

## Program Summary

**Grades:** 5 - 12

**Duration:** 30 minutes

### Program Description:

Medical care during the Civil War is often seen as primitive to us today. However, Civil War medicine laid a lot of the groundwork for what we know today as good practice. During this program, Civil War Museum educators will work with students to explore social distancing, practice triage thinking and investigate how food helps us. Students will think like historians and build critical thinking skills while making observations and make claims about medical artifacts and their role in the Civil War.

This program will take place on zoom. It is designed to be a collaborative lesson between the students and the museum facilitator. A week prior to your virtual program, you will receive a teacher packet with information and images.

### Activities:

- Social Distancing: Observe historic photos, museum education led discussion, make claims based on evidence.
- Triage- Students will sort items to determine what ones they would bring inside first on a hot day, this will be followed up by a discussion about real triage.
- Food and Nutrient- Students will participate in a discussion about Civil War soldier's food and diet, then will be challenged to track what food is being offered in the cafeteria.
- Guess the Gadget- Students will observe medical history objects and try to make claims about how they were used during the Civil War.

### Program Goals:

- Students will study images to draw conclusions about the differences and similarities between the medical care of the Civil War and today.
- Students will recognize medical improvements or initiatives that began during the Civil War.
- Students will use historical narratives to improve and analyze their decision making process.

## Learning Targets:

Students Will:

- Be able to name similarities and differences in medical care from the Civil War and today.
  - Understand the role of social distancing and make claims based on historic photographs and primary resources about the effects of social distancing.
  - Be able to make quick decisions and understand how this applies to triage patients .
  - Understand the role of food and nutrients on Civil War soldiers, and will be able to see the role of food and nutrient in their own life.
  - Be able to think critically and make claims based on observations and artifact reading about the medical care of the Civil War.
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## Learning Standards

Don't see your state's learning standards? Email us for a list of standards this program meets

### Wisconsin:

- SS.Inq1.b.i Develop a list of questions that support the research through discussion and investigation to guide inquiry.
- SS.Inq3.a.i Create a thesis statement based on evidence found in sources to make a claim.
- SS.Inq4.a.i Communicate conclusions from a variety of teacher-provided presentation options.
- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.

### Illinois:

- SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.
  - SS.IS.2.3-5. Create supporting questions to help answer essential questions in an inquiry.
  - SS.IS.5.3-5. Develop claims using evidence from multiple sources to answer essential questions.
  - SS.H.1.4. Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.
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## Contact Information

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