

BCSCR

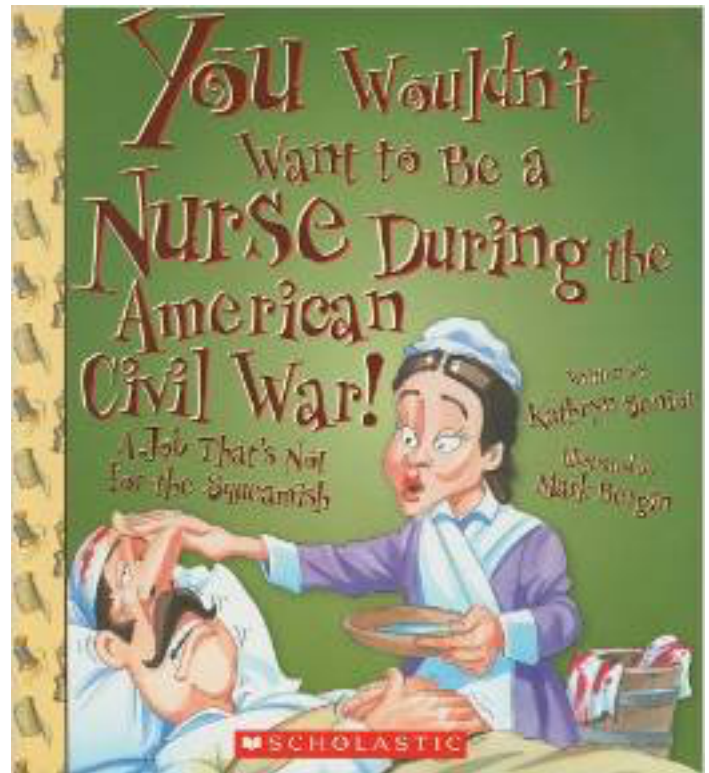


Building Communities that
Support Children's Reading

New Mexico - Colorado

You Wouldn't Want to Be a Nurse During the American Civil War!: A Job That's Not for the Squeamish

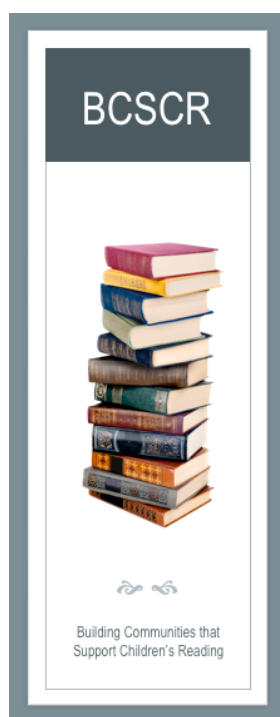
By: Kathryn Senior
RL 5.6



5th Grade – Informational Book

This grant is managed by
The Three Rivers Education Foundation
<http://threeriverseducationfoundation.org>
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501 Airport Dr., Suite 209
Farmington, NM 87401



The book sets with the BCSCR program are designed with differentiation in mind. First of all, the fiction and informational books have been paired to compliment each other and chosen for low, average, and high readers that exist in classrooms. Next, the books have been put into two major themes: “Blast into the Past, and Exciting Excursion” to help with thematic units. Finally, the activities are scaffolded and address multiple learning styles and preferences while addressing the standards that each state in the program requires.

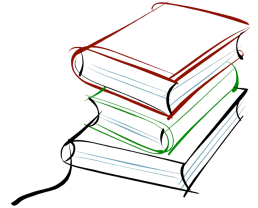
Please contact the curriculum specialists that created these units if you have any content questions or comments.

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Grant award number: S215G140114

4th	Blast into the Past - Fiction	Blast into the Past - Informational
3.2	Oh Say, I Can't See	George Washington's Teeth
3.9	The Whipping Boy	Bullies are a Pain in the Brain
5.1	Traitors Gate	Sir Cumference and the Isle of Immetter
5th		
4.5	Number the Stars	Candy Bomber
5.3	Bull Run	You Wouldn't Want to Be a Nurse in the Am. Civil War
5.6	Julie of the Wolves	Alaska
6th		
4.7	Al Capone Does My Shirts	You Wouldn't Want to Be a Chicago Gangster
5.3	Snow Treasure	War Dogs
6.2	Door in the Wall	Castles
4th	Exciting Excursions - Fiction	Exciting Excursions - Informational
3.3	97 Ways to Train a Dragon	Sir Cumference and Great Knight of Angleland
3.9	Because of Winn Dixie	What's for Dinner
4.7	From MUF of Mrs. BEF	Turn of the Century
5th		
4.4	The 13th Floor	Sea Queens
4.9	Jeremy Thatcher, Dragon Hatcher	Sir Cumference and Dragon of Pi
5.3	The Cay	Ouch
6th		
5	Mr. Tuckett	Get the Scoop on Animal Poop
5.3	The True Confessions of CD	26 Women who Changed the World
6.8	The 21 Balloons	Sir Cumference and the Vikings Map



Contents

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- + RAFT Rubric
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- + Writing rubrics



Synopsis

You Wouldn't Want to Be a Nurse During the American Civil War!

The reader is placed in the role of a nurse during the American Civil War and learns about the realities of the war. Includes many color cartoon illustrations and a glossary

Get ready as a young reporter in 1861, you're about to be sent on your toughest assignment ever. You're going to the battlefields to find out what it's like to be a Nurse in the American Civil War.

Common Core State Standards

These are the main CCSS standards addressed by the activities in this module.

RI.5.2 - Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4 - Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5 - Craft and Structure: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.7 - Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

WS.5. 1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

WS.5. 2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

WS. 5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

WS.5. 4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

WS.5. 9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.



Vocabulary

You Wouldn't Want to Be a Nurse During the American Civil War!

Anesthetic - a drug that causes a person to lose feeling and to feel no pain in part or all of the body

Dysentery – serious disease that causes severe diarrhea and a loss of blood

Suture - a stitch or a series of stitches used to close a cut or wound

Noncommissioned Officer - an officer (such as a sergeant or corporal) who has a low rank in the army, air force, or Marine Corps

Artery - any one of the tubes that carry blood from the heart to all parts of the body

Abolish - to officially end or stop (something, such as a law) : to completely do away with (something)

Muslin - a thin and loosely woven cotton cloth

Aftermath - the period of time after a bad and usually destructive event

Notorious - well known or famous especially for something bad

Antibiotics - a drug that is used to kill harmful bacteria and to cure infections

Crossfire - shots that come from two or more places so that the bullets cross through the same area

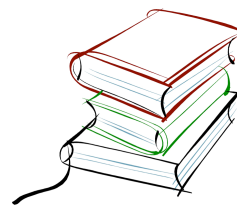


High Level Questions

You Wouldn't Want to Be a Nurse During the American Civil War!

These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. How would you adapt to becoming a Civil War nurse?
2. How would you justify being a reporter in the Civil War and not taking sides?
3. Why do you think there were no women doctors in the American Civil War?
4. Discuss how surgery in the field has changed since the Civil War.
5. Predict the outcome if women had not been allowed to take care of soldiers during the Civil War.
6. Why do you think local women wanted to help soldiers from both sides?
7. Suppose you were an amputee, what would your life be like after the Civil War?
8. What motivates a person to go into dangerous professions?
9. What 5 questions would you ask Sarah Emma Edmonds?
10. What emotions do you think Clara Barton had to deal with after the war?



Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address the grade level specific Common Core State Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

In order to support teachers, the choice boards developed for BSCBR are coded for specific CCSS standards.



Choice Board

You Wouldn't Want to Be a Nurse During the American Civil War!

Fill out the table "Civil War Numbers". RI 5.2	Create a Venn diagram comparing the structure of <i>Bull Run</i> with <i>You Wouldn't Want to Be a Nurse During the American Civil War</i>. RI 5.5	Write 5 questions that can be answered from the Handy Hints in the book. RI 5.7
Draw a magazine ad for the story to encourage others to read the book. RI 5.2	Write a paragraph comparing and contrasting the information in the book with the article Civil War Nurses "The Angels of the Battlefield" RI 5.5	Pick any 5 glossary terms on page 30-31 and draw illustrations to accompany them. RI 5.7
With a partner, create and perform a short play summarizing what it is like to be a nurse in the Civil War. RI 5.2	Create a poster comparing surgical techniques in the 1860's and now. RI 5.5	Create a timed game involving terms in the index on page 32. RI 5.7

Name: _____



Civil War Numbers

You Wouldn't Want to Be a Nurse in the American Civil War

Page #	A Number Used	What is represents
6	60,000	Union soldiers in the Battle of Shiloh
6		
8		
10		
18		

What number did you find the most interesting? Why?

Choice Board





Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role*, *audience*, *format*, and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffolded and can be adjusted according to students' achievement levels, English proficiency, and interests



RAFT Matrix

You Wouldn't Want to Be a Nurse During the American Civil War!

Role	Audience	Format	Topic
Reporter	Grandchildren	Memoir	What I did during the Civil War
Harriet Tubman	Other slaves	Letter	What freedom is like
Sally Thompson	Other women	List	How to prevent infection
Walt Whitman	Soldiers	Poem	Horrors of war



RAFT Matrix Rubric

STUDENT NAME: _____ **NOVEL:** _____

Accuracy

Information is accurate and supported with specific details from the novel.

5 4 3 2 1

Comments:

Role

The writing is credible in the role assigned.

5 4 3 2 1

Comments:

Format

The proper format was used.

5 4 3 2 1

Comments:

Conventions

The writing had no errors in grammar, punctuation, capitalization, or spelling.

5 4 3 2 1

Comments:

Creativity

Writing shows imagination and originality.

5 4 3 2 1

Comments:

Assessment Guide

5 = Above and Beyond

4 = Meeting Standard

3 = Working to Standard

2 = Developing

1 = Incomplete



RAFT Matrix

Role	Audience	Format	Topic



College & Career Readiness

You Wouldn't Want to Be a Nurse During the American Civil War!

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. The extensions and enrichment topics in this section compliment the topic of this book and provides educators choices of technology-based career information and a range of extracurricular and enrichment opportunities to nurture interests and a sense of place in our world.

Kid friendly writing rubrics and checklists address all 10 common core standards Grades 3-6

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

Background on Civil War

<http://www.studentguide.org/great-civil-war-resources-for-k-12->

<http://www.radford.edu/~sbisset/civilwar.htm>

Background on Civil War Medicine

<http://civilwarhome.com/medicinehistory.htm>

http://www.ducksters.com/history/civil_war/life_as_a_soldier_during_the_civil_war.php

<http://mentalfloss.com/article/31326/5-medical-innovations-civil-war>

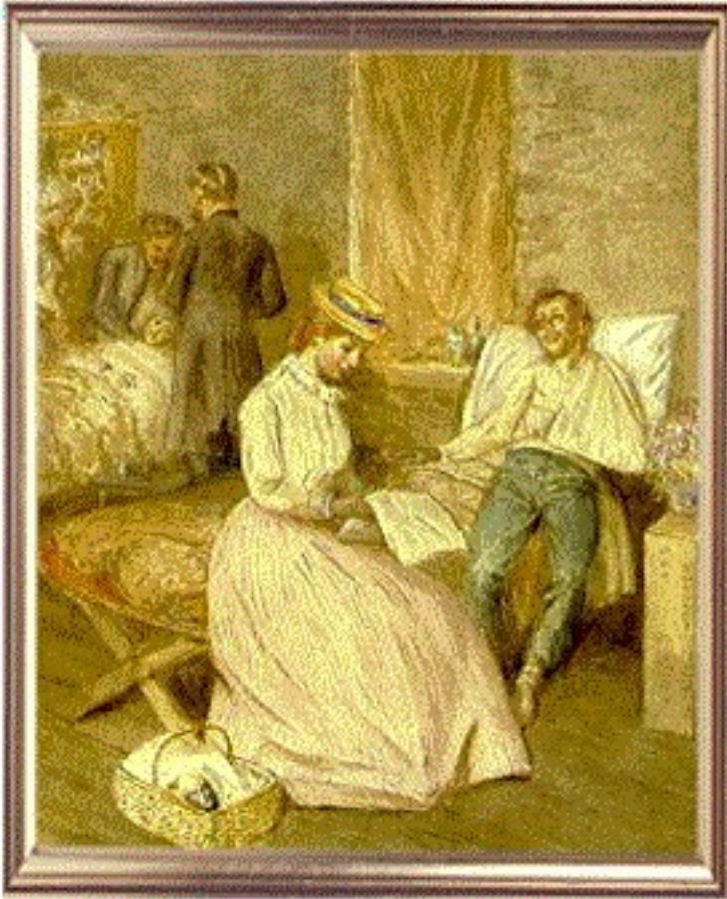
Geography Activities

<http://mrnussbaum.com/civil-war/interactive/>

Video

http://cybersleuth-kids.com/videos/Civil-War-Medical-Care_v3431

Civil War Nurses "The Angels of the Battlefield"



Approximately two thousand women, North and South, served as volunteer nurses in military hospitals during the American Civil War. Seeking convention and direct involvement in the national struggle rather than the domestic support roles to which social minimum career opportunity had traditionally confined the majority of their sex, they experienced at first hand the grim constants of war -- amputated limbs, mutilated bodies, disease and death -- and provided invaluable aid to the sick and wounded soldiers and medical authorities on either side. Of those so employed a relative few--such as Louisa May Alcott, Jane Stuart Woolsey, and Katharine Prescott Wormeley - recorded their experiences for posterity. Most, however, unfortunately left little record of their wartime service. They therefore remain in large measure historically anonymous, except for the terse appearance of their names on hospital muster rolls, and consequently the activities and influence of the woman nurse constitute one of the rare aspects of Civil War history that has not been extensively

recorded.

That comparatively little secondary material has been written concerning women nurses mutes the significance of their contribution to the wartime medical service. Available evidence indicates that their activities often had important ramifications in both an immediate and broader social sense, and that as a group they deserve attention as full participants in the civil conflict rather than as mere helpers of the main actors, more interesting than substantial. In fact, these women often had notable impact upon the men they tended and served under; and, further, the introduction of female personnel into responsible roles in a traditionally male military environment was one significant step in the progress of women toward a fuller involvement in American Society.

Dorothea Dix and Clara Barton were the leaders of a national effort to organize a nursing corps to care for the war's wounded and sick. Dix was already recognized for her work in improving the treatment received by the insane when she began to recruit women to serve as nurses in the Army Medical Bureau. Military traditionalists opposed her, but she prevailed, armed with an indomitable will and a singleness of purpose. One of the standards that Dix established for her nurses was that they be "plain looking" and middle-aged. "In those days it was considered indecorous for angels of mercy to appear otherwise than gray-haired and spectacled," explained one young lady rejected by Dix. "Such a thing as a hospital corps of comely young maiden nurses, possessing grace and good looks, was then unknown." Recruits nicknamed her "Dragon Dix," but it was a badge of honor as it indicated what it took to succeed in creating the army's first professional nursing corps.

Clara Barton worked on parallel lines, but outside the official military system. A Massachusetts schoolteacher, Barton had come to Washington in 1854 to work at the U.S. Patent Office. Determined to play a role in the events of 1861, she cared for wounded soldiers who had returned to Washington. Thanks to financial support garnered throughout New England, Barton had the means, along with the resolve, to overcome the military bureaucracy and travel to the front lines. "I went in while the battle raged," she recalled with pride. After the war, she was instrumental in the creation of an American branch of the International Red Cross.

Source: Civil War Nurse, The Diary and Letters of Hannah Ropes. Introduction and commentary by John R. Brumgardt

Where in the World?



Research Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	The student response demonstrates limited comprehension of ideas by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	The student response - addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence; - demonstrates effective coherence, clarity, and cohesion appropriate to the task; - uses language effectively to clarify ideas, attending to the norms and conventions of the discipline.	The student response - addresses the prompt and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence; - demonstrates coherence, clarity, and cohesion appropriate to the task; - uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response - addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or - is a developed, text-based response with little or no awareness of the prompt; - demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; - uses language that demonstrates limited awareness of the norms of the discipline.	The student response - is undeveloped and/or inappropriate to the task; lacks coherence, clarity, and cohesion; - uses language that demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding .	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding .

Narrative Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	The student response • is effectively developed with narrative elements and is consistently appropriate to the task; • demonstrates effective coherence, clarity, and cohesion appropriate to the task; • uses language effectively to clarify ideas, attending to the norms and conventions of the discipline.	The student response • is developed with some narrative elements and is generally appropriate to the task; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates limited awareness of the norms of the discipline.	The student response • is undeveloped and/or inappropriate to the task; • lacks coherence, clarity, and cohesion; • use of language demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.