Lesson 14

By PAOLA BROWN
Endorsed by the Academy of Homeopathy Education
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Read-Aloud Time!
UNIT 2: PART 1
Franz Voss and the Vicious Flu

“Homeopathy lays only over my experience. Do imitate me, but do it well and you shall see at each step the confirmation of my statements.” — Samuel Hahnemann

Materials Needed:
- Evie and the Secret of Small Things storybook
- Student Workbook
- Homeopathy Memory Work Music (optional)
- Art Journal

Art Journal Activity: Meet the Father of Homeopathy
- Scissors
- Colored pencils
- Glue
- Pen for journaling
  Level 3 students only: 5 x 7 note card, envelope to fit
- Access to a computer and internet
- Recipe: Grandma Annette’s Hot Apple Cider (optional)
- Recipe Ingredients (see end of this lesson)

Read-Aloud or Audio-book:
Read aloud or play the audio recording of Evie and the Secret of Small Things in Unit 2, Part 1: Franz Voss and the Vicious Flu. If not doing the art journaling craft, consider bringing along any quiet activities that active students may need so they can listen quietly. Check the Read-Aloud materials in the Teaching Tips section of this Teacher’s Manual for ideas on quiet-time activities.

Student Workbook:
Art Journal Activity: Meet the Father of Homeopathy
Students have the option to work on this project while listening to the read-aloud of Evie and the Secret of Small Things

Memory Work: If available, you may choose to listen to “Tell me About Belladonna!” the Homeopathy Memory Work Music.
- Level 1 students can trace the memory work in either cursive, print, or both.
- Level 2 students can copy the memory work using the lined page.
- Level 3 students can create a memory note card using key words from the song lyrics.

🎵 Tell me about Belladonna! 🎵
When your symptoms are red, hot, angry, and throbbing, reach for Belladonna, there’s no need for sobbing. For the symptoms: dry, swollen, painful, and sore, or a sudden high fever of 103 or more, that’s Belladonna.
Hold a discussion with the students:

First, ask students to retell the story of Franz Voss and the Vicious Flu, in their own words.

Here are some questions to lead the discussion, but if the students have their own questions or discussion topics, follow their lead.

Ask the students:

Q) What was Dr. Armleuchter’s method for curing Franz?
A) Possible answer: Blood-letting.

Q) What do you think about Dr. Armleuchter’s methods or treatments?
A) Possible answer: They seem painful and dangerous.

Q) Think about the story of Franz Voss and the Vicious Flu and how it depicts the leech market in the nineteenth century. What was the leech market like in those days?
A) Possible answer: During the nineteenth century, the breeding and selling of leeches was a prolific business. It was very popular and people thought it was safe.

Q) Would you like Dr. Armleuchter to be your doctor? Why or why not?
A) Possible answer: No. He was not a good listener.

Q) How would you feel if a doctor used blood-sucking leeches on your neck and arms?
A) Possible answer: Awful! I would feel scared!

Q) What are some of the things we do today that are considered normal but that could be interpreted as barbaric and gross 100 years from now?
A) Possible answers: The types of food we eat, treatment of livestock, medical practices.

Q) Why should or shouldn’t Franz’s mother and father have sent Dr. Armleuchter away?
A) Possible answer: They should have sent him away because Franz was not improving with treatment.

Q) What did Dr. Armleuchter say to Franz’s mother when she wanted him to leave, and what was her response?
A) Possible answer: Dr. Armleuchter told her that her son would die, and this scared Martha so she hesitated.

Q) What helped Martha have the courage to send the doctor away?
A) Possible answer: Martha and her husband agreed that they didn’t like what they were seeing and were united in their decision.

Q) What does Martha’s courage to send away Dr. Armleuchter teach you about your relationships with those who are closest to you?
A) Possible Answer: It’s important to talk to each other about the decisions we make. Listening to and understanding one another is necessary to avoid causing a crisis.

Q) How was Dr. Hahnemann’s method different than Dr. Armleuchter’s?
A) Possible answer: It was gentler. It allowed the body to heal itself.
Q) What are some of the dangers or risks of common drugs that are used today?
A) Possible answer: *The side effects can include many symptoms that are worse than the condition being treated.*

Q) What is a paradigm? How can they be harmful?
A) Possible answer: *When a certain group of people all have the same regard, beliefs, and assumptions about a certain viewpoint. Paradigms can be harmful when we follow a set of beliefs blindly, without considering if we are making the right choice for our own circumstance.*

Q) We are constantly surrounded by both good and bad information. How can we identify the good ideas? How can we avoid being deceived by bad ideas, especially when they are popular?
A) Possible answer: *We can carefully observe and use our own logical abilities to think through a situation. We must also be careful not to act out of fear. Being scared into doing something, like how Dr. Armleuchter tried to scare Martha into continuing the bloodletting, is not helpful and should not be the basis for making a decision.*

Q) In your Art Journaling project, you will have a chance to interview someone about a difficult decision he or she had to make. Why do you think some decisions are hard to make?
A) Possible answer: *Sometimes you don’t have enough information, and other times you can feel peer pressure from those around you.*

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**SPECIAL ASSIGNMENT**

*Before the next lesson, have students interview their parents, grandparents, or any trusted adult about decision-making. Tell students that they should arrive to the next class prepared to share their answers.*

**Example Questions for students to ask during interview:**

- In my class, I am learning about how we can make good decisions, especially when we are confused about what the right choice is. Can I ask you a few questions about that?

- Have you ever had a conversation where you felt pressured or “scared into” making a decision that you weren’t sure about? What happened?

- How can you avoid being pressured into making a decision before you are ready?

- What advice do you have for me to use this information in my own life?
Examples of practices that may need further questioning, research, and discussion:

- Using fever-reducing drugs to bring down normal, healthy fevers out of fear, habit, or societal norms

- Glorifying or downplaying the serious health impacts of popular—but unsafe—habits like smoking, watching TV/electronics daily or for extended periods of time, or developing addictions

- Selecting or accepting prescribed drugs that could cause side effects like hair loss, chronic pain, and mental problems, when there are less harmful/dangerous treatment options available

- Preemptively or incorrectly treating with antibiotics before a bacterial infection is confirmed (for example, before a routine procedure, or for an ear infection, which is usually a viral, non-bacterial infection)

- Overusing or suggesting unnecessary c-section deliveries when a natural birth is safe and feasible, or for matters of convenience

- Making and treating incorrect diagnoses, leading to unnecessary use of drugs or medical procedures (it has been discovered that many people on asthma medication have been incorrectly diagnosed and should not be taking it¹ ², and those who continue taking asthma medications often realize a dangerous cycle where their condition worsens and they have to take more or require a higher dosage to achieve past results)

- Applying beauty products like certain makeup, lotions, deodorant, hair dye, etc., even though there are well-known cancer-causing ingredients in them

- Utilizing manufactured products like diphenhydramine—also known as Benadryl—melatonin, or prescription sleep aids, etc. to help induce sleep at bedtime or to encourage napping while traveling (this type of use can actually stop one’s natural production of melatonin³—creating a dependency on the product, and diphenhydramine has a high rate of causing seizures in children)⁴ ⁵

- Resorting to the use of laxative drugs for constipation in adults and children (look up the side effects of these “miracle” laxative drugs!)

- Long-term use of proton pump inhibitors (PPIs), such as the commonly used medications used for GERD and acid reflux like omeprazole (also known as Prilosec), can significantly increase your chance of developing a kidney injury or causing colitis—which is a very serious infection of the colon caused by bacteria known as Clostridium difficile (also known as C.diff)—as well as reduce calcium absorption, increasing the chances of fracturing your bones or developing a memory disorder ⁶

- Taking muscle relaxers for chronic back pain which have minimal benefits at best, and can cause dangerous side effects⁷ like in patients who’ve reported making poor decisions while under its influence—driving and running errands—with no memory of it afterwards⁸

Choose a few of these topics to investigate further—indeedently, or as a class—and see what truth you can uncover about these questionable practices.

Record the information you learn somewhere you can find it later if you ever want to research more!

¹) https://jamanetwork.com/journals/jama/fullarticle/2598265
²) https://www.statnews.com/2016/04/05/doctors-overdiagnosing-asthma/
⁶) https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6463334/
⁷) https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4103716/
⁸) https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5465829/
Grandma Annette’s Hot Apple Cider

A yummy treat!

Ingredients:

Note: Visit the Online Teacher’s Area section under this lesson to find links for some of these ingredients.

- 12 medium apples
- 3 oranges
- 1 gallon filtered water
- 6 cinnamon sticks
- 5 whole cloves
- ¼ cup (approx.) maple syrup
- 6-quart pot, Mesh boiling bag*

Directions:

Clean and quarter the apples, and remove the seeds. Peel the oranges, quarter them, and remove the seeds. Combine fruit and all other ingredients—except maple syrup—in a 6-quart pot, and heat all the ingredients on medium heat until reaching a gentle simmer. Cover and lower the heat so that the cider will not boil over, and let it simmer for two hours. By now your home will smell amazing! Scoop up the fruit into a boiling bag and tie it off. Use a potato masher to mash the fruit and squeeze out the rest of the delicious flavor into the pot. Return entire mesh bag with mashed fruit into the pot and allow to simmer for another 30 minutes. Remove the mesh bag, compost the remaining fruit mash, and wash/dry the bag to reuse again another day! Taste the cider. It may be sweet enough, but if you’d like a bit more sweetness, add maple syrup to taste.

* You don’t need a mesh boiling bag to complete this last step. You can just mash the fruit directly in the pot and strain out the larger apple chunks later with a slotted spoon or strainer. The mesh bag just makes this easier to do.