

Option 1: Reflective Journals

Objective: Encourage personal connection to themes in *Gifted Hands* through reflective writing.

Instructions:

1. **Introduce the Assignment:**
 - Explain that students will select one or more prompts to reflect on in a journal entry.
 - Discuss how Ben Carson faced personal, academic, and societal challenges and overcame them, focusing on specific examples from the book.
 2. **Choose a Prompt:**
 - Provide the list of reflective journal prompts:
 - Overcoming obstacles
 - Mentorship and guidance
 - Faith and belief in yourself
 - Allow students to choose the one they feel most connected to.
 3. **Set Writing Guidelines:**
 - Encourage students to write at least one full page.
 - Suggest including personal experiences, hypothetical scenarios, or examples from the book as support.
 4. **Share & Discuss (Optional):**
 - Have students share their reflections in small groups or pairs if they are comfortable.
 - Lead a discussion on the different ways people can overcome adversity, drawing from both personal examples and Carson's experiences.
 5. **Assessment:**
 - Grade based on depth of reflection, connection to the book, and clarity of thought.
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Option 2: Hands-On Project

Objective: Design and present a real-world project inspired by Carson's *THINK BIG* philosophy.

Instructions:

1. **Introduce the Concept:**
 - Explain Carson's *THINK BIG* approach and how he used it to achieve success.
 - Discuss the importance of community health initiatives or medical breakthroughs Carson made, using the book as reference.
2. **Brainstorm Ideas:**
 - Divide students into pairs or small groups to brainstorm project ideas.

- Give examples: a health awareness campaign, research on a medical condition Carson dealt with, or a plan to help underserved communities.
 - 3. **Project Proposal:**
 - Have students create a proposal that outlines their project. The proposal should include:
 - Project objective
 - Target population (if relevant)
 - Step-by-step action plan
 - Resources needed
 - 4. **Create the Project:**
 - Allow time for students to work on their projects. Encourage them to use research, creative displays (posters, digital presentations), or other methods to present their work.
 - 5. **Presentation:**
 - Have students present their project to the class, explaining how it relates to Carson's work or *THINK BIG* philosophy.
 - 6. **Assessment:**
 - Evaluate based on creativity, effort, relevance to the book's themes, and presentation quality.
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Option 3: Group Discussion and Debate

Objective: Engage in group discussions and debates on themes from *Gifted Hands*.

Instructions:

1. **Prepare Discussion Questions:**
 - Create discussion questions that align with the book's themes (e.g., overcoming prejudice, determination vs. talent, role of mentors).
 - Provide students with key passages from the book to reference during the discussion.
2. **Organize Groups:**
 - Split the class into small groups for discussion or two teams for debate (depending on the activity).
3. **Discussion Guidelines:**
 - Remind students to respect different viewpoints.
 - Encourage each group member to participate and provide evidence from the book or real-life experiences to support their views.
4. **Conduct the Discussion/Debate:**
 - Allow time for each group to discuss their assigned questions or debate their side of the issue.
 - For debates, have each side present their argument, then allow time for rebuttals.
5. **Classwide Reflection:**

- After the discussions or debates, lead a class-wide reflection on what they learned and how Carson's experiences are relevant today.
6. **Assessment:**
- Grade based on participation, use of evidence from the text, and teamwork during the discussion or debate.
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Option 4: Multimedia Creation

Objective: Create a visual or audio project to explore a key moment or theme from *Gifted Hands*.

Instructions:

1. **Explain the Project:**
 - Describe the different multimedia options (documentary, podcast, artwork) students can choose from to demonstrate their understanding of a key event or theme in the book.
 2. **Select a Moment or Theme:**
 - Students should choose a specific scene or theme from the book to focus on. Examples: Carson's first major surgery, his decision to pursue neurosurgery, or the separation of conjoined twins.
 3. **Planning the Project:**
 - Have students draft an outline for their project, detailing:
 - Key ideas they want to explore.
 - Visuals or audio elements they plan to use.
 - How their project ties into the book's themes.
 4. **Work Time:**
 - Provide time for students to create their project. Encourage them to use available tools (video editors, art supplies, etc.).
 5. **Present the Projects:**
 - Have students showcase their work to the class, explaining their creative choices and the connection to *Gifted Hands*.
 6. **Assessment:**
 - Evaluate based on creativity, relevance to the book, effort, and quality of presentation.
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Option 5: Critical Thinking and Analysis Essays

Objective: Write an analytical essay exploring deeper themes in *Gifted Hands*.

Instructions:

1. **Choose an Essay Topic:**
 - Offer students several essay prompts to choose from, such as:
 - The impact of socioeconomic status on Carson's education.
 - The role of faith in Carson's life and medical career.
 2. **Provide Essay Guidelines:**
 - Essays should be 3–5 pages in length, with a clear thesis statement, supporting arguments, and evidence from the text.
 3. **Research & Planning:**
 - Give students time to re-read key sections of the book and conduct any additional research needed.
 - Encourage them to outline their essays before writing.
 4. **Drafting:**
 - Allow time for students to draft their essays, ensuring they stay focused on the prompt and use examples from *Gifted Hands* to support their arguments.
 5. **Peer Review (Optional):**
 - Students can swap essays with a peer for feedback before submitting the final version.
 6. **Assessment:**
 - Grade based on argument development, use of evidence, structure, and clarity.
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Option 6: Role-Playing/Simulation Activity

Objective: Engage in a role-playing activity to explore medical ethics inspired by *Gifted Hands*.

Instructions:

1. **Create a Case Study:**
 - Develop a medical ethics case inspired by *Gifted Hands*, such as a high-risk surgery scenario.
2. **Assign Roles:**
 - Assign students to different roles, such as the lead surgeon, family members, ethics board members, and nurses. Give each role specific responsibilities during the discussion.
3. **Prepare for the Role-Play:**
 - Allow students time to read about their roles and review the case study materials.
 - Encourage them to consider the ethical implications of their decisions.
4. **Role-Playing:**
 - Facilitate the role-playing session. Encourage students to discuss the ethical dilemmas, risks, and benefits of proceeding with the surgery.
5. **Reflection:**
 - After the role-play, lead a class discussion about the ethical decisions made and how they connect to Carson's experiences in the book.
6. **Assessment:**

- Grade based on participation, depth of discussion, and understanding of the ethical issues.