


## Day 3: Hospital Sketches, Chapter III: "A Day"

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### Begin lesson

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

### Before the Lesson

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<b>Before the Lesson</b>	<b>Teaching notes</b>


# Anchor Text

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<p style="text-align: center;"><b>Hospital Sketches, Chapter III "A Day"</b> By Louisa May Alcott 1863</p> <p>"They've come! they've come! hurry up, ladies--you're wanted."</p> <p>"Who have come! the rebels?"</p> <p>This sudden summons in the gray dawn was somewhat startling to a three days' nurse like myself, and, as the thundering knock came at our door, I sprang up in my bed, prepared</p> <p>"To gird my woman's form, And on the ramparts die,"</p> <p>if necessary; but my room-mate took it more coolly, and, as she began a rapid toilet, answered my bewildered question,--</p> <p>"Bless you, no child; it's the wounded from Fredericksburg; forty ambulances are at the door, and we shall have our hands full in fifteen minutes."</p> <p>"What shall we have to do?"</p>	<p style="text-align: center;"><b>Teaching notes</b></p> <p>Download and print copies of the anchor text for each student.</p>
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# Student Notes Sheet

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<p style="text-align: center;"> LearnZillion</p> <p>Name: _____ Date: _____</p> <p><b>Student notes for: Hospital Sketches, Chapter III: A Day</b></p> <p><b>Day: 3</b></p> <ol style="list-style-type: none"> <li>1. What words does Booth use to describe the men on pages 3 &amp; 4? What "real impression" does she create with these descriptions?</li> <li>2. In what ways are the nurse's first two interactions with soldiers, the "Old soldier" (p. 5) and the "bleeding philosopher" (p. 6), unexpected after Alcott's general description of the soldiers? What do these interactions show us about the soldiers?</li> <li>3. What virtues does the Surgeon with the pigeonhole mustache represent (p. 6)? How do you know?</li> <li>4. Reread and identify each additional episode when the nurse interacts with a soldier. For each episode, jot notes on both the characterization of the soldier through the nurse's description and the characterization of the soldier through the words they speak. What differences do you notice between the characterization through description and the characterization through dialogue?</li> <li>5. What are the major traits of the Patient carrier (p. 8)? Why does Booth choose to make him "neither French, nor Irish, neither, or anything interesting, but a long, fat man...?"</li> </ol>	<p style="text-align: center;"><b>Teaching notes</b></p> <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ During class, students can use these sheets to record their responses, notes, or ideas. Use the back to</li> </ul> <p>record responses to the focus question.</p> <ul style="list-style-type: none"> <li>■ Following class, collect student notes to use as a formative assessment.</li> </ul> <p><b>Timing:</b></p> <ul style="list-style-type: none"> <li>■ 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.</li> </ul>
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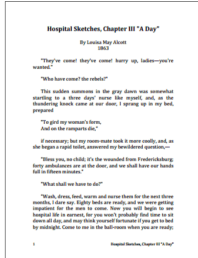
# Getting Started

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<h1>Getting Started</h1>	<b>Teaching notes</b>

# Introduction 1 of 3

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- 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:** ~2 min

### Notes:

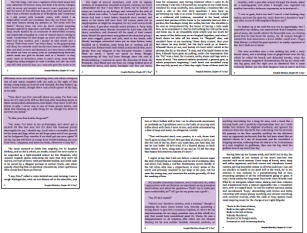
- Remind students that "Hospital Sketches Chapter III: A Day" is a heavily-crafted account of a Civil War hospital written by Louisa May Alcott, who actually was a Civil War nurse for

a month and a half.

- Set the stage for the day:
  - Today, we move from focusing on the nurse and her work to looking closely at the soldiers.
  - We're using the authorial tool of structure, including how Alcott orders the episodes and what information is told through description, dialogue, or thought, to understand what messages Alcott is sending about these men.
  - We will look very closely at the episodes on pages 3-6, then review later episodes with the Union soldiers. We will finish by looking closely at the interaction with the Rebel soldier.
  - As we did yesterday, we will be analyzing evidence and recording our thoughts, both on the answer sheets and on the story itself.
- Make sure that each student has his or her copy of the story and a copy of the day's question sheets.

## Introduction 2 of 3

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how the episodes characterize the soldiers:

- Look at pages 3-7 closely
- Review the rest of the text
- Look at the Rebel closely

### Teaching notes

**Pacing:** ~2 min

**Notes:**

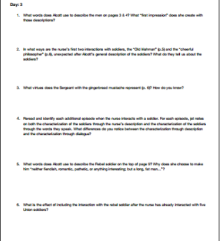
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# Introduction 3 of 3

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	<p>will be asking and answering questions.</p> <p>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.</p>	<h2>Teaching notes</h2>
		<p><b>Pacing:</b> ~2 min</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Remind students that "Hospital Sketches Chapter III: A Day" is a heavily-crafted account of a Civil War hospital written by Louisa May Alcott, who actually was a Civil War nurse for</li> </ul>
<p>a month and a half.</p> <ul style="list-style-type: none"> <li>Set the stage for the day:           <ul style="list-style-type: none"> <li>Today, we move from focusing on the nurse and her work to looking closely at the soldiers.</li> <li>We're using the authorial tool of structure, including how Alcott orders the episodes and what information is told through description, dialogue, or thought, to understand what messages Alcott is sending about these men.</li> <li>We will look very closely at the episodes on pages 3-6, then review later episodes with the Union soldiers. We will finish by looking closely at the interaction with the Rebel soldier.</li> <li>As we did yesterday, we will be analyzing evidence and recording our thoughts, both on the answer sheets and on the story itself.</li> </ul> </li> <li>Make sure that each student has his or her copy of the story and a copy of the day's question sheets.</li> </ul>		

# Exploring the Text

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<h2>Exploring the Text</h2>	<b>Teaching notes</b>

# Supporting Question 1

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What words does Alcott use to describe the men on pages 3 & 4? What "first impression" does she create with those descriptions?

## Teaching notes

**Pacing:** ~3 min

**Standard:** RL.11-12.4

**Purpose:** Throughout the piece, Alcott's descriptions show the soldiers' pain, while their own words are unfailingly optimistic. This question sets up students to see this contrast by having them focus on a

section of text that is all description.

**Answer:** Alcott creates a first impression of the men as downtrodden and suffering, both from wounds and from bad conditions. They are "torn and shattered" and arrive "on stretchers, some in men's arms, some feebly staggering along" (3). They are "the dreariest group [the nurse] ever saw -- ragged, gaunt and pale, mud to the knees, with bloody bandages" (4).

### Look for students....

- Quoting directly from the text.
- Drawing a general conclusion about the soldiers.

### Guiding questions and prompts:

- Direct students to the bottom of page 3 and the bottom of page 4; that is where most of Alcott's description is.
- "How are the men arriving at the hospital? What does that tell you about them?"
- "How does she describe the men gathered around the stove on page 4?"

### Additional Notes:

- Non-essential vocabulary and phrases:
  - "shot and shell" as an alliterative way to say 'bullets'
  - fortitude
  - tenanted (as in occupied)
- Context:
  - In the Battle of Fredericksburg, the Union forces lost twice as many men as the Confederates in their defeat.
  - The North was led by Major General Ambrose Burnside, who received much of the blame for the defeat due to his tactical decisions. Contemporary readers



would have instantly understood "Burnside blunder" to refer to the huge defeat in the battle.

- There are many, many lines students could use to defend their answer. Because this question is laying the groundwork, it is suggested that you get the gist and move forward rather than delving deeply into each possible piece of evidence.

## Supporting Question 2

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In what ways are the nurse's first two interactions with soldiers, the "Old Irishman" (p.5) and the "cheerful philosopher" (p.6), unexpected after Alcott's general description of the soldiers? What do these interactions show us about the soldiers?

### Teaching notes

**Pacing:** ~5 min

**Standard:** RL.11-12.1

**Purpose:** Although Alcott describes the soldiers as downtrodden, their words are cheerful. The story is quick enough that students may not have noticed this distance between description and action; this question

draws students' attention to the soldier's dialogue, helping them notice the difference.

**Answer:** They are both very happy and playful, even though we would expect them to be miserable. These interactions show the soldiers as positive in spite of their problems.

#### Look for students....

- Using adjectives to characterize the soldiers.
- Explaining why this unexpected.

#### Guiding questions and prompts:

- "Based on Alcott's description on pages 3 & 4, how would you predict the soldiers to behave?"
- "Why is the Old Irishman in the hospital? Why is the cheerful philosopher in the hospital? Do they act like patients with serious injuries?"
- "How would you describe the Old Irishman? The cheerful philosopher? What do they have in common?"

#### Additional Notes:

- Non-essential vocabulary:
  - "to light" (in the sense of to happen upon)
  - ludicrous
  - tableau
  - propitious
  - talisman
- Students may have trouble understanding what the Old Irishman is saying. Consider reading his lines to the class.



## Supporting Question 3

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What virtues does the Sergeant with the gingerbread mustache represent (p. 6)? How do you know?

### Teaching notes

**Pacing:** ~6 min

**Standard:** RL.11-12.1

**Purpose:** The exchange with the Sergeant embodies the main virtues Alcott gives to the soldiers. This question gives a little less scaffolding than previous ones, asking students to draw out their interpretations and

explain how the text gives them their answer.

**Answer:** The Sergeant is considerate, stoic, and has a great sense of humor. Although the nurse makes it clear he is very injured when she says "he lay on a bed, with one leg gone, and the right arm so shattered that it must evidently follow," the Sergeant is "merry" (6). Moreover, not only does he not complain about his ailments, calling them "not worth lamenting over," he ends up consoling the nurse (7). He follows that up with jokes about what will happen on Judgment Day and "laughed blithely" (7).

#### Look for students....

- Drawing big-picture conclusions.
- Coming up with more than one virtue.
- Supporting their answers with examples and lines from the text.

#### Guiding questions and prompts:

- "What is wrong with the Sergeant? How does the nurse react to his injuries? How does he respond? What word would you use to describe that response?"
- "In what way is the Sergeant's response unexpected or unusual? Think about the typical relationship between nurses and patients."
- "'Judgment Day' is the time at the end of the world, when some Christians believe the soul is reunited with its healed body. What scene does the Sergeant imagine for Judgment Day? How do he and the nurse respond to his idea? What word would you use to describe him based on this interaction?"

#### Additional Notes:

- Important vocabulary:
  - lament
  - marred
  - maimed

- Non-essential vocabulary:
  - jocosely (jokingly)
  - immolation
  - confounded (as a curse)
  - scrimmage (in the sense of battle)
  - blithely
- The Sergeant is also very young; Alcott uses words like "lad" and "boy" and describes his efforts to grow facial hair as "budding." Consider discussing the impact of this choice.

## Supporting Question 4

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Reread and identify each additional episode when the nurse interacts with a soldier. For each episode, jot notes on both the characterization of the soldiers through the nurse's descriptions and the characterization of the soldiers through the words they speak. What differences do you notice between the characterization through description and the characterization through dialogue?

### Teaching notes

**Pacing:** ~10 min

**Standard:** RL.11-12.5

**Purpose:** After looking at three specific descriptions and interactions with soldiers, this question asks students to look at the whole text to find a pattern in how Alcott structures the interactions with

soldiers.

**Answer:** The characterization through description tends to talk about the suffering of the soldiers, in addition to giving some adjectives like "brave." The soldiers' words themselves are gracious and humble. Even when Alcott breaks this pattern, like when the dying soldier discloses that he was "shot in the stomach," the soldier is brave and doesn't focus on his injury--instead he is polite, saying "thank you, ma'am", and asking for help only "if you aint too busy" (11).

#### Look for students....

- Annotating directly on the text to prepare themselves for this question.
- Noting differences between what information is found where.
- Quoting specific examples from the text.

#### Guiding questions and prompts:

- Model for students how to annotate by what sort of narration is being used (dialogue, description, inner thought, etc.). See the Comprehension Skills Video that accompanies this lesson for an example.
- Point out to students that this question is asking them to find patterns, even though it doesn't state so explicitly.

#### Additional Notes:

- Consider breaking up the text and having students analyze just one or two interactions, then coming together to look for patterns. The interactions not explored directly through supporting questions are:
  - Josephine Skinner's man, p.6
  - the Rough Michigander, p.7-8
  - the six-foot New Hampshire Man, p. 10-11

- the dying soldier, p. 11
- the amputees, p. 13 (more description than interaction, but fits the general theme)

**Timing:**

- If time is tight, revise this question to look at the examples already examined in previous questions: "For the interaction with cheerful philosopher and the interaction with the Sergeant with the gingerbread beard, jot notes on both the characterization of the soldiers through the nurse's description and the characterization of the soldiers through the words they speak. What differences do you notice between the characterization through description and the characterization through dialogue?" The revised version should take about 5 minutes.

## Supporting Question 5

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What are the major traits of the Rebel soldier (p. 8-9)? Why does Alcott choose to make him "neither fiendish, romantic, pathetic, or anything interesting; but a long, fat man...?"

### Teaching notes

**Pacing:** ~6 min

**Standard:** RL.11-12.3

**Purpose:** The Rebel is a foil for the Union soldiers; this question prompts students to consider this while setting them up to think about the placement of the rebel as a "choice."

**Answer:** The Rebel is bland and ungrateful; Alcott describes him as not "anything interesting" and he does not accept the nurse's help. He stands in stark contrast to the Union soldiers, who are very interesting and appreciative. This keeps the focus on the Union soldiers.

### Look for students....

- Noticing traits of the Rebel from both Alcott's description of him and his actions.
- Making a comparison to the Union soldiers.
- Discussing the impact of her decision to regard him "a disappointment in all respects"

### Guiding questions and prompts:

- "What adjectives does Alcott use to describe him? What does this tell us?"
- "What does the Rebel do? What does this tell us about him?"
- "How does the Rebel compare to the Union soldiers?"
- "What if the Rebel had been 'fiendish' or 'interesting'? How would that have changed the story? Why do you think Alcott didn't want this?"

### Additional Notes:

- Some students may easily describe the Rebel but struggle to think through *why* he is this way.
- The Rebel is also very clean; this attribute isn't included here because it's less important to characterizing the soldiers.
- Non-essential vocabulary and phrases found in these paragraphs:
  - amiable
  - "Southern chivalry" -- antebellum Southern culture idealized being a 'gentleman'
  - summary (in the sense of brief or skipping ceremony)
  - rebuff
  - fiendish



- romantic (in the sense of intriguing or idealized reality)
- ablutions (washing oneself)

## Supporting Question 6

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What is the effect of including the interaction with the rebel soldier after the nurse has already interacted with five Union soldiers?

### Teaching notes

**Pacing:** ~3 min

**Standard:** RL.11-12.5

**Purpose:** This question guides students to analyze Alcott's choices about how to structure her story, again emphasizing that she carefully crafted this text to send a specific message.

**Answer:** While the Union soldiers were heroic, stoic, and grateful, the Rebel is none of these things. Meeting the Rebel after we have met Northern soldiers highlights those differences.

#### Look for students....

- Making a comparison
- Considering the effect, either by using hypothetical's ("It would have been different if it were first...") or directly.

#### Guiding questions and prompts:

- "What purpose does the Rebel serve? Why does Alcott include him?"
- "What would happen if we met the Rebel before we met any Union soldiers? Would he come across better or worse?"

#### Additional Notes:

- Remind students that the "magic questions" for considering the impact of an author's choices are "What other options did he or she have?" and "How would the text change if...?"
- Go further with this skill by asking students to consider the order of the other episodes: "Do the later episodes confirm the understanding built from earlier ones, expand our understanding of the soldiers, or contradict/complicate our understanding?"

#### Timing:

- If time is tight, skip discussing this question directly. Instead, consider posing it as an open question as students wrap up the previous supporting question: "Another thing to think about his how the story would be different if she had met the Rebel soldier *before* she worked with any of the Union soldiers."

## Focus Question

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<h1>Focus Question</h1>	<b>Teaching notes</b>

## Focus Question

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How do the different episodes with soldiers that Alcott chooses to include characterize the soldiers?

### Teaching notes

**Pacing:** ~10 min

**Standard:** RL.11-12.5

**Purpose:** This focus question turns students to look at men's service and sacrifice. It also expands the overarching theme of "authorial choices" to include looking at what events the author chooses to include

rather than at how the author portrays them. However, the conclusion that readers are supposed to derive from these decisions is left up to students to determine, both because Alcott is less subtle here and because the previous two days should have equipped students to be more independent in determining the effect of authorial moves.

**Answer:** The Union soldiers may be downtrodden, "ragged, gaunt, and pale, mud to the knees, with bloody bandages untouched since put on days before" (4). However, they are brave, grateful, and bear their hardships without complaint. One way Alcott makes this clear is by using description to convey the struggles of the soldiers, while keeping their words gracious and optimistic. Even though one has a "wounded breast," he is "cheerful" (6). The Sergeant asks the nurse not to "fret yourself about me," showing that he is a gentleman concerned about others, even though he is "marred and maimed" (7). Another way is by contrasting the Union soldiers with the ungrateful Rebel, who is "neither fiendish, romantic, pathetic, or anything interesting," and is also ungracious" (8-9). By introducing us to the Rebel after we have seen several Union soldiers interact with the nurse, we learn that the North's soldiers are more appreciative.

#### Look for students....

- Describing the traits of the soldiers.
- Connecting specific aspects of structure to their effect on the message.
- Quoting directly from the text.

#### Additional Notes:

- Be sure to give students time to look through their text and to write a formal paragraph response.

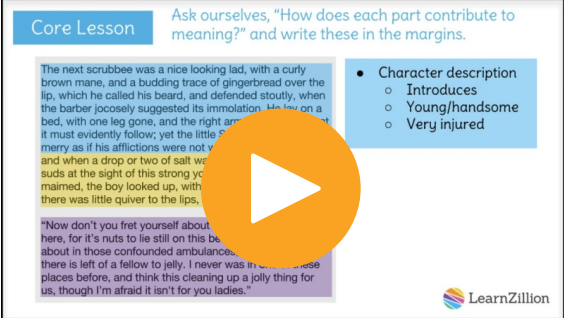
# After the Lesson

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<h2>After the Lesson</h2>	<b>Teaching notes</b>

# Comprehension Skill Video

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 <p>Visit <a href="https://haywood.lzill.co/r/43047">https://haywood.lzill.co/r/43047</a></p>	<b>Teaching notes</b>
	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.