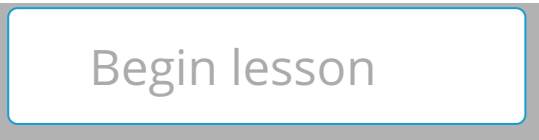


Day 1: Hospital Sketches, Chapter III: "A Day"

Begin lesson

Card 1 of 18

	Teaching notes
	Click the "Begin lesson" button to view this lesson. Teaching notes for each slide will appear in this box.

Before the Lesson

Card 2 of 18

Before the Lesson	Teaching notes

Anchor Text

Card 3 of 18

This content is not available.

Teaching notes

Download and print copies of the anchor text for each student. Students should read and annotate the story once before beginning Day 1. Students should mark unfamiliar words and confusing parts and places in the text that catch their attention. In preparation for Day 1, encourage students to pay close attention to the realities of being a Civil War nurse and also the characters and record their thoughts as they read.

Student Notes Sheet

Card 4 of 18

Teaching notes

- This guided notes sheet provides students with the text-dependent questions associated with this lesson, and relevant graphic organizers. You may modify these sheets as needed.
- During class, students can use these sheets to record their responses, notes, or ideas. Use the back to record responses to the focus question.

- Following class, collect student notes to use as a formative assessment.

Timing:

While this lesson is paced for a 45-minute class, the timing is tight. Included in the teacher's notes are ways to expand (under "Additional Notes") and condense (under "Timing") this lesson to fit your schedule and students.

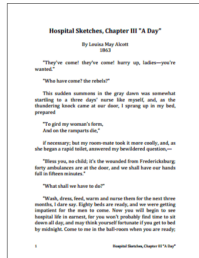
Getting Started

Card 5 of 18

<h1>Getting Started</h1>	Teaching notes

Introduction 1 of 2

Card 6 of 18



- Hospital Sketches, Chapter III: "A Day"
- Louisa May Alcott
- Published 1863 in the middle of the Civil War
- A semi-fictionalized account of being a Civil War hospital nurse, based on letters Alcott sent home as a nurse

Teaching notes

Pacing: ~4 min (~25 if students have not yet read the text)

Notes:

- Tell students the "story" of this text and set them up for the week's work:
 - Louisa May Alcott, most famous for Little Women, served as a nurse in the American Civil War for a northern

hospital for six weeks between 1862 and 1863.

- During that time, she wrote long letters home describing her time.
- She became sick, went home, and revised her letters into a publishable collection of "Sketches," or short glimpses into life in a hospital. "A Day" is one of those "sketches" about Nurse Periwinkle, her fictional alter ego.
- Thus, this account is something between a direct telling of what happened and a fictional story. The important thing to remember while reading is that while it seems straightforward in terms of plot, Alcott carefully crafted this account by choosing what episodes to include, how to order them, and how she told them -- just like any piece of literature and most writing.
- However, to really understand this account, we're going to also need to borrow a tool from historical thinking: context. In other words, we need to have a few things from 1863 in the back of our minds, because they would have been on Alcott's and on her audience's.
 - This account was published in 1863, two years after the start of the war.
 - Like any war, there were those who supported it and those who opposed it.
 - During the Civil War, women being nurses was new. In fact, modern medicine was just beginning.
- Our big task for the week is to use the decisions Alcott makes as an author to understand what she's saying about the interconnected themes of gender and service to country. Each day, we'll focus on one type of decision and look closely at important parts of the text to understand what Alcott is doing and what message those decisions send.
- Today, we'll be looking at what the characters tell us about nursing. We'll be asking and answering questions and finding specific evidence to support our answers. We'll keep track of those answers both through annotations and through written answers, both of which will help us later in the week.

- NOTE: Students should have read through the story one time and marked places of confusion and places of interest. They should also have been paying attention to what this account tells us about nursing and to the characters. If students have not yet read the text, allow an additional 20 minutes for students to read this text individually, in pairs, or as a whole class, annotating both places of interest and places of confusion as they read.

Introduction 2 of 2

Card 7 of 18

LearnZillion

Name: _____ Date: _____

Read *Hospital Sketches, Chapter III: A Day*.

Step 1

1. How does the text start about the beginning of the text? What are specific evidence from the text to support your answer?

2. Use your annotations to answer each of all the questions you can for the evidence. Using the text, write specific evidence from the text to support your answer.

Text from the Text	Evidence of Each Detail

3. How does the text support your answer? Find a specific quote from the text that supports your answer. What does the quote tell us about the text's main idea?

As we explore the text we will be asking and answering questions.

We will find and keep track of evidence from the text to support our ideas about each question, both as annotations and as written answers to questions.

Teaching notes

Pacing: ~4 min (~25 if students have not yet read the text)

Notes:

- Tell students the "story" of this text and set them up for the week's work:
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Exploring the Text

Card 8 of 18

<h1>Exploring the Text</h1>	Teaching notes

Supporting Question 1

Card 9 of 18

How does the nurse feel about her job at the beginning of the day? Find two specific examples from the first two pages to support your answer.

Teaching notes

Pacing: ~5 min

Standard: RL.11-12.1

Purpose: This question sets up a later supporting question about the nurse's growth throughout the day. Beginning with this question also helps students review and clarify the start of the story .

Answer: The nurse was excited to do the more glamorous work of caring for wounded soldiers, but she is actually very nervous about the hard work ahead.

Potential lines from the text include:

- "I am free to confess that I had a realizing sense of the fact that my hospital bed was not a bed of roses just the, or the prospect before me one of unmingled rapture"
- "Having a taste for "ghastliness," I had rather longed for the wounded to arrive, for rheumatism wasn't heroic..."
- "When I peeped into the dusky street lined with what I at first had innocently called market carts, now unloading their sad freight at our door...my ardor experienced a sudden chill..."
- "...I indulged in a most unpatriotic wish that I was safe at home again, with a quietly day before me, and no necessity for being hustled up..."

Look for students....

- Referencing the nurse's inexperience or using phrases like "initial reactions."
- Recognizing that the nurse thought that she'd be excited.

Guiding questions and prompts:

- Focus students' attention on the long paragraph on page 2.
- Ask, "How long has the nurse been at the hospital? What has she been doing?"
- Ask, "What does she see when she looks at the street? What is the 'sad freight' that the carts are unloading?"
- Ask, "What thoughts does the nurse have after seeing the wounded soldiers being unloaded?"

Additional Notes:

- Non-essential vocabulary:
 - "bed of roses"
 - "unmingled rapture"
 - Spartan (as a reference to the toughness of ancient Sparta)
 - ardor
- Teachers will need to provide background content knowledge if students have not recently studied the Civil War:
 - The North is also known as the Union.
 - The South is also known as the Confederates, or Rebels.
 - The Battle of Fredericksburg in December 1862, where the Confederates crushed the Union army. These soldiers were wounded in that battle.
- Remind students that they should not get bogged down in the finding the precise definition of every word in this story. Instead, they should focus on unknown words that are essential to their understanding of key places in the text and be comfortable with a "feeling" of unknown words in less important places. The second sentence in the long paragraph on page 2 that begins, "My three days' experiences had begun with a death..." offers a good place to illustrate this. Point out that knowing "defalcation," an archaic word for embezzling, isn't actually that crucial because the main point is that our nurse is new. Likewise, because she's just listing them for effect and we can infer that they are diseases, we don't need to know the differences between diphtheria and typhoid.

Supporting Question 2

Card 10 of 18

Use your annotations to make a list of the ways the nurses care for the soldiers. Using this list, what categories of care do the soldiers need?

Teaching notes

Pacing: ~5 minutes

Standard: RL.11-12.1

Purpose: This question helps students review the entire text. It also reminds students that “nursing” is more than just medical, setting them up to understand the purpose of the Chaplain and matron in questions 4

& 5.

Answer:

Specific Ways the Nurses Care for the Soldiers	Categories of Care Needed
<ol style="list-style-type: none"> 1. Check them in (p.4) 2. Wash them (p. 5-9) 3. Chats with them (p. 5-14) 4. Feeds them (p. 9-10, 14-15) 5. Brings them what they need (p. 12) 6. Helps the doctor amputate (p. 12-13) 7. Help them write letters (p. 13-14) 8. Safeguard belongings (p. 14) 9. Distribute medicine (p. 15) 10. Putting to bed (p. 15) 	<ul style="list-style-type: none"> • Physical/body care (#2, 4, 5, 10) • Medical care (#6, 9) • Spirit/mind care (#3, 7, 8)

Look for students....

- Grouping their specific examples into categories.
- Noting that the soldiers need care for both their bodies and their souls.

Guiding questions and prompts:

- "On the first page, the nurse's roommate says that they will "wash, dress, feed, warm, and nurse..." the soldiers. Which of those do we see happen in the story? Find where."
- If students struggled to follow the story during their initial reading, consider breaking the text up in to smaller chunks and having students report out to the group what type of care is happening in each. Use the page numbers in the chart above to direct students' attention.
- If students don't notice the nurse talking with the soldiers, ask, "Besides washing, what does the nurse spend most of pages 6-9 doing?"

Additional Notes:

- The goal of this question is for students to see that the soldiers need physical and emotional care and to gain some respect for the range of work. Thus, it is more important for students to get a range of activities than for them to note every example.

- If students have not yet marked where these actions happen in the text, have them do so as they find examples so that they have a sort of quick-guide to what happens where.
- Encourage students to physically group the types of care (if completing digitally), through cutting-and-pasting, color-coding, or arrows.
- Some students may not need the table structure to complete this task.

Supporting Question 3

Card 11 of 18

Re-read pages 4 & 5 and find two places where the nurse shows confidence or mental strength. What causes this growth for her? What do these changes from the beginning of the day for her character tell us about nursing?

Teaching notes

Pacing: ~8 min

Standard: RL.11-12.3

Purpose: Although this is a short text, the nurse does grow more confident over the day. This question helps students to see this change and consider the bigger message of this change.

Answer:

- Potential lines that show confidence or mental strength:
 - "Seeing the suffering men "admonished me that I was there to work, not to wonder or weep; so I corked up my feelings, and returned to the path of duty, which was rather 'a hard road to travel just then'" (4)
 - "Remembering all they had been through since the rout at Fredericksburg, I yearned to serve the dreariest of them all" (4)
 - After being "staggered" at being asked to wash the men, she says "there was no time for nonsense, and having resolved when I came to do everything I was bid, I drowned my scruples in my washbowl, clutched my soap manfully..." (5)
 - After one comedic success which "produced a general grin, at which propitious beginning I took heart and scrubbed away like any tidy parent on a Saturday night" (5).
- This growth is caused by remembering her motivations for coming, by seeing the men and focusing on them, and by having success.
- Nursing is difficult and requires confidence and a good mental set.

Look for students...

- Quoting specific lines in the text and identifying what motivated them.
- Making broader statements about the qualities of a good nurse.

Guiding questions and prompts:

- If students are struggling to find examples:
 - Read students the first sentence of the long paragraph on page 4 ("The sight of several stretchers, each with its legless, armless, or desperately wounded occupant, entering my ward, admonished me that I was there to work, not to

wonder or weep; so I corked up my feelings, and returned to the path of duty, which was rather 'a hard road to travel just then") and ask students:

- "What word or phrase could you substitute for 'admonish'? Does 'admonish' have a positive or negative feel?"
 - "What does the nurse need to do to do her duty?"
 - "What helps her accomplish this?"
 - "What does this sentence tell you about nursing?"
- To help students examine the sentence at the bottom of page 5, ask:
- "How does the nurse respond to being asked to wash the men? How do you know?"
 - "Who is the first man she washes? How does it go?"
 - Read students the sentence: "This comical tableau produced a general grin, at which propitious beginning I took heart and scrubbed away like any tidy parent on a Saturday night." Ask:
 - "A 'tableau' is a scene that looks like picture. What is the 'comical tableau' that Alcott is referring to?"
 - "'Propitious' means 'likely to produce good results.' How is the interaction with the Irishman a 'propitious beginning'?"
 - "Specifically, what gives her confidence? What does this tell you about what a nurse might need to become a good nurse?"
 - If students can find quotes but are struggling to identify what is causing the growth, tell them to think about this as a cause-and-effect question and look earlier in the sentence or paragraph: "What caused her to make this statements? What did she see, do, or think of?"
 - If students are struggling to connect these changes to broader statements about nursing:
 - Ask, "What mental traits does a nurse need to have?"
 - Ask, "How was the nurse feeling at the start of the day? What was she expecting?" to remind students of the nurse's inexperience.
 - Ask, "What does the fact that the nurse had to earn confidence through washing the Irishman tell us about what it takes to be a nurse more generally?"

Additional Notes:

- Students will re-examine these pages looking at the soldiers on Day 3. Vocabulary and context related to those lines aren't included here; encourage students to employ the skill of selective reading by scanning sentences to see if they will help with this question and ignoring them (for now) if they don't.
- Potential vocabulary:
 - admonished (4) -- addressed in the questions above
 - christen (4)
 - tenanted (4) (as in occupied)
 - Fredericksburg (4) -- a battle where the Union suffered a devastating lost
 - yearn (4)
 - "lords of creation" (5) -- men

- "vi et armis" (5) -- "with force and arms"
- "been to the fore" (5) -- to make something noticed
- tableau (5) -- addressed in the questions above
- propitious (5) -- addressed in the questions above
- The nurses response to the request to wash the men ("...but to scrub some dozen lords of creation at a moment's notice, was really -- really --") offers a good opportunity to discuss the choice to not explicitly say something. Ask students, "Why doesn't the nurse finish the sentence? What does that tell us? What is the effect?"

Supporting Question 4

Card 12 of 18

Reread both the second-to-last-paragraph of the story about the men eating supper (p. 14-15) and the paragraph about the chaplain (p.7). Based on what each character says and does, what sort of care does each character believe the men need?

Teaching notes

Pacing: ~5 minutes

Standard: RL.11-12.1

Purpose of this question: The Chaplain is a curious addition to the text, and his approach is contrasted by the matron. However, these occur several pages apart; this question draws student attention to both in

order to set up the following two questions and also deepen student thinking about what it took to be a Civil War nurse.

Answer:

	What each says/does	What action/words tell us about beliefs about men's needs:
Matron	<ul style="list-style-type: none"> • "Bless their hearts..." • "...why shouldn't they eat? It's their only amusement..." • "If there's not enough ready to-night, I'll lend my share to the Lord by giving it to the boys..." • Feeds the men with a "liberal hand" 	<ul style="list-style-type: none"> • Motherly → they need love • Men need to fill their time • She has a personal responsibility to help (religiously biased) • Need generosity
Chaplain	<ul style="list-style-type: none"> • Tells the men "they were all worms, corrupt of heart..." • "...with perishable bodies, and souls only to be saved by a diligent perusal of certain tracts" 	<ul style="list-style-type: none"> • Men need to hear that they are sinners • Men need to read the Bible for spiritual salvation

Look for students:

- Using positive language to describe the matron and negative language to describe the Chaplain.

Guiding Questions:

- "What prompts the nurse to speak to the matron in the first place?"
- "What does 'liberal' mean when Alcott writes that the matron served the men 'with a liberal hand'?"
- Suggest students break down the matron's line as shown in the table above. Ask,
 - "What type of person does the matron remind you of when she says, 'Bless their hearts'?"
 - "What does the matron mean by 'It's their only amusement'? What's the practical reason here to let them eat?"
 - "What does it tell us about the matron's beliefs about her duties that she'll give up her own food? That she says so with the words, 'I'll lend my share to the Lord'?"
- "What is the nurse doing that causes her to 'be regarded as a light-minded sinner by the Chaplain'?"

- Suggest students' break down the description of the Chaplain as shown in the table above. Ask:
 - "Why would he tell the men that they are 'worms'?"
 - "What 'certain tract' might the Chaplain want the men to read? Why?"
- We also see the matron on the top of page 4, where there is an even more clear-cut quote that gives us the matron's view: "...in the midst of it all, the matron's motherly face brought more comfort to many a poor soul, than the cordial draughts she administered, or the cheery words that welcomed all, making of the hospital a home." If students are struggling with her beliefs, consider discussing this quote in addition to the example from the end of the story.

Additional Notes:

- Potential vocabulary:
 - sequestered (15)
 - liberal (as in generous) (15)
 - Chaplain (7)
 - perusal (7)
- The paragraph about the Chaplain contains some sarcasm when Alcott states that the Chaplain speaks "other equally cheering bits of spiritual consolation" (7). Consider discussing this as "a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant" (CC.RL.11-12.6)

Supporting Question 5

Card 13 of 18

Whose approach is closer to that of nurse, the matron's or the Chaplain's? Find an example to support your answer and explain how it fits with the approach. How does Alcott show this approach is helpful?

Teaching notes

Pacing: ~5 min

Standard: RL.11-12.1

Purpose of this question: This question is another bridge to considering the purpose of the contrast between the matron and the Chaplain. It also helps develop students' understanding of the

qualities of a good nurse.

Answer:

- The nurse is more like the matron.
- Potential examples to show the similarity:
 - The nurse is lighthearted and will laugh with the men, as she did with the Irishman and the Sergeant with the gingerbread bread.
 - The nurse pauses to talk with the men throughout the day.
 - The nurse notices that the dying soldier didn't eat, then tries to help him by finding him water.
- These examples show that the nurse sees the men as people and that she's willing to go the extra mile to help them.
- Potential examples to show helpfulness:
 - The Irish soldier says, 'May your bed above be aisy darlin', for the day's work ye ar doon! --'" (5)
 - Throughout the day, the men thank her and finish by giving "grateful glances (15).

Look for Students:

- Finding specific examples from the text.
- Explaining how those answer the question.

Guiding Questions:

- (Once students have recognized that the nurse's approach is more similar to matron's) "How would you describe what makes the matron good at caring for the men? How does she view her patients? Her role in helping them?"
- "Where did the nurse go the extra mile/sacrifice herself/treat the patients like people (or whatever traits the students identified)?"

- If students are struggling to find examples, direct them to page 11 and ask, "What is happening on this page? In what ways does the nurse act like the matron?"
- "How do the soldiers respond to the nurse caring for them?"

Supporting Question 6

Card 14 of 18

How would the story be different if we had only one of these characters? What purpose does this contrast in philosophies serve in helping us understand Alcott's view of nursing?

Teaching notes

Pacing: ~5 min

Standard: RL.11-12.3

Purpose of this question: After answering the previous two questions, students should be ready to analyze the impact of the author's choices, connecting them back to the day's focus question.

Answer: The Chaplain exists to be a bad example of caring for the soldiers. He cares, but he doesn't help. If he weren't in the story, we wouldn't fully appreciate the talents of the nurse and matron and might think that all we need to help the men is a desire to help them. If the matron wasn't in the story, we wouldn't have the model of good nursing for the nurse to look up to. The contrast in philosophies helps us understand what makes a good nurse.

Look for Students:

- Using words that show they are thinking about the hypothetical ("if", "would")
- Seeing the Chaplain and matron as existing to advance the theme and send messages.

Guiding Questions:

- "Why is the chaplain bad? Does he not care, or does he have some other fault?"
- "How does having a bad example affect how we see the good examples of the nurse and the Chaplain?"
- "Since we have a good example of nursing in the narrator, why bother having the matron at all? How does she help us understand nursing?"
- "Some characters exist to advance the plot, but other exist to develop a theme. Which category are these two in? What theme do they develop?"

Additional Notes:

- This question of asking "What if...?" is a helpful tool for understanding the impact of an author's choices and one that students will use throughout this lesson set. Consider drawing students' attention to the thinking they are doing by pointing out that this question helps us remember that there are a many options available to writer when crafting their story.

Focus Question

Card 15 of 18

<h2>Focus Question</h2>	Teaching notes

Focus Question

Card 16 of 18

What messages does Alcott send about nursing through her development of characters?

Teaching notes

Pacing: ~10 min

Standard: RL.11-12.3

Purpose: Starting the week of close reading with this question reinforces students' understanding of the general plot and key details of the text. It also leads them to develop a complex understanding of the work

of a Civil War hospital, relating to the larger theme of "service." While there are several ways Alcott describes the hospital work as difficult (smelly, fast-paced, awkward), this day's questions focuses on links that students might not notice in their own reading.

Answer:

Alcott depicts a good nurse as caring and willing to go above and beyond, even at personal expense, through how she develops the characters. The nurses care for the soldiers in many ways. They address their medical needs and physical needs, such as feeding and cleaning them. However, they also take care of the soldier's emotional needs, such as when they write letters home and are responsive to individual needs. One way Alcott uses characters to show these traits is by contrasting the matron, who is generous, with the chaplain, who does not respect the men. The contrast shows that the soldiers need special care to heal; not just anybody who wishes the soldiers well is helpful. The character of the nurse also gains confidence throughout the day as she gets experience, which shows that nursing is a specialized skill.

Look for students....

- Discussing the Chaplain and/or the matron in addition to the nurse.
- Explicitly connecting decisions Alcott makes about how to develop her characters to specific effects.

Additional Notes:

- Students should complete this task independently.




After the Lesson

Card 17 of 18

<h1>After the Lesson</h1>	Teaching notes

Comprehension Skill Video

Card 18 of 18

<div style="border: 1px solid black; padding: 5px;"> <p>Core Lesson Review annotations and reread key paragraphs to compare and contrast characters. Jot down notes.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <ul style="list-style-type: none"> We dislike him Healing the souls (thinks the men are bad!) Men need to read the Bible to heal </div> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px 5px;">Bad</th> <th style="padding: 2px 5px;">Good</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px 5px;">C</td> <td style="padding: 2px 5px;">G</td> </tr> </tbody> </table> <div style="text-align: center;">  </div> <div style="text-align: center;">  <ul style="list-style-type: none"> Motherly Needs other than physical Personal responsibility Religiously motivated Very giving </div> </div> <p style="text-align: right; font-size: small;">LearnZillion</p> </div> <p style="text-align: center;">Visit https://haywood.lzill.co/r/45140</p>	Bad	Good	C	G	Teaching notes
	Bad	Good			
C	G				
	<p>Use this video as an intervention tool for students who struggle to answer the focus question. The video uses a metacognitive approach to model the targeted reading comprehension skills.</p>				