

Lesson Topic: Civil War Surgery

Subject: U.S. History to 1877
Pre-AP and Regular

Grade Level: 10th

Days for Completion: 1

Learner Outcomes (Objectives)

What will students know? What will students be able to do?

Students should be able to hypothesize which civil war medical instrument to use for each of the six medical cases

Students should be able to work in cooperative learning groups

Students should be able to explain and justify their choice of medical instruments for each medical case

Assessments

How will you know what students know? How will you know what students can do?

1. Questioning
2. Progress monitoring
3. Graphic Organizer

Materials

1. Replica Civil War medical instruments
2. Smelling Jars
3. Fill-in-the-Blank Civil War medical cases
4. Medical Instrument Outline Cards
5. Medical Instrument ID cards
6. Table Group Labels
7. Numbered Index Cards – grouping cards for students
8. *Master and Commander: The Far Side of the World* DVD

Alabama Course of Study

10) Describe how the course, character, and effects of the Civil War influenced the United States

Instructional Strategies

1. Problem-Solving
2. Hands-on “reenactment”
3. Co-teaching

Tier of Instruction

 X 1st 2nd 3rd

Unit

The American Civil War (1861-1865)

Procedures

1. Prep-Work – Set-up on the LEFT side of the library

A. Divide tables into six groups.

B. Place one laminated, fill-in-the-blank Civil War medical case card on each of the six tables

C. Place the medical instrument outline cards on the table with the corresponding fill-in-the-blank Civil War medical case card (medical instrument outline cards are labeled with case numbers) The Smelling Jars table does not have medical outline cards. Place the smelling jars on the table next to the fill-in-the-blank Civil War medical case card #6

D. Place the replica Civil War instruments on the appropriate outline cards

E. Label each table 1 through 6

2. When students arrive, hand each student a numbered index card and have them sit on the RIGHT side of the library at the round tables. Students will leave everything here at the table except a pen or pencil.

A. Ms. X will provide safety instructions and behavior expectations for today's activity. She will also explain to students that the number on their index card indicates at which table (1-6) they will begin the activity. They will then rotate with this group of students to the other five tables.

B. Ms. Y will provide the directions for the activity (detailed below: 3)

C. Ms. Z will provide background information for today's activity – contextualization

3. Students will rotate through six medical cases during a 50 minute period. At each table students will find a laminated fill-in-the-blank medical case card and three to five replica Civil War medical instruments.

Students will read the case card stopping at each red blank. Students will then work together to determine which medical instrument should "fill-in" that blank. The instruments are labeled A, B, C, D, or E. Students will write the instrument's corresponding letter on their graphic organizer in the matching case study box.

At the smelling jars table (case #6), students will begin by smelling each of the six smelling jars and hypothesizing about what each jar contains. Once all of the groups' members have had a chance to smell the jars, the group will begin reading the laminated fill-in-the-blank medical case card. Students will "fill-in" the blanks in the same manner as they did for the medical instrument case studies.

Ms. X, Ms. Y, or Ms. Z will monitor the smelling jars table – case #6. The remaining two teachers will monitor the other five tables.

After all students have completed all six case studies, Ms. Y will put out the medical instrument ID cards on the six tables. The medical instrument ID cards provide a written explanation of how each medical instrument is used. Students will read the ID cards and check their hypotheses from their graphic organizers for accuracy. Students will again rotate to all six tables to check their hypotheses for each case.

Ms. Y will then call out all of the correct answers so students can double check their graphic organizers. Ms. X, Ms. Y, and Ms. Z will answer students' questions.

4. Either at the end of the period or the following day show students two clips from *Master & Commander: The Far Side of the World*. The movie is based on a British ship sailing in 1805, but the medical procedures depicted in the movie are the same technique used in the 1860s in the American Civil War.

A. The first clip is of a young boy having his arm amputated due to infection. This relates to medical case #2.

B. The second clip is the doctor using a trephine to relieve pressure in a man's skull. This relates to medical case #5.

C. Ask students what are some similarities and/or differences between medicine of the 1860s and medicine of today. Ask students if they have any new questions after viewing the video clips.

 X Talking X Writing X Investigating X Reading X Listening