

Cobblestone™

CLARA BARTON TAKES CHARGE

In this issue, students explore the life of Clara Barton and her impact on the medical care available to Americans during the 1800s.

CONVERSATION QUESTION

How were the wounded taken care of in the mid-to-late 1800s?

TEACHING OBJECTIVES

- Students will learn about the Civil War.
- Students will explain likely causes and effects of events and developments.
- Students will compare life in a historical time period to life today.
- Students will generate questions about individuals who have shaped significant historical changes.
- Students will conduct research.
- Students will create a multimedia presentation.
- Students will give a speech.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

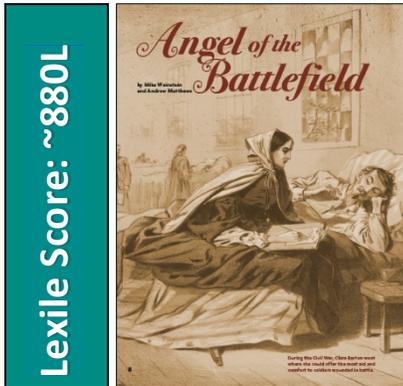
- **Angel of the Battlefield**
Expository Nonfiction, ~880L
- **Civil War Medical Care**
Expository Nonfiction, ~840L
- **No Time to Rest**
Expository Nonfiction, ~970L

Cobblestone® Teacher Guide: March 2021

Angel of the Battlefield

pp. 8–11, Expository Nonfiction

The Civil War led to many hundreds of thousands of injuries, but there weren't enough medical supplies or doctors to help everyone. Learn how Clara Barton tried to make a difference for wounded soldiers.



RESOURCES

- Cause and Effect

OBJECTIVES

- Students will learn about the Civil War.
- Students will explain likely causes and effects of events and developments.
- Students will conduct research.

KEY VOCABULARY

- **field hospitals (p. 10)** temporary structures set up on a battlefield to treat wounded soldiers
- **commission (p. 11)** a group of people officially given the authority to pursue a specific goal
- **superintendent (p. 11)** a high-ranking official that manages or oversees an entire organization

ENGAGE

Conversation Question: How were the wounded taken care of in the mid-to-late 1800s?

Have students recall what they know about the Civil War and its aftermath. Ask them how they think the participating armies cared for their wounded. Guide them to understand that getting supplies and doctors to the battlefield was a difficult challenge. Last, tell them they're going to learn about a woman, Clara Barton, who fearlessly spearheaded an effort to provide better care for the wounded.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then, ask students to decide which words from the vocabulary list should be used to complete the sentence.

- Barton equipped _____ to care for the wounded.
- After the Union _____ charged with improving sanitary conditions began its work, Barton was promoted to _____ of the Union hospital in Virginia.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- What problem was Barton trying to solve at the start of the Civil War?
- What types of things did Barton do to care for the wounded?
- Why was Barton's role on the battlefield uncommon?

CONCEPT/SKILL FOCUS: Explain Causes/Effects

INSTRUCT: Explain that article mentions several cause-effect relationships that explain how Barton's efforts helped wounded soldiers during the Civil War. Inform students that they will need to re-read the article with a partner to find these cause-effect relationships.

ASSESS: Instruct students to use the graphic organizer to record cause-effect relationships that led to specific details of Barton's efforts. When students have finished their work, have them share with the class to ensure proper understanding of these specific cause-effect relationships.

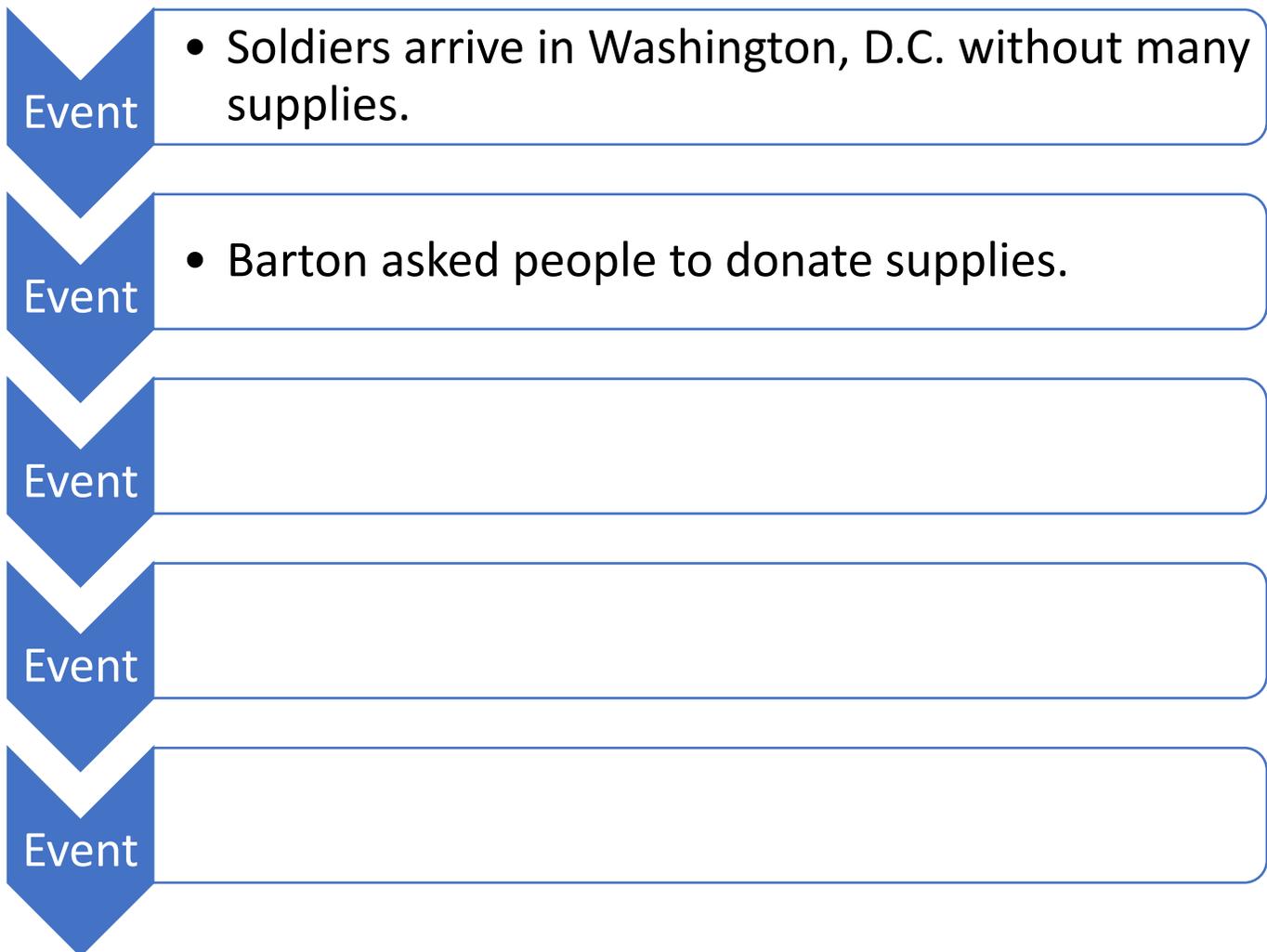
EXTEND

English Language Arts Have students work in groups use print and digital sources to learn about the different types of injuries that were common during the Civil War. Instruct them to identify at least three methods used by medical personnel to treat those injuries. Last, hold a class discussion where groups discuss the challenges of caring for the wounded during the Civil War.

Name _____

Cause and Effect

One event directly leads to another; this is the simplest version of the “cause-and-effect” relationship. At the beginning of the Civil War, the lack of medical supplies led to the need for intervention from people like Clara Barton. However, events can be both causes and effects. Look at the chart below. Starting with the decision to provide supplies to soldiers, record your ideas about how Barton’s efforts came as a result of other events and then led to new ones.



SUMMARIZE

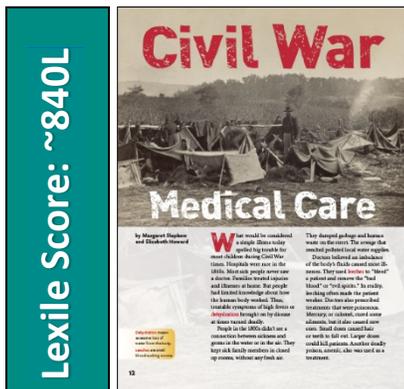
In one to two sentences, summarize how events can be both causes and effects of other events?

Cobblestone® Teacher Guide: March 2021

Civil War Medical Care

pp. 12-13, Expository Nonfiction

Life during the 1800s could be deadly, especially for soldiers, if you contracted an illness or were wounded, due to the lack of medical knowledge.



OBJECTIVES

- Students will learn about the Civil War.
- Students will compare life in a specific historical time period to life today.
- Students will create a multimedia presentation.

KEY VOCABULARY

- **symptoms** (p. 12) something that indicates the existence of something else, such as an illness
- **infection** (p. 13) a disease resulting from the presence of pathogenic agents, such as bacteria
- **surgical** (p. 13) used in connection to medical procedures requiring operation

ENGAGE

Conversation Question: How were the wounded taken care of in the mid-to-late 1800s?

Ask students to think about the challenges faced by people during the Civil War when they required medical care. Have students guess how most illnesses or infections were treated at the time. Guide students to understand that during that time, the state of medical knowledge was much less developed than today. Then, instruct them to note things that are surprising to them about medical care during the Civil War as they read the article.

INTRODUCE VOCABULARY

Define each word with students. Then, arrange students in small groups and have them practice using both words in a single sentence. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- What methods were used to treat illnesses during the early-to-mid 1800s?
- How did lack of knowledge about sanitation affect the outcome of medical care during the Civil War?
- How did most women contribute to medical care during the Civil War?

CONCEPT/SKILL FOCUS: Compare Periods

INSTRUCT: Explain that the historians often compare life in one period with life in another in order to gain an understanding of what beliefs and practices were different. Inform students they'll be comparing medical treatment during the Civil War with medical treatment soldiers receive today.

ASSESS: Arrange students in pairs. Have each pair work together research medical treatment in today's military. Then, instruct students to write a short informative essay pointing out the similarities (if any) and differences in medical treatment for soldiers during the Civil War and today. Last, invite students to discuss the factors that have led to the differences they identified.

EXTEND

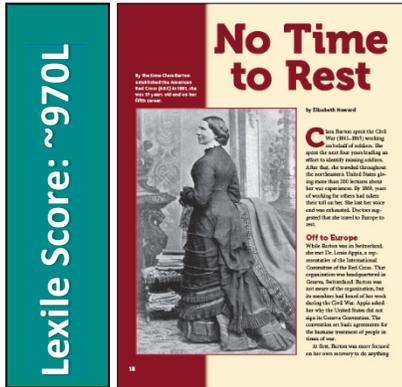
Social Studies The article discusses the state of medical care during the Civil War. Earlier, students were instructed to make note of medical treatments used during this time that surprised them. Have groups of students conduct research about one method or technique that surprised them. How did it come about? Why was it used? How effective was it? Then, have students create a multimedia presentation to share their findings with the rest of the class.

Cobblestone® Teacher Guide: March 2021

No Time to Rest

pp. 18–23, Expository Nonfiction

The end of the American Civil War was controversial. Explore the aims of Reconstruction and how those goals were ultimately defeated by political developments.



OBJECTIVES

- Students will learn about how the Civil War.
- Students will generate questions about individuals who have shaped significant historical changes.
- Students will give a speech.

KEY VOCABULARY

- **civilians** (p. 19) people not in the armed services or police force
- **American Red Cross** (p. 19) an organization that provides emergency assistance and disaster relief to civilian and non-civilian populations
- **natural disaster** (p. 21) a natural event such as a flood, hurricane, or earthquake that causes great damage or loss of life

ENGAGE

Conversation Question: How were the wounded taken care of in the mid-to-late 1800s?

Explain to students that many historical individuals have contributed to significant historical change, which is why these individuals often play key roles in history textbooks. Tell students that this article will focus on Clara Barton, a woman who created significant change in the way that medical care is provided to all people. Instruct students to pay specific attention to key changes brought about by Barton's actions.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then, ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- Why did Barton travel to Switzerland following the Civil War?
- How did Barton respond to the Franco-Prussian War?
- How did Barton help to expand the original mission of the Red Cross?

CONCEPT/SKILL FOCUS: Generate Questions

INSTRUCT: Explain to students that certain individuals have made a significant impact on how historical events unfolded. Tell them that the article mentions three significant changes brought about by Clara Barton.

ASSESS: Arrange students in pairs and have each pair work together to identify three main historical changes brought about by Clara Barton (establishing the Red Cross to the United States, motivating the United States government sign the Geneva Convention, and expanding the mission of the Red Cross to help people affected by all types of disasters). Then, have groups generate at least three questions about Barton's life and impact on others.

EXTEND

Social Studies Have students imagine that they are Clara Barton. Tell them they are to write a short speech (about 1 minute) where they will try to convince the leaders of the Red Cross organization to expand its mission to people affected by non-military disasters. Have students deliver their speeches to the rest of the class.