Case Study:
It’s a Bug Eat Bug World...

What We Know: After reading the scenario, the group records the known facts present in the text.

What We Don’t Know: After recording What We Know, the group further analyzes the case by brainstorming questions that need to be resolved in order to fully understand the case. This is an important step to coming to an informed conclusion.

Learning Issues: In this step, the group divides the unknown aspects of the case into nine researchable topics. Each individual member of the group then researches his/her topic while keeping the case’s main focus in mind. During class time, everyone presents their information through different presentation formats. This allows the group to come to an informed conclusion.

The grasshopper effect explains how DDT affects the Inuit, which explains the reasoning of the Inuit in the exhibit presented. DDT is evaporated, moves with the wind and then precipitates back down in colder regions, specifically where the Inuit live.

Malaria is transmitted by a parasite injected into the body from a mosquito bite. The parasite enters the liver cells, which rupture. The parasites will then enter the blood stream. The blood cells will either rupture, or be extracted by another mosquito.

This map visually represents the population in Ethiopia. Added to this, the major hospitals are shown on the map by red dots. In the top-right corner, bar graphs show the specific type of health facilities throughout the past 5 years.

This graph effectively portrays the relationship between the spraying of DDT and the number of cases of malaria. This graph is an example of an exhibit which would support our final conclusion, advising the minister to not sign the treaty.

Acquired Skills: Coming right out of high school, most of us brought our own skills to the table during discussions and presentations of the cases. Some were strong at speaking, others at researching. After we developed new skills, our cases became much more complex. We’ve learned to judge our resources critically before applying them in our research; gained further knowledge on bias in our sources, no matter what our personal standpoints were; we were told it was okay to give constructive criticism; we practiced speaking up and making ourselves heard, even if there were only nine of us. Overall this course has provided us as students with analytical learning skills that will be essential for future success.