

## **Mining Childhood**

### **Grade 11 Lesson Two: Cadet Nurses' Corps**

**Essential Question: Why were the Cadet Nurses' Corps so significant to the young women of Butte?**

#### **Learning Targets:**

1. I can describe how and why nursing was promoted in Butte before and during World War II.
2. I can describe the contribution that Butte and Montana made to the crucial nursing shortage during World War II.

#### **Common Core Connection:**

[CCSS.ELA-Literacy.RI.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

#### **Length of Lesson:**

One sixty-minute period

#### **Materials Needed:**

1. Copies of [Mining Childhood, p. 53](#)
2. Copy of Cadet Nurse Corps recruiting poster (page 4 of this document or <http://tinyurl.com/NursesCorpsPoster>)
3. Copies of "The Public Health Significance of U.S. Cadet Nurse Corps" from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1527450/pdf/amjphnation00701-0053.pdf>
4. Chart paper
5. Markers

#### **Hook:**

From *Mining Childhood*, page 53, Read the last two paragraphs of Shirley Trevena and Kay Antonetti's recollections of wartime, starting with "We used to

play...” and ending with “...while they were overseas.” Ask students to recount the emotions these girls display in this simple, yet profound, recollection. Read it twice if necessary. What does this childhood dream suggest about the realities for women in Butte? Men had mining; what did women have? (5 mins.)

**Activities:**

1. Point out the Learning Targets for the lesson. The purpose of sharing the learning targets is so students know what you want them to learn and to keep the lesson on track.
2. Ask students to read the whole of page 53 from *Mining Childhood*, starting with “Wartime rationing also became fixed...” and ending at the bottom of the page. Purpose for reading: to explain how nursing was glamorized during this time period. They should underline phrases that help them answer this question.
3. As they read, project the Cadet Nurses’ Corps recruiting poster and ask students to consider it after they finish reading.
4. After students have read, ask them to turn and talk with a neighbor or small group about how nursing was glamorized through the excerpt and the poster. Turn this short debrief into a whole-group discussion about the question. (10 mins.)
5. Now give students a copy of “The Public Health Significance of U.S. Cadet Nurse Corps.” Purposes for reading: A. to identify the problem and outline the writer’s proposed solutions. (The problem is named in the first sentence, so carry students through that part so everyone understands it.) B. to take note of analogies used by the writer throughout. You could lead students by indicating that she is going to compare graduate nurses to some part of a business (answer: the product), that retaining too many Senior Cadets is like a certain wartime symbol (planes on an assembly line), for example.
6. After reading, students should consult with their partners about both A (problem, solutions) and B (analogies). (20 mins.)
7. Assign half the groups to create a quick poster with problem and solutions and the other half to create a quick poster with analogies they noticed. Post these around the room for a gallery walk: all the groups walk around and make comments on each others’ posters. The posters will likely be very similar, so you may limit them to look/comment on a certain fraction of the available posters, maybe 3. (15 mins.)

**Assessment:**

Have students write a 3-2-1 on the following topic:

- 3 things you learned about WHY the Cadet Nurses’ Corps was promoted during WWII in Butte;
- 2 things you learned about HOW the Cadet Nurses’ Corps was promoted;
- 1 question you have about the Cadet Nurses’ Corps. (10 mins.) ← meets Learning Targets 1 and 2

OR

If you were a young woman in Butte during WWII, do you think the Cadet

Nurses' Corps would have appealed to you? Why/why not? Use evidence from the texts you read in today's lesson in your response.

**Extensions:**

- Conduct a more in-depth lesson on life during World War II, including rationing and the appeal to patriotism.
- Have students investigate the St. James School of Nursing and the Sisters of Charity of Leavenworth. Get them started with the Women's History Matters website: <http://montanawomenshistory.org/places/>

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