



LESSON PLAN:

NURSES IN THE SPANISH-AMERICAN WAR

Elementary School (4-6)

OVERVIEW:

Students use primary documents and other resources to learn more about the role of women nurses during the Spanish-American War. Additionally, the lesson touches on expanding training and career opportunities for women before and after the war as well as the different experiences of white women and women of racial minorities.

Resources include quotes, images, and individual nurse cards. As written, students complete a gallery walk or work in groups on a jigsaw of teacher-curated resources. Resources are flexible and can be used in a variety of ways.

Estimated time: 1 class period, 45-60 minutes total

STANDARDS:

Social studies standards vary by state. This lesson can be used to teach the following standards and similar wording may be found in your state standards.

Common Core Standards

- CCSS.ELA-LITERACY.RI.5.7: 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.
- CCSS.ELA-LITERACY.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

National Council for the Social Studies Standards

- NCSS.D2.His.2.3-5: Compare life in specific historical time periods to life today.
- NCSS.D2.His.16.3-5: Use evidence to develop a claim about the past.
- NCSS.D3.4.3-5: Use evidence to develop claims in response to compelling questions.

LEARNING OBJECTIVES:

- Students will identify how the roles of women have changed over time and historical events that have impacted those changes.
- Students will identify historic contributions of women to the military.



- Students will use primary documents to compare and contrast the attitudes toward female nurses before and after the Spanish-American War.

RESOURCES NEEDED:

- Nurses Slide Deck_ElementarySchool
- Nurses Teacher PowerPoint Guide
- Nurse Profile Cards (1 copy)
- Nurses Gallery Walk Quotes (2-3 copies of either regular quotes or quotes with guiding questions)
- Nurses Gallery Walk Images
- One-Pager Template (1 copy per student if doing Gallery Walk activity)
- Jigsaw Questions (1 copy for each student in group if doing Jigsaw activity)
- Rubric, if grading

LESSON ACTIVITIES:

- Introduction/Anticipatory Set: 5 mins
 - Display PowerPoint Slide 1
 - Use PowerPoint notes to lead a warm-up discussion about the high rate of fatalities due to disease during the Spanish-American War.
- Explain activity: 10 mins
 - Display PowerPoint Slide 2: Set purpose
 - Read quotation – “War leaves permanent scars on everything it touches. For nursing, those scars have been mixed.”
 - Discuss scars: they change something permanently. The scar is part of the healing process, but the skin can’t return to how it was before.
 - Explain lesson purpose: Today, we’re going to look at how the Spanish-American War changed nursing and how female nurses changed the Spanish-American War. We’ll also see how both of those things impacted and changed America.
 - PowerPoint: Slide 3-5: Quick Background
 - Slide 3: Brief History of Nursing
 - Slide 4: Formal Training
 - Slide 5: Army Expansion
 - Slide 6: Timeline
 - Display PowerPoint Slide 7 **OR** 8: Assignment Expectations
 - Gallery Walk: Use slide 7 to review assignment and expectations
 - Jigsaw: Use slide 8 to review assignment and expectations



- Activity: Choose either the Gallery Walk or [Jigsaw](#)
- **Gallery Walk, 25-30 mins**
 - Pass out One-Pager template
 - Students rotate to Gallery Walk stations, read or review the materials at each of the six stations, and fill in their One-Pager. Students do not need to complete the stations in order.
 - Either the regular images and quotes or the images and quotes with guiding questions can be used.
 - Stations include:
 1. Attitudes toward Female Nurses
 2. Conditions in the Army Camps/Hospitals
 3. Nursing Requirements & Compensation
 4. Individual nurse cards (choose 2-3 women)
 5. Images (choose 3-4 images)
 - Depending on your time constraints, you may want to decrease the number of stations (leaving out timeline and/or individual nurse cards) or the resources in each station (only use some quotes, images, or nurse cards).
- **Jigsaw, 10-20 mins**
 - Divide students into 5 groups and pass out corresponding materials and questions:
 1. Attitudes toward Female Nurses
 2. Conditions in the Army Camps/Hospitals
 3. Nursing Requirements & Compensation
 4. Individual nurse cards (choose 2-3 women)
 5. Images (choose 4-5 images)
 - For about 10 minutes, students meet with their groups, reading or reviewing the materials at their station and answering the accompanying questions.
 - As a class, review requirements for One-Pager before regrouping students. Each group should have at least 1 student from each of the 5 original groups.
 - In their new groups, students fill out their One-Pager focusing on the challenges and opportunities for women that they found in their materials.
 - Depending on your time constraints, you may want to decrease the number of stations (leaving out the individual nurse cards or looking at the images as a whole group) or the resources for each group (only use some quotes, images, or nurse cards).
- **Review & Conclusion: 20-25 mins**
 - As a class, use remaining PowerPoint slides to review the big ideas from the session and discuss student notes and conclusions.
 - Conclusion:
 - How did the Spanish-American War change nursing?



- How did the role of female nurses in the war affect the role of women in other spheres?
- Why does the work these women did in 1898 matter to us today?

LESSON EXTENSIONS:

- Share examples of student One-Pagers with Arlington National Cemetery by posting pictures on Twitter with the hashtag #ANCEducation or #ANCNurses. Remember to follow your school/district's student privacy and social media policies.
- Connect the advances made by female military nurses during the Spanish-American War to the Women's Suffrage Movement, which began in 1848 with the Seneca Falls Convention. Famous suffragists include Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth, but there were many others. Encourage students to research other famous women (and men) who advocated for women's right to vote and receive equal treatment. Other suffragists include Lucy Stone, Victoria Claflin Woodhull, Julia Ward Howe, Ida B. Wells, and Jeannette Rankin.
- Explore these additional sources for more information and lessons about Women's Suffrage:
 - The National Archives: <https://www.archives.gov/education/lessons/woman-suffrage>
 - The National Women's History Museum: <https://www.womenshistory.org/resources/lesson-plan/road-suffrage>
 - The Library of Congress: <http://www.loc.gov/teachers/classroommaterials/lessons/women-rights/>



Planning a Visit to Arlington National Cemetery?



In 1905, the Society of Spanish-American War Nurses erected a monument in Arlington National Cemetery, in honor of the number of Spanish-American War nurses who are interred there. You can find the monument in Section 21, which is sometimes called the "Nurses Section." If you are interested in more information and discussion questions to use with your class during a visit to the cemetery, a detailed walking tour is available on ANC's website.



SOURCES:

“19 Ways Army Women Helped Make the 19th Amendment Possible.” United States Army. Accessed August 5, 2019.

https://www.army.mil/article/174085/19_ways_army_women_helped_make_the_19th_amendment_possible

“American Nursing: An Introduction to the Past.” Penn Nursing. Accessed August 5, 2019.

<https://www.nursing.upenn.edu/nhnc/american-nursing-an-introduction-to-the-past/>

“Band of Angels.” National Archives and Records Administration. National Archives and Records Administration. Accessed August 7, 2019. <https://www.archives.gov/publications/prologue/2002/fall/band-of-angels-1.html>

Gessner, Ingrid. “Heroines of Health: Examining the Other Side of the ‘Splendid Little War.’” *European Journal of American Studies*. European Association for American Studies, March 2, 2015.

<https://journals.openedition.org/ejas/10784?gathStatIcon=true&lang=fr>

Goldenberg, Gary. 1992. *Nurses of a Different Stripe: A History of the Columbia University School of Nursing 1892 – 1992*. New York: Columbia University School of Nursing, p 49

Hale, Henry. “The ‘Life Savers’ at Fortress Monroe.” *Trained Nurse and Hospital Review* 22 (1899): 10–12.

Kalisch, Philip Arthur. “Heroines of ’98: Female Army Nurses in the Spanish-American War.” *Nursing Research* 24.6 (1975): 411–29.

“North Carolina Nursing History.” Appalachian State University. Accessed August 6, 2019.

<https://nursinghistory.appstate.edu/spanish-american-war>

“Nursing in the Spanish American War.” American Nursing History. Accessed August 2, 2019.

<https://www.americannursinghistory.org/nursing-in-the-spanish-american-war>

PBS. Public Broadcasting Service. Accessed October 3, 2019. <http://www.pbs.org/crucible/>

Weatherford, Doris. “The Evolution of Nursing.” National Women’s History Museum, June 16, 2010.

<https://www.womenshistory.org/articles/evolution-nursing>

“Women in the United States Army.” United States Army. Accessed August 6, 2019.

<https://www.army.mil/women/history/>

POWERPOINT IMAGES:

Slide 1: Glackens, William J. *[Troops on the March, Spanish American War]*. Illustration. ca. 1898.

<https://www.loc.gov/item/2010716240/>



Slide 2: *Nurses*. Photograph. No date. ANC Archives.

Slide 3: Claflin, C.R.B. [*Union nurse Clara Barton*]/*Claflin's Photographic Gallery, 229 Main Street, Worcester, Mass.* Photograph. ca. 1865. <https://www.loc.gov/item/2018651854/>

Slide 4: *Staff of Providence Hospital*. Photograph. ca. 1895. <https://www.loc.gov/item/00650697/>

Slide 5: Theodore Roosevelt's Rough Riders, Company B, at military camp, Montauk Point, New York. Photograph. 1898. <https://www.loc.gov/item/2013651509/>

Slide 6: *U.S. Army, Sternberg General Hospital, Camp Thomas, Chickamauga, Georgia: Nurses, First Squad*. Photograph. No date. <https://collections.nlm.nih.gov/catalog/nlm:nlmuid-101401161-img>

Slide 7: Fraser, Elizabeth. *Old Guard Soldiers Participate in Flags In 2018*. Photograph. Arlington National Cemetery, Arlington, Virginia; May 24, 2018.

<https://www.flickr.com/photos/arlingtonnatl/40540337740/in/album-72157695528357161/>

Slide 8: [Spanish American War]: [Nurses]. Photograph. 1898.

<https://collections.nlm.nih.gov/catalog/nlm:nlmuid-101433046-img>

Slide 9: U.S. Army. Sternberg General Hospital, Manila, P.I: Ward tent- Spanish-American War Period. Photograph. ca. 1898. <https://collections.nlm.nih.gov/catalog/nlm:nlmuid-101402739-img>

Slide 10: *Mary Eliza Mahoney*. Photograph. ca. late 1800s.

https://commons.wikimedia.org/wiki/File:Mary_Eliza_Mahoney.jpg

Slide 11: *Sternberg General Hospital, Camp Thomas, Chickamauga, GA*. Photograph.

<https://history.army.mil/documents/spanam/WS-ANC.htm>

Slide 12: *Anita N. McGee*. Photograph. No date. <https://collections.nlm.nih.gov/catalog/nlm:nlmuid-101440173-img>

Slide 17: *Nurse 03*. Photograph. Arlington National Cemetery, Arlington Virginia; June 15, 2015.

<https://www.flickr.com/photos/arlingtonnatl/31291806500/in/album-72157676253794411/>

NURSE PROFILE CARD IMAGES:

Anita Newcomb McGee, M.D., Acting Assistant Surgeon, United States Army. Photograph. No date.

<https://collections.nlm.nih.gov/catalog/nlm:nlmuid-101440175-img>

Nurse Clara Louise Maass, U.S.A. Photograph. No date. <https://collections.nlm.nih.gov/catalog/nlm:nlmuid-101422570-img>



Larue, Rachel. *Anita Campos*. Photograph. July 10, 2015.

<https://www.flickr.com/photos/arlingtonnatl/19570489299/in/album-72157655949266712/>

Baer, Leah. *Namah Curtis Grave*. Photograph. Arlington National Cemetery, Arlington, Virginia; ANC Education. 2019.

Anna Maxwell. Photograph. ca. 1892-1921. https://en.wikipedia.org/wiki/File:Anna_Maxwell.jpg

NURSE GALLERY WALK IMAGES:

Image 1: [Spanish American War]: [Nurses]. Photograph. 1898.

<https://collections.nlm.nih.gov/catalog/nlm:nlmuid-101433046-img>

Image 2: [*Spanish American War*]: [*Nurses*]. Photograph. 1898.

<https://collections.nlm.nih.gov/catalog/nlm:nlmuid-101433057-img>

Image 3: [Spanish American War]: [Nurses]. Photograph. 1898.

<https://collections.nlm.nih.gov/catalog/nlm:nlmuid-101433045-img>

Image 4: Highsmith, Carol M. *Memorial to Nurses who Died in the Spanish-American War at Arlington Cemetery, Virginia*. Photograph. Arlington National Cemetery, Arlington, Virginia. ca. 1980-2006.

<https://www.loc.gov/item/2011633514/>

Image 4: Baer, Leah. *War Nurses Memorial*. Photograph. Arlington National Cemetery, Arlington, Virginia. ANC Education; 2019.

Image 5: U.S. Army. Sternberg General Hospital, Manila, P.I: Ward tent- Spanish-American War Period.

Photograph. ca. 1898. <https://collections.nlm.nih.gov/catalog/nlm:nlmuid-101402739-img>

Image 6: *Ambulances-Horsedrawn: Panoramic view- Transporting wounded (Spanish-American War)*.

Photograph. <https://collections.nlm.nih.gov/catalog/nlm:nlmuid-101406095-img>

Image 7: *Sternberg General Hospital, Camp Thomas, Chickamauga, GA*. Photograph.

<https://history.army.mil/documents/spanam/WS-ANC.htm>

Image 8: *Sternberg General Hospital, Camp Thomas, Chickamauga, GA*. Photograph.

<https://history.army.mil/documents/spanam/WS-ANC.htm>



TEACHER POWERPOINT GUIDE: NURSES IN THE SPANISH-AMERICAN WAR

Elementary School (4-6)

Slide:	Notes for Lecture and Discussion:
<p>Slide 1: 1898: The US was at War with Spain</p>	<p>In 1898, the U.S. went to war with Spain after the explosion of the USS Maine in Havana Harbor. Cuba was a Spanish colony, and the U.S. government blamed Spain for the disaster. During the war, battles were fought in Cuba, Puerto Rico, and the Philippines.</p> <p>Soldiers were dying, which we would expect to happen during a war. But the question in this war is: what killed them? More than 2,000 American soldiers died during this war, but fewer than 400 died on the battlefield or from their wounds.</p> <p>So, what killed the rest of the soldiers? (Ask students for their thoughts. What could have caused these deaths? Training accidents? Equipment issues?)</p> <p>Many of the soldiers who died never saw combat or even left the U.S. What they died from was diseases: typhoid, malaria, yellow fever. Most deaths in the Spanish-American War were from diseases that we don't hear much about now (because they're caused by poor sanitation or we've learned how to treat them more effectively with vaccines and medicines).</p> <p>How do you win a war with disease? (Get student answers. Possible questions for digging deeper follow.) What supplies or people are needed to combat disease? (medicine, doctors, nurses, medical equipment) What should the Army have? (The U.S. Army needed sanitary conditions for soldiers: most lived in over-crowded, makeshift camps. It also needed nurses.)</p>
<p>Slide 2: Nurses</p>	<p>Read quote from historian P.N. Palmer: "War leaves permanent scars on everything it touches. For nursing, those scars have been mixed."</p> <p>Discuss scars: they change something permanently. The scar is part of the healing process, but the skin can't return to how it was before. What does it mean when he says the "scars have been mixed"? (Some good changes, some negative ones. We'll be looking for those changes today.)</p> <p>Purpose: Today, we're going to look at how the Spanish-American War changed nursing and how female nurses changed the Spanish-American War. And we'll see how those changes affected America.</p> <p>*Palmer, as quoted in Gessner, Ingrid. "Heroines of Health: Examining the Other Side of the 'Splendid Little War.'" <i>European Journal of</i></p>





<p>ARMY EXPANSION</p> <p>April 1898: U.S. declared war</p> <ul style="list-style-type: none"> • Army grew from 28,000 regulars to 300,000 volunteers • Makeshift camps • Rampant illness from diseases (yellow fever, malaria, typhoid, dysentery)  <p><small>Leading Robert's Rough Riders at military camp, Morro Bay, Pinar, Cuba, 1898 (LOC)</small></p>	<p>water, soap), and under-supplied. At this point, there was a lot that wasn't known about how diseases are spread. Not everyone realized how important it was to have clean drinking water and use soap and toilets.</p> <p>3. This led to lots of soldiers getting sick from diseases like yellow fever, malaria, and typhoid. More men died from these diseases than from combat.</p>
<p>Slide 6: Timeline</p> <p>WOMEN AND NURSING: A TIMELINE</p> 	<p>This timeline is going to show us how long it takes for things to change.</p> <ul style="list-style-type: none"> • How long was it between the start of the Civil War and the rise of formal nursing programs? (12 years, although some programs started before 1873. 1873 is the year that 3 new, influential programs all began.) Pretty quickly after the war people realized that it would be good to have nurses with formal training. • How long had there been nurse training programs once the Spanish-American war started? (25+ years because some started before 1873) By the time the war started there were a lot of women who had actually had nurse training.
<p>Slide 7: Opportunities for Women, Gallery Walk</p> <p>OPPORTUNITIES FOR WOMEN</p> <p>Your Mission: Use primary sources and other resources to draw conclusions and make inferences about the attitudes towards women working as nurses and the conditions they faced</p> <p>Gallery Walk:</p> <ul style="list-style-type: none"> • Stations are set up around the room <ul style="list-style-type: none"> ○ Photographs ○ Excerpts from letters, etc ○ Nurse profiles • Use the resources to complete notes <ul style="list-style-type: none"> ○ Notes requirements <p><small>Mariscal Camp, Thomas, at Chickasaw, Georgia (MHI)</small></p>	<p>Today, your mission is to use primary sources as well as other documents and resources to draw conclusions and make inferences about the attitudes towards female nurses and the conditions they faced during the war.</p> <p>You'll be doing this through a gallery walk.</p> <ol style="list-style-type: none"> 1. Stations have been set up around the room that include timelines, photographs, quotes from letters and other documents. 2. After reviewing the documents at a station, you'll work in groups or independently to consolidate the big ideas into your notes. <p>Today, your one-pager/notes are divided into the following sections:</p> <ol style="list-style-type: none"> 1. Opportunities: what opportunities does nursing in the war open to women? 2. Challenges: what challenges do female nurses face during this conflict? 3. Image: this should sum up a big idea from the Gallery Walk 4. Border: Put a title and explain why nursing during the Spanish-American War and the state of women then matters to us today.
<p>Slide 8: Opportunities for Women, Jigsaw</p>	<p>Today, your mission is to use primary sources as well as other documents and resources to draw conclusions and make inferences about the attitudes towards female nurses and the conditions they faced during the war.</p> <p>You'll be doing this through a jigsaw.</p>



OPPORTUNITIES FOR WOMEN

Your Mission:
Draw conclusions and make inferences about the attitudes towards women working as nurses and the conditions they faced

Jigsaw:

- Meet with your group:
 - Images
 - Conditions
 - Nurse profiles
 - Fill out notes
 - Notes requirements
 - Meet with new group to complete notes
- Nursing Requirements
- Attitudes toward Nurses

Marshall Camp Thomas, Chickamauga, Georgia (1879)

1. You'll be divided into 5 groups and focus on one particular type of resource.
2. Each group has a series of questions that you'll answer about that resource.
3. You'll work together to answer the questions, but each person will have their own paper.

Before meeting with their new groups to share:
Now that you're an expert on your resource, you'll meet in a new group to create your one-pager. The one-pager are divided into the following sections:

1. Opportunities: what opportunities did nursing in the war open to women?
2. Challenges: what challenges did female nurses face during this conflict?
3. Image: draw a picture that sums up a big idea from the Gallery Walk
4. Border: Put a title and explain why nursing during the Spanish-American War and the state of women back then matters to us today.

Slide 9: Discussion



Display this slide as you lead a discussion of what students learned while completing the Gallery Walk or Jigsaw.

Slide 10: Nurse Recruitment in Wartime

NURSE RECRUITMENT IN WARTIME

Nursing units served in front lines of the U.S. Army and European hospitals. The Army Corps photo.

- Professionally trained nurses
- 1,500 female nurses serve

1. For the first time, the U.S. Army used professionally trained nurses.
2. 1,500 women served as nurses during the war and in the time immediately afterward.

Slide 11: Attitudes toward Female Nurses

- From your notes and the Gallery Walk:
- What were some of the attitudes toward female nurses before the war?
 - Did the attitudes change after the war?
 - What stood out to you in the quotes you read?



ATTITUDES TOWARD FEMALE NURSES

- Some people were opposed to female nurses, but changed their minds
- Some people were opposed to female nurses, made an exception for the war, and went back to their original ideas
- Some people supported female nurses before, during, and after the war

Sirahyng General Hospital, Manila, Philippines, U.S. Army Warford, (NPS)

- Did you find anyone who changed their position? Anyone whose position didn't change?

Individuals, both within and outside the Army, held a range of viewpoints on the role of women, particularly during wartime. After seeing the hard work of the nurses, the difference they made in saving lives, the skill they brought, and the negative conditions they accepted, many minds were changed.

**Slide 12:
Unequal Opportunities**

UNEQUAL OPPORTUNITIES

Mary Mahoney, ca. late 1800s (Public domain)

- Civil War black nurses couldn't earn formal credentials
- Nursing schools wouldn't admit African American women
- 1879: Mary Mahoney graduated as the first credentialed black nurse
- Namahyoke Curtis recruited 32 black "immunes" to nurse

Not all women were able to benefit when the nursing profession opened to women.

- After the war, Black women weren't able to earn formal nursing credentials, even if they'd been nurses during the war.
- Eventually nursing schools for Black women were created.
- Most nursing schools were segregated* by race until the middle of the 1900s. Hospitals were also segregated. Mary Mahoney (pictured) was the first African American woman in the United States to study and train as a professional nurse. While didn't serve as a nurse during the Spanish-American War, she was a strong advocate for the equal treatment and professionalism of African American nurses.
- Black nurses weren't accepted during the war as contract nurses. However, at the time many people believed the false idea that African Americans were naturally immune to tropical diseases, so Namahyoke Curtis, a prominent minority nurse in Washington, D.C., was asked to recruit Black women to act as nurses. These women didn't all have nurse training. Obviously, one's race doesn't make them naturally immune to tropical diseases. In fact, two of the 32 women died of typhoid fever during the war.

Discussion:

- Does the role of female nurses show progress? How would you define progress? Is progress the same as equality?
- With unequal opportunities, how does the use of female nurses during the war show progress? In what ways does it fall short?
- Is it okay to celebrate improvements when work still needs to be done? What inequalities would you want people to be aware of?

*Segregation: at this time, segregation was separating people based on their race. So, one hospital might serve only white patients while another only served African American patients. Usually, the resources or services for Blacks were inferior to those available to whites.

**Slide 13:
Camp/Hospital Conditions**

From your notes and the Gallery Walk:

- What were conditions like in the camp?
- How did camp conditions make the nurses' jobs harder?

- Camp/Hospital Conditions: (most of these should come up in discussion)
- Nurses weren't sent to a camp until the doctors asked for more nurses.



<p>CAMP/HOSPITAL CONDITIONS</p>  <p><small>Quarantine Camp at Stenberg General Hospital, Camp Thomas, Georgia during the Spanish-American War (U.S. Army)</small></p> <ul style="list-style-type: none"> • Nurses were in short supply • Crowded, unsanitary conditions spread illness • Sleeping conditions were poor • Meals were inadequate • Nurses were overworked and also became sick 	<ol style="list-style-type: none"> 3. The military didn't have the buildings, furniture, and equipment for an Army of 200,000 men. (Obviously the same issue troubled nurses. One nurse mentions: "three toilets which were supposed to be adequate for the needs of the 200 nurses.") Understanding of how different illnesses are spread was still developing and many people didn't realize the importance of sanitation and clean water and food supplies. 4. Nurses slept in dorms (pictured) or in tents with little space. 5. Meals mentioned by the nurses include coffee and oatmeal, and boiled cabbage and coffee. 		
<p>Slide 14: Requirements</p> <p>REQUIREMENTS</p>  <p><small>McGee, Anita Newcomb (1870)</small></p> <p>Dr. Anita Newcomb McGee:</p> <ul style="list-style-type: none"> • Organized DAR to screen and select nurses • Involved in getting them proper recognition for their work <p>Nurses were accepted based on:</p> <ul style="list-style-type: none"> • Education • Experience • Character 	<p>From your notes and the Gallery Walk:</p> <ul style="list-style-type: none"> • In the letter from Dr. McGee (pictured), she talks about many of the requirements for contract nurses. What are those requirements? (age: 30-50, trained in a hospital, answer enclosed questions, character endorsement) • What are some of the benefits or compensations she outlines? (railroad fare to place of duty, \$30 a month with board, possibly lodging) <p>Requirements:</p> <ol style="list-style-type: none"> 1. Dr. McGee created a committee of the Daughters of the American Revolution (DAR) to review applications and select nurses for contract service during the War. After the war, she founded the Society of Spanish-American War Nurses and continued to look out for the interest of the veteran nurses. (Image 4: the Spanish American War Nurses memorial was paid for and erected by the Society.) 2. Dr. McGee believed that it was important for contract nurses to be professionals: to have hospital training, nursing experience, and good character. 		
<p>Slide 15: Would You Want This Job?</p> <p>WOULD YOU WANT THIS JOB?</p> <table border="0"> <tr> <td> <p>Responsibilities:</p> <ul style="list-style-type: none"> • 14-hour shifts • 20-minute lunch break • Provide your own uniform • Give ice baths • Dress wounds • Prepare food • Feed soldiers • Administer medicine • Keep wards clean </td> <td> <p>Benefits:</p> <ul style="list-style-type: none"> • \$30 a month • Lodging (sometimes) • Meals </td> </tr> </table>	<p>Responsibilities:</p> <ul style="list-style-type: none"> • 14-hour shifts • 20-minute lunch break • Provide your own uniform • Give ice baths • Dress wounds • Prepare food • Feed soldiers • Administer medicine • Keep wards clean 	<p>Benefits:</p> <ul style="list-style-type: none"> • \$30 a month • Lodging (sometimes) • Meals 	<p>Nurses would work 14-hour shifts with 20-minute lunch breaks. Many locations experienced nurse shortages that put more stress on the nurses they had. Some nurses worked until they were too ill to do so.</p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What's an item from this list that's in your notes? Which section did you include it in? Why did you put it there? • What opportunities were available to women from their service in the war? • What challenges did serving in the war cause for women?
<p>Responsibilities:</p> <ul style="list-style-type: none"> • 14-hour shifts • 20-minute lunch break • Provide your own uniform • Give ice baths • Dress wounds • Prepare food • Feed soldiers • Administer medicine • Keep wards clean 	<p>Benefits:</p> <ul style="list-style-type: none"> • \$30 a month • Lodging (sometimes) • Meals 		
<p>Slide 16: Nurse Cards</p>	<p>Review Nurse Cards: Responses will vary and may include:</p> <ul style="list-style-type: none"> • Age requirements stated 30-50 years old, but Clara Maass was in her 20s, so the demand for nurses meant that exceptions/changes were made to requirements • Little information is known about many of these female nurses. Record keeping in the 1800s was not as good as today. (We only have a birth year for Namahyoke Curtis. We don't know exactly 		



NURSE CARDS

- Was there any information from the nurse cards that stood out to you?
- What from the cards did you include in your notes?

when Anita Campos was married. Both women’s names are spelled differently on different records.)

- Anna Campos and Clara Maass died in Cuba. (Both were buried in the United States. The Spanish-American War was the first time that the US practiced repatriation and brought soldiers and nurses who died in the war home to the US.)
- Clara Maass volunteered to participate in the yellow fever experiment which killed her. She was recognized for her nursing and her contribution to yellow fever research by being the subject of a stamp in Cuba and the U.S.

Slide 17: Images

IMAGES

- What stood out to you in the images?
- What from the images did you include in your notes?

Review Images: Responses will vary and may include:

- Image 1: the nurses in this image are religious sisters.
- Image 2: the nurses wore a variety of caps. Caps were specific to their nursing certification program.
- Image 3: the image has a mixture of sister nurses, contract nurses, and Army men. They’re in a variety of poses, from casual to more formal.
- Image 4: the image shows the front and back of the monument and was constructed shortly after the war.
- Image 5: the hospital is in a tent, which would make working conditions challenging.
- Image 6: the image shows wounded soldiers being transported on stretchers with a horse-drawn ambulance in the background.
- Image 7: the image shows what close quarters the women lived in. The pictured dormitory seems nicer than some of the conditions described in the quotes.
- Image 8: this hospital was in a building and you can see patients in their beds. They were in close proximity and don’t have many things you would expect to see in a hospital now.

Slide 18: Women and Nursing: A Timeline

WOMEN AND NURSING: A TIMELINE

Year	Event
1861	American Civil War
1873	Hospital Nurse Certification Programs Grow
1898	Spanish-American War
1901	Army Nurse Corps Created By Congress
1917	World War I
1919	19 th Amendment Passed
1922	Pension For Some Female Nurses
1942	WAAC Established
1948	Military Integrated

Let’s review what’s happened and when.

1861-1865: The Civil War created an immediate need for large numbers of nurses. Most nurses at this time had no formal training.

1873: In the 1870s, nursing schools began to open.

1898: 1,500 women served as contract nurses during this short war. It was the first time that trained nurses had been used and, while women were not serving *in* the military, they served as a military type unit.

1901: The Army Nurse Corps, a permanent Army corps where women could serve, was created.

1917: During World War I (1917-1919 for the U.S.), women were working on the homefront in new positions. In the Armed Forces they worked in non-combat positions beyond nursing, including work as secretaries, accountants, telephone operators, radio electricians, etc. In comparison to the 1,500 women who served in the Spanish-American War, 16,000 American women served overseas during WWI and thousands more worked on the homefront.



1919: The passage of the 19th Amendment gave women in the U.S. the right to vote (there were some states that allowed women to vote before 1919). While women had campaigned for the right to vote for decades, the role of women in WWI helped tip the scales.

1922: Congress approved the first pensions for female nurses. Not all nurses who served were eligible for pensions. Many who served would wait decades for pensions or recognition of veteran status. Some would not receive it during their lifetimes.

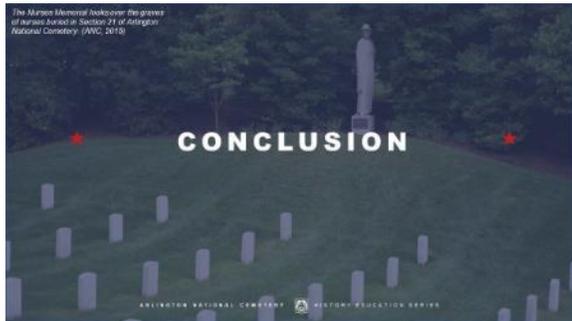
1942: The Women’s Army Auxiliary Corps (and similar organizations in other military branches) was established in WWII because Congresswoman Edith Nourse Rogers of Massachusetts had seen how many women volunteers like herself were not treated equally during WWI. They had worked for the military, but had to get their own food and quarters and received no benefits or pensions after the war. Women were still not treated equally to men during WWII (getting paid less and serving at lower ranks even with similar duties), but it was a step forward. During the war, 140,000 women served in the Army, 11,000 served in the Navy WAVES, 10,000 women volunteered for the Coast Guard SPARS, and 20,000 served in the Marines. While Black women were allowed to serve in military organizations, their numbers were limited by quotas. Some of the quotas and bans were lifted during the war.

1948: With the integration of the military, women, regardless of race, could serve in a variety of military positions.

Discussion:

- What stood out to you on the timeline? Did anything surprise you?
- The timeline ends at 1950. Does that mean that women had achieved equality by 1950?

Slide 19:
Conclusion



Conclusion:

- How did the Spanish-American War change nursing?
- How did the role of female nurses in the war affect the role of women in other spheres?
- Why does the work these women did in 1898 matter to us today?



NURSES GRADING RUBRIC

If you're unfamiliar with single-point rubrics, you can learn more [here](#).

Points are awarded so that meeting all criteria results in 80/100 points. Students must score advanced in some areas to receive a grade over 80.

ONE-PAGER RUBRIC

CATEGORY	Concerns <i>Areas that Need Work</i>	Criteria <i>Standards for this Performance</i>	Advanced <i>Evidence of Exceeding Standards</i>
Opportunities		Notes relate to the topic and include examples ____/20	
Challenges		Notes relate to the topic and include examples ____/20	
Image		Includes an image ____/5	
Border		Includes a title; Explains relevance of Spanish–American War nurses today ____/15	
Keywords vs. copying		Notes are recorded as keywords and phrases, mostly written in your own words ____/20	
Totals		____/100	