

Alabama Men's Hall of Fame

4th Grade Lesson Plans-Alabama History

William C. Gorgas

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Lesson Title: Alabama Men's Hall of Fame: William C. Gorgas

Curriculum Area: Social Studies

Estimated Time: 50 minutes

Grade Level: 4

Standards

Alabama State Social Studies Standard recognizing Alabamians who have made significant contributions to society.

- William C. Gorgas

Learning Objective

Fourth grade, students will examine the life of William C. Gorgas, supporting ideas of how William C. Gorgas is a hero.

Evaluation of Learning Objective

Fourth grade students will write “A Hero Is” poem, supporting ideas of how William C. Gorgas is a hero. The teacher will formatively assess students by circulating the classroom during station time to ensure understanding of new concepts and facts.

Engagement

Begin lesson by asking students “What is a hero?” Have students break into small groups (4) to brainstorm. Guide discussion by asking questions such as, "What are the contributing factors to becoming a hero?" “What risks does a person take to become a hero?” Teacher will then give each group a large piece of paper and markers. Have student’s record characteristics that exemplify a hero. Have each group present their ideas to the whole class, highlighting the common characteristics found among group findings (detailing the characteristics or traits of a hero). Display papers in the front of the classroom for the remainder of the lesson.

Learning Design

I. Teaching

Teacher will write William C. Gorgas on the board and ask students to share what they know about the person or what they would like to learn about the person. The teacher will also ask for a show of hands to see how many students have visited The University of Alabama Gorgas House.

Next, the teacher will tell the class that The University of Alabama Gorgas House was named after the family of William C. Gorgas.

The teacher will then access

<http://gorgashouse.ua.edu>

This online tool will be used to display The Gorgas House, which was built in 1829, as the first structure of the University of Alabama campus. The teacher will use this as a guide as a visual aid as the class learns about William C. Gorgas.

Explain to class that Josiah and Amelia Gorgas once live in the Gorgas House. Josiah was once the president of the University of Alabama and Amelia was once the school's librarian. Their son, William C. Gorgas, saved the lives of many at risk for malaria.

Teacher will briefly discuss Malaria, while reading aloud Little Things Make Big Differences: A Story about Malaria By: John Nunes

II. Opportunity for Practice

Students will break into same cooperating small groups as used during the engagement portion of the lesson. Teacher will have 4 stations set up throughout the classroom highlighting important contributions of William C. Gorgas.

Students will be assigned to a particular station (1-4) and will rotate, giving each group five minutes at each station. At each station students will examine facts about William C. Gorgas and discuss new findings within small groups.

Stations will include:

1. Life Facts: Born: October 3, 1854, Birthplace: Toulminville, AL, Died: July 3, 1920, Location of death: London England, Cause of Death: Stroke, Remains: Buried, Arlington National Cemetery, Arlington, VA

2. Education: Studied at The University of the South, attended medical school at Bellevue Hospital Medical College.
3. Occupation: Doctor and Surgeon General of the United States Army in 1880. Assigned to three posts: Fort Clark, Fort Duncan, and Fort Brown-in Texas.
4. Discovery: While at Fort Brown, William C. Gorgas became stricken with yellow fever, leaving him immune to the disease. Gorgas and his wife then moved to Havana, where he contributed great efforts against yellow fever. In Havana, more than 500 deaths to the disease had been counted in each of the preceding ten years. Gorgas assumed the task of listing, inspecting, and controlling every possible breeding place in the city. Gorgas linked malaria and yellow fever to the species of mosquitos, immediately ordering the breeding areas for the insects to be destroyed. Within months the city was clear of yellow fever In 1902 Gorgas was posted to the Panama Canal construction zone. Gorgas successfully maintained a zone in which mosquitoes could not exist. His efforts suppressed yellow fever in Havana and in the Panama Canal Zone and made possible the construction of the Panama Canal.

After students have rotated throughout each station, have each small group, based on their background knowledge of a hero, support ideas of how William C. Gorgas is a hero. (Remind students that they can refer to charts, displayed in classroom, created during engagement portion of the lesson.) To do this, small groups will write poems. Teacher will distribute poem format (See Appendix A) and students will complete “A Hero Is” poem within small groups.

III. Assessment

The teacher will assess students by circulating the classroom during station time and address any questions to ensure understanding of new concepts and facts. The teacher will also assess students by classroom discussions, small group discussions, and completion of “A Hero Is” poem, successfully connecting prior knowledge of heroes to support ideas of how William C. Gorgas is a hero. Students will be assessed by using checklist (Appendix B).

IV. Closure

Teacher will ask class for volunteers to share poems. Discuss with students the idea that not all heroes are famous, nor do all heroic activities make history. Sometimes our heroes can be found at home or within our classrooms. Some heroic deeds are often acts of kindness, helpfulness, and generosity.

Plan for Individual Learners

Upon completion of the assignment, an opportunity for expansion will be given to fast learners by giving students the opportunity to research the Gorgas House, using The University of Alabama website: <http://gorgashouse.ua.edu>

For students who require accommodations, additional instruction will be given from the teacher when appropriate. Accommodations will also be made while assigning small groups, ensuring each group contains various levels of learning ability.

Content and Resources

- Large chart paper (4)
- Markers

- ELMO to display website
- Computer with internet access
- Appendix A
- Appendix B
- Little Things Make Big Differences: A Story about Malaria By: John Nunes

William C. Gorgas

Is a HERO,

Who _____

Appendix B

Assessment Checklist

_____ Poem included accurate facts of William C. Gorgas

_____ Student successfully connected characteristics of a hero to William C. Gorgas

_____ Students contributed within small group activity