



# LESSON PLAN:

## NURSES IN THE SPANISH - AMERICAN WAR

*High School (9-12)*

### 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, a timeline, and individual nurse cards. As written, students complete a gallery walk of teacher-curated resources. Resources are flexible and can be used in a variety of ways.

**Estimated time:** 1-2 class periods, 60-75 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.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

#### National Council for the Social Studies

- NCSS.D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- NCSS.D2.His.2.9-12: Analyze change and continuity in historical eras.
- NCSS.D2.His.3.9-12: Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- NCSS.D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.



## LEARNING OBJECTIVES:

- Students will explain 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 draw conclusions and make inferences about:
  - The attitudes toward women nursing in the Army before and after the Spanish-American War
  - Contributions made by women to the war effort
  - Challenges faced by nurses during the war

## RESOURCES NEEDED:

- Nurses Slide Deck\_High School
- Nurses Teacher PowerPoint Guide
- Nurse Profile Cards (1 copy)
- Nurses Gallery Walk Quotes (1 copy)
- Nurses Gallery Walk Images (1 copy)
- Nurses Timeline (2-3 copies)
- One-Pager Template (1 copy per student)
- 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: 10-15 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.
  - Display PowerPoint Slides 3-5: Quick Background
    - Slide 3: Brief History of Nursing
    - Slide 4: Formal Training



- Slide 5: Army Expansion
- Display PowerPoint Slide 6: Assignment Expectations
  - Pass out copies of One-Pager template
  - Use PowerPoint notes to review assignment and expectations
    - Establish whether students working in groups or independently
- Activity: 15-30 mins
  - 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.
  - Stations include:
    1. Attitudes toward Female Nurses
    2. Conditions in the Army Camps/Hospitals
    3. Nursing Requirements & Compensation
    4. Individual nurse cards
    5. Timeline of events
    6. Images
  - Depending on your time constraints, you may want to decrease the number of stations (leaving out timeline and/or individual nurse cards), the resources in each station (only use some quotes, images, or nurse cards), or have students gather information in a group jigsaw and then share.
- Review & Conclusion: 25-30 mins
  - Option 1: Working with a partner or in small groups, students review their One-Pager. How did their opinions differ? Was any important information missing from their notes? Display Slide 7 and discuss what students learned from Gallery Walk.
  - Option 2: As a class, use remaining PowerPoint slides to review the big ideas from the session. Use PowerPoint notes to guide the discussion.
  - Conclude with a discussion of the following ideas:
    - How did the Spanish-American War change nursing?
    - How did the role of female nurses in the war affect the roles 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 #ANCeduSpanAmWar. 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 19<sup>th</sup> 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](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, Chickamagua, 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](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](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

High School (9-12)

Slide:	Notes for Lecture and Discussion:
<p><b>Slide 1:</b> <b>1898: The U.S. was at War with Spain</b></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?) 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's 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><b>Slide 2:</b> <b>Nurses</b></p>	<p>Read quote: "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.</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. We'll also see how both of those things impacted and changed America.</p> <p>*As quoted in Gessner, Ingrid. "Heroines of Health: Examining the Other Side of the 'Splendid Little War.'" <i>European Journal of American Studies</i>. European Association for American Studies, March 2, 2015.</p>
<p><b>Slide 3:</b> <b>Brief History of Nursing</b></p>	<p>1. For most of human history, women have acted as nurses for family, friends, and neighbors.</p>



### BRIEF HISTORY OF NURSING



Clara Barton, ca. 1865. (LOC/R.B. Clifford)

- Women have a long history of nursing
- Often unpaid and in homes
- Knowledge and skill acquired informally
- Civil War and Crimean War changed nursing
  - Clara Barton
  - Florence Nightingale
- Nursing education and the "Nightingale Principles"

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2. Nursing was often unpaid and done in people's homes after illness, injury, or as a person aged and wasn't able to take care of himself/herself.
3. Some women acquired more knowledge or skill than others: they may have had a relative who was a good nurse or they may have just had a strong stomach, a good constitution, and a talent of caring for others. They might become known in their community for their knowledge and nursing skills.
4. In the 1850s and 60s, the Crimean War (Britain/France/Russia/other allies) and Civil War (American) changed nursing. Technological advancements meant that modern firearms inflicted more casualties, and therefore nursing became needed on a large scale, and organizational skills and experience were important. Women volunteered as nurses and some, like Clara Barton (pictured, Civil War) and Florence Nightingale (Crimean War) became famous for their nursing and organizational work.
5. Nightingale established nurse education programs around specific principles (the "Nightingale Principles") which influenced many American nursing programs that would be established after the Civil War.

### Slide 4: Formal Training

#### FORMAL TRAINING

- Hospitals and nurse training programs increased
- Strict requirements for students
- On-the-job training
- Graduates wore nursing school caps



Providence Hospital Staff, ca. 1866. (LOC)

1. After these wars, hospitals became more numerous and developed nurse training programs for women. Formal nursing education got a big boost in 1873 with 3 nurse education programs that opened in the U.S. By 1900, there were between 400 and 800 nursing schools in the U.S.
2. Nursing students typically trained for 2-3 years. They lived in "nurses' homes" on the hospital grounds and weren't allowed to marry.
3. While they were students, nurses worked without pay. Some schools used the free labor to assign nurses duties such as cleaning and doing laundry. Some nurses spent more time doing these chores than learning in classrooms and laboratories.
4. There were no standardized nursing uniforms, so working nurses wore caps specific to their nursing school after graduating. With every graduate acting as an advertisement for the quality of the nursing school, schools began to compete and improve their curricula.

### Slide 5: Army Expansion

#### ARMY EXPANSION

- April 1898: U.S. declared war
- Army grew from 28,000 regulars to 300,000 volunteers
  - Makeshift camps
  - Rampant illness from diseases (yellow fever, malaria, typhoid, dysentery)



Theodore Roosevelt's Rough Riders at military camp. (Metropolitan Museum of Art)

In the lead-up to war, the Army realized that they would need more nurses. The Army decided to hire women as contract nurses. Contract nurses were not considered members of the military. They served temporarily in Army camps and hospitals under the direction of Army doctors and personnel. Some Army officers thought that untrained Army infantry corpsmen would be enough to meet the nursing demands; some people thought women shouldn't be close to the frontlines and the fighting.

1. In April 1898, the United States declared war on Spain and the U.S. Army grew from 28,000 regulars to 300,000 regulars and volunteers. (Regulars were professional soldiers and members of the standing Army, while volunteers came from state militias or volunteer regiments who signed up to fight in a specific war





### NURSE RECRUITMENT IN WARTIME



- Planned to use medical corpsmen
- Professionally trained nurses
- Congressionally authorized funding: 1,000 female nurses
- 250 nuns served as nurses

1. nursing needs. They would come from the untrained infantry and few men volunteered for the position.
2. This was the first time that professionally trained nurses served in the Army.
3. While Congress authorized funding for 1,000 female nurses, over 1,500 women served as nurses during the war and in the time immediately afterward.
4. Nuns from religious orders were also valued as nurses, as they often had the best medical training. Over 250 nuns served.
5. Do any of these bullet points represent an opportunity? A challenge?
6. Opportunities may include:
7. Increased recognition of the importance of involving women in the war effort
8. Higher visibility of working women
9. Challenges may include:
10. Trained nurses were considered on par with untrained infantrymen, until proven otherwise

### Slide 9: Attitudes toward Female Nurses

#### 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



- 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?
  - 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 10: Unequal Opportunities

#### UNEQUAL OPPORTUNITIES



- 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

- From your notes and the Gallery Walk:
- Were the same opportunities open to all women?
  - One section of your notes focused on if the role of female nurses is 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?

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

1. Regardless of their actions during the Civil War, Black women were barred from earning formal nursing credentials after the war.
2. Eventually nursing schools for Black women were created. When nursing schools were established, they remained segregated until the mid-1900s. Hospitals were also segregated at that time. Most nursing schools also refused to admit men.



	<ol style="list-style-type: none"> <li>In 1879, Mary Mahoney (pictured) graduated from nursing school, the first African American woman in the United States to study and train as a professional nurse. Mahoney did not serve as a contract nurse during the Spanish American War, but she was a strong advocate for the equal treatment and professionalism of African American nurses.</li> <li>The Daughters of the American Revolution (DAR), who handled the recruitment of nurses during the Spanish- American War, wouldn't accept any Black volunteers. However, some Black nurses did serve during the war. At the time, many people believed the false notion that African Americans were naturally immune to tropical diseases. The Surgeon General asked Namahyoke Curtis, a prominent minority nurse in Washington, D.C., to recruit Black nurses. The women did not necessarily have nursing credentials. Two of the 32 women recruited by Curtis actually died of typhoid fever during the war. Additional women served as nurses by contracting directly with the Army. As many as 80 Black women may have served during the war.</li> </ol>
<p><b>Slide 11:</b> <b>Camp/Hospital Conditions</b></p> <div data-bbox="110 1066 678 1381"> <p><b>CAMP/HOSPITAL CONDITIONS</b></p>  <ul style="list-style-type: none"> <li>Nurses were in short supply</li> <li>Crowded, unsanitary conditions spread illness</li> <li>Sleeping conditions were poor</li> <li>Meals were inadequate</li> <li>Nurses were overworked and also became sick</li> </ul> </div>	



	<p>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.</p> <p>2. Dr. McGee believed that it was important for contract nurses to be professionals: to have been trained by a hospital. In addition to their education, she and her team would have looked carefully at each nurse's experience and character. In 1898, how would you know if someone you had never meet had a good character? Now, you could call a reference on the phone and ask questions about the candidate. In 1898 you couldn't do that, so you relied on letters of recommendation. This would typically be from the superintendent of nurses at your nursing school.</p>		
<p><b>Slide 13:</b> <b>Would You Want This Job?</b></p> <div style="background-color: #1a3d54; color: white; padding: 5px; text-align: center;"> <p>WOULD YOU WANT THIS JOB? </p> </div> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• 14-hour shifts</li> <li>• 20-minute lunch break</li> <li>• Provide your own uniform</li> <li>• Give ice baths</li> <li>• Dress wounds</li> <li>• Prepare food</li> <li>• Feed soldiers</li> <li>• Administer medicine</li> <li>• Keep wards clean</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>• \$30 a month</li> <li>• Lodging (sometimes)</li> <li>• Meals</li> </ul> </td> </tr> </table> <p style="text-align: right; font-size: small; margin-top: 10px;">ARLINGTON NATIONAL CEMETERY HISTORY EDUCATION SERIES </p>	<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• 14-hour shifts</li> <li>• 20-minute lunch break</li> <li>• Provide your own uniform</li> <li>• Give ice baths</li> <li>• Dress wounds</li> <li>• Prepare food</li> <li>• Feed soldiers</li> <li>• Administer medicine</li> <li>• Keep wards clean</li> </ul>	<p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>• \$30 a month</li> <li>• Lodging (sometimes)</li> <li>• Meals</li> </ul>	<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"> <li>• 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?</li> <li>• What opportunities were available to women from their service in the war?</li> <li>• What challenges did serving in the war cause for women?</li> </ul>
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• 14-hour shifts</li> <li>• 20-minute lunch break</li> <li>• Provide your own uniform</li> <li>• Give ice baths</li> <li>• Dress wounds</li> <li>• Prepare food</li> <li>• Feed soldiers</li> <li>• Administer medicine</li> <li>• Keep wards clean</li> </ul>	<p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>• \$30 a month</li> <li>• Lodging (sometimes)</li> <li>• Meals</li> </ul>		
<p><b>Slide 14:</b> <b>Nurse Cards</b></p> <div style="background-color: #1a3d54; color: white; padding: 5px; text-align: center;"> <p>NURSE CARDS </p> </div>  <ul style="list-style-type: none"> <li>• Was there any information from the nurse cards that stood out to you?</li> <li>• What from the cards did you include in your notes?</li> </ul> <p style="text-align: right; font-size: small; margin-top: 10px;">ARLINGTON NATIONAL CEMETERY HISTORY EDUCATION SERIES </p>	<p>Review Nurse Cards: Responses will vary and may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Little information is known about many of these female nurses. Record keeping in the 1800s was different. One of the notable things about war records for the Spanish-American War is how complete the records are compared to previous U.S. wars. More people were able to spell their own names.</li> <li>• Anna Campos and Clara Maass both died in Cuba but were buried in the U.S. (Campos at Arlington National Cemetery, Maass in New Jersey). 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 U.S.</li> <li>• 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.</li> </ul>		
<p><b>Slide 15:</b> <b>Images</b></p>	<p>Review Images: Responses will vary and may include:</p> <ul style="list-style-type: none"> <li>• Image 1: the nurses in this image are religious sisters.</li> <li>• Image 2: the nurses wore a variety of caps. Caps were specific to their nursing certification program.</li> <li>• 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.</li> </ul>		



### IMAGES



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

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- Image 4: the image shows the front and back of the monument and was constructed shortly after the war.
- Image 5: the hospital was 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're in close proximity and don't have many things you would expect to see in a hospital now.

### Slide 16: Women and Nursing: A Timeline

#### WOMEN AND NURSING: A TIMELINE



From your notes and the Gallery Walk:

- What stood out to you on the timeline? Did anything surprise you?
- What connections do you think these events had? What relationships do you see between the events?
- The timeline ends at 1950. Does that mean that women had achieved equality by 1950?

#### Women and Nursing: A Timeline

**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 years following the war, nursing programs began and the 1870s saw significant growth in the number of programs available. Many nurse certification programs followed the “Nightingale Principles.”

**1898:** During the Spanish-American War, the Army realized that they would need more nurses. Rather than let female nurses join the Army, they hired them on short-term contracts. This was the first time that professionally trained female nurses had been used in the military. While not serving *in* the military, they served as a quasi-military unit. Despite some opposition to women serving close to the frontlines, over 1,500 women served as contract nurses during the war and in the time immediately afterward.

**1901:** The Army Nurse Corps was created, with much of the legislation drafted by Dr. Anita Newcomb McGee.

**1917-1918:** During U.S. participation in World War I (1917-1918), thousands of American women supported the war effort and over 16,000 served overseas in some capacity. Women were clerical workers, telephone operators, typists, and stenographers. In the Navy and the Marine Corps they were allowed in non-combat positions beyond nursing, including work as secretaries, accountants, telephone operators, radio electricians, etc. While women were able to serve in positions that had previously been barred to them, most women who served worked as nurses. The demand for nurses increased at home and abroad during the Spanish flu epidemic of 1918. More than 260 Army nurses died during World War I, most from influenza.



**1919:** While women in some states were already able to vote, the visibly different role of women in World War I tipped the scales for universal suffrage in the U.S. In 1919, Congress passed the 19<sup>th</sup> amendment, which granted universal suffrage to women.

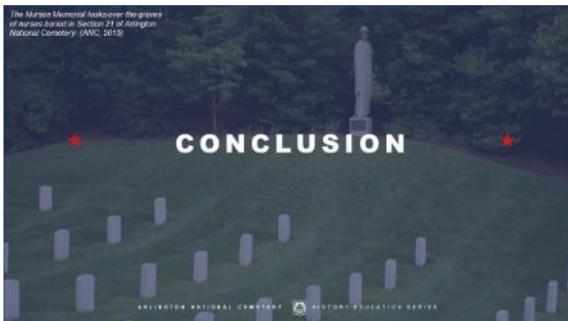
**1922:** Pensions for Some Female Nurses. While women were making great strides towards equality, there were still many areas for improvement. In 1922, Congress granted pensions to women who had served as nurses in the Spanish-American War. Not all women who served as nurses in the war received pensions at this time. To qualify, nurses were required to have served for at least 90 days. Due to the short duration of the war, most nurses did not qualify. Some would wait decades for official recognition from the government and others would not receive recognition during their lifetimes.

**1942:** When World War II (1941-1945) began, Congresswoman Edith Nourse Rogers of Massachusetts worked with Army leaders to establish the Women’s Army Auxiliary Corps (later the WAC). As a volunteer during World War I, she had seen how the military treated women unequally. Women had worked for the military but were responsible to procure their own food and quarters, lacked legal protections, and received no disability benefits or pensions after the war. While women were still not treated equally (performing comparable duties for less pay and at lower rank), the WAC was a step forward. During World War II, 140,000 women served in the Army while 11,000 served in the Navy WAVES, 10,000 women volunteered for the Coast Guard SPARS, and 20,000 served in the Marines. 1,000 women served as WASPs (Women’s Airforce Service Pilots) flying non-combat aircraft missions. (More information at:

<https://history.army.mil/brochures/WAC/WAC.HTM>) While Black women were allowed to serve in segregated units of various military organizations, their numbers at the beginning of the war were limited by quotas. Over time some of the quotas and bans were lifted.

**1948:** With the integration of the military, women, regardless of race, were able to serve in a variety of positions.

**Slide 17:  
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 as appropriate ___/15	
Challenges		Notes relate to the topic and include examples as appropriate ___/15	
Image		Includes an image ___/5	
Progress		Makes a compelling argument for why situation of Spanish–American War nurses does/doesn't indicate progress ___/15	
Quotation		Quotation from primary source is included ___/5	
Border		Includes a title; Explains relevance of Spanish–American War nurses today ___/10	
Keywords vs. copying		Notes are recorded as keywords and phrases, mostly written in your own words ___/15	
Totals		___/100	