photograph or groups of photographs.

A collection of photographs of this nature could be used in a variety of ways providing students and teachers a myriad of opportunities to use their creativity in the teaching-learning process.



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## CHILDREN'S BOOKS

**More Fun With Nature (Take-Along Guide).** By Diane L. Burns. Illustrations by Linda Garrow. 2002. NorthWord Press. (ISBN-1-55971-795-5). 224 pp. Hardcover \$16.95

Do you want your students to explore nature and improve their observation skills? This engaging take-along guide provides common, easy-to-read facts about living and nonliving things in their environment. The guide describes 129 organisms and artifacts students can find while exploring various ecosystems. Each entry includes colorful pictures, a written description of its appearance, where to find it, what it eats, and other interesting facts. Explicit recommendations and special warnings (if needed) are provided for young explorers without adult supervision. The book is divided into five nature trails and each trail ends with "something to do." These are very fun, hands-on activities. Students can record their observations on scrapbook pages and data sheets provided in the guide.

On the first nature trail, students observe berries, nuts, and seeds. They are asked to make watercolor paint with the berries they find, make a nutshell bird feeder with the nuts and seeds they collect, and plant a seed garden with the seeds they gather.

On the second nature trail, students observe birds, nests, and eggs. They are asked to make a tent out of an old sheet or blanket to hide themselves from the birds while they are bird watching, make a shower bath for birds, and make a hang-down suet feeder.

On the third nature trail, students observe rocks, fossils, and arrowheads. They are asked to make rock candy, create a fossil, design a friendship necklace, and make an arrowhead display.


On the fourth nature trail, students observe seashells, crabs, and sea stars. They are asked to make a jingle-jangle wind chime, create a striped sand display, make a seashore treasure chest display, and make their own seashells.

On the fifth nature trail, students observe wildflowers, blooms, and blossoms. The students are asked to make a wildflower paperweight, make a friendship band, preserve a wildflower, and make a container rainbow.

This delightful guide can be used to introduce inquiry to younger students. These experiences can take "I notice" and "I wonder" to whole new levels. Parents can use these activities to create authentic learning experiences for their children during the summer vacation months.



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