**\*\*Park Name**

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| --- |
|  Palo Alto Battlefield National Historical Park  |

**\*\*Lesson Plan Title (255 characters maximum)**

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| --- |
|  Battling Disease  |

**Original Lesson Hyperlink**

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|  <http://www.nps.gov/paal/forteachers/classrooms/battling-disease.htm>  |

**Editor**

|  |
| --- |
| Georgia Tsin  |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

|  |
| --- |
| During the U.S.-Mexican War, approximately 70% of deaths in the army were due to disease. In this lesson students engage in an interactive activity to show the percentage of soldiers who died of disease versus battle wounds. Students will also study the four health threats facing the U.S. and Mexican armies: poor drinking water, filthy camp conditions, mosquitoes, and poor personal hygiene. Students compare and contrast how soldiers fought these threats to how we combat them today. In this lesson students will discover that more soldiers died of disease than of battle wounds. Afterwards, they will learn about four health threats faced by the soldiers: poor drinking water, poor camp conditions, mosquitoes, and poor personal hygiene. Students will then create Venn diagrams to compare and contrast preventive health measures used during the US-Mexican War to those used today. Finally, students will discuss how preventative health measures keep us healthy. In this lesson, students will answer the following essential questions: How has the prevention and battling of health threats changed between the US-Mexican War and today?  |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_\_x\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

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| <http://www.nps.gov/common/uploads/teachers/assets/images/imr/park/paal/28D763EA-155D-451F-676AA53A1EC3C0C5/28D763EA-155D-451F-676AA53A1EC3C0C5.jpg>  |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

|  |
| --- |
| Poor camp conditions posed a big threat to soldiers  |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to** [**http://www.corestandards.org/**](http://www.corestandards.org/)

|  |
| --- |
| **Select Grade Level: 6th – 8th Select Subject Area: English Language Arts Standards** **Check off Common Core Standards:** [CCSS.ELA-LITERACY.RH.6-8.10](http://www.corestandards.org/ELA-Literacy/RH/6-8/10/)By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. |

**\*\*State Standards:**

|  |
| --- |
| **Select State: Texas Select Subject:**  History  **Select Grade Level: 8th**  **Check off State Standards:**  8.6 |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_x\_\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

\_x\_\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

\_\_x\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

\_\_\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

**Learning Styles (Check As Many as Apply)**

There are many ways for students to learn and show what they have learned. Different learners have different styles that are dominant. The more learning styles represented in lesson, the more students the lesson will reach. Consider the student tasks within the lesson. Then check off learning styles represented.

\_\_\_ **Visual/Spatial:** Learning or showing understanding through pictures, images, and space.

\_\_\_ **Auditory/Musical:** Learning or showing understanding through sound and music.

\_x\_\_ **Verbal/Linguistic:** Learning or showing understanding through spoken or written words.

\_\_\_ **Physical/Kinesthetic:** Learning or showing understanding through your body, hands and touch.

\_\_\_ **Logical/Mathematical:** Learning or showing understanding with logic, reasoning, and systems.

\_\_x\_ **Interpersonal:** Learning or showing understanding through working in groups or with others.

\_x\_\_ **Intrapersonal:** Learning or showing understanding through working alone and use self-study.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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**Lesson Duration**

 **Time to complete this lesson plan in minutes (25 characters maximum)**

|  |
| --- |
|  30 minutes  |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| --- |
|  The 2-minute video segment "Medicine in the War" can be used to accompany this lesson plan. The video clip can be downloaded from our For Kids page. Students can work individually or in groups. Each individual or group can review one or all four health threats. http://www.nps.gov/paal/forkids/index.htm |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

|  |
| --- |
| 1. Wound – injury that is usually more serious
2. Disease – illness or sickness
3. Surgeon – Doctor in the military who usually focuses on surgery
4. Hygiene - Cleanliness
 |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| --- |
| 1. Print one copy per student of each material listed.
2. Find the 2-minute video segment "Medicine in the War" which can be used to accompany this lesson plan. The video clip can be downloaded our For Kids page. http://www.nps.gov/paal/forkids/index.htm
 |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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| --- |
| 1. Use Battlefield Statistics: Deaths from Battle Wounds vs. Deaths from Disease to divide students into two different parts of the room.
2. Tell students that they are all soldiers who died during the U.S.-Mexican War. The bigger group died of disease and the smaller group died in battle or because of battle wounds.
 |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc. Make sure your lesson includes new content (information, readings, powerpoint, facts, etc) and something for students to do with that content (lab, simulation, activity, game, primary sources etc).**

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| --- |
| 1. If possible, watch the 2-minute video "Medicine in the War" which can be downloaded from For Kids page. http://www.nps.gov/paal/forkids/index.htm
2. Hand out the Battling Disease Student Background worksheet. Have students read to themselves or out loud.
3. List each of the four health threats on the board. Health threats include: poor drinking water, poor camp conditions, mosquitoes, poor personal hygiene.
4. Ask students what can happen to their health if: they drink dirty water, there is too much garbage lying around, there are a lot of mosquitoes, they do not take baths and care for their body. List responses on the board.
5. Tell students that Dr. Madison Mills was the Assistant Surgeon of the U.S. Army during the Battle of Palo Alto. His advice was to implement the modern medical technology available in 1846. Today we still do some of these things to stay healthy, but we also have modern medical technology like vaccinations.
6. Split students into four groups, one for each health threat. (Option: Have students work in smaller groups or work individually and assign the same health threat to several groups/individuals.)
7. Hand out the Battling Disease Venn Diagram to groups/individuals to compare and contrast medical technology during the War with modern medical technology. (Option: Give an example such as: Threat: Poor hygiene; Technology: Take a bath)
8. Tell students when they are finished with the Venn diagram to answer the questions on the back of the worksheet.
9. Have students present their diagrams and answers to the class.
 |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

|  |
| --- |
|  Assess student performance in two key areas* Participation in group discussion
* Worksheets

Above ProficientGroup discussion: Offers information, which directly relates and builds on the topic.Worksheets: Venn Diagram complete. Thoughtful answers. Effective and accurate use of writing conventions. Drawings complete.ProficientGroup discussion: Offers information, which directly relates to the topic.Worksheets: Venn Diagram complete. Effective and accurate use of writing conventions. Drawings complete.Below ProficientGroup discussion: Offers very little information of which some relates to the topic.Worksheets: Venn Diagram incomplete. Writing conventions are not always followed. Drawings incomplete or no drawings. |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

|  |
| --- |
| Battlefield Stats: Deaths from Battle Wounds vs. Deaths from Disease  |

**Summary (how does the material function in the lesson?):**

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| --- |
| Use this worksheet to divide your students in step one.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
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|  |

**Material #2**

**Title (255 characters maximum):**

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| --- |
|  Battling Disease Student Background  |

**Summary (how does the material function in the lesson?):**

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| --- |
|  Students read this to gain background knowledge.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #3**

**Title (255 characters maximum):**

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| --- |
|  Battling Disease Venn Diagram  |

**Summary (how does the material function in the lesson?):**

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| Student use this worksheet to compare and contrast US-Mexican War and modern medical technology  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

|  |
| --- |
|   |

**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| --- |
| * Read text out loud prior to answering questions
* Mixed-ability partnerships
* Highlighted text
 |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| * Have a class discussion about the modern health tips that the students came up with to avoid disease.
* Have students pretend to be Dr. Madison Mills and write a short essay about what the soldiers should do to stay healthy.
* Have students set a personal health goal and track progress towards its achievement.
 |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

|  |
| --- |
| The video to accompany this lesson plan can be downloaded from our For Kids page. Click on "Medicine in the War." http://www.nps.gov/paal/forkids/index.htmInformation on U.S. Army Medical History is in [U.S. Army Medical Department,1818-1865](http://www.history.army.mil/html/books/030/30-8-1/index.html) by Mary C. Gillett |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

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| --- |
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