

Grade Kindergarten Historical Lesson

Objectives:

Students will play a game to discover information about Andrew Taylor Still and Andreas Vesalius.

Students will collect data about Andrew Taylor Still and Andreas Vesalius to understand who they are and how they impact our lives today.

Students will connect the information they learned about in the Science/Health lessons to the two individual historical figures.

Materials:

Students should bring with them to each station...

1. glue
2. scissors
3. pencil
4. Each student will need two pieces of paper, one of A.T. Still and one of Andreas Vesalius. (See Figure 1 and Figure 2)

Each station will need a

1. Two envelopes - 1.) Set of "game" cards 2.) Set of "Extra" cards (See Figure 3-18)

There will be two envelopes at each station. One envelope will be marked "game" and will have a set of "game" cards. (You may want to laminate these.) The other envelope will be labeled "extra pieces". This envelope will need to have in it both a set of "game" cards and a set of "extra" cards. The "extra" cards will look like "game" cards. However the "extra" cards are the cards with the correct answer to the question at that particular station. You will need to print and cut enough "extra" cards so that each student can paste one to their historical face. (Example: 20 students in your class- At each station you will need one envelope with one set of "game" cards and in the other envelope a set of "game" cards (not laminated) and 20 "extra" cards with the correct answer on them.)

To acquire the game pieces needed at each particular station, see the appropriate "Figure" below. Print and cut them. To save time, print the game cards and have the first students that are at that station could cut out the cards.

2. The appropriate picture, either A.T. Still or Andreas Vesalius, posted at each station (See Figure 1 and 2). The faces that need to be posted at each station are the same ones that the students will be using. Each station will have a different question written inside the face. You will need to write the appropriate question in the appropriate face. Each station has specific instructions.

Activity Summary:

Students will play a game called “Memory”. Two students will go to a station. The station will have a picture posted of one of the historical figures, a question about the historical figure written inside of the face, an envelope with the “game” cards, and an envelope marked “extra pieces”. The students will take out the “Game” cards, turn them upside down, mix them, and arrange them in rows. The students will then play the memory game to discover which piece in the game does not have a match. Once they have discovered the piece without a match they will be able to answer the question posted at their station. For example, if the question is, “What was A.T. Still’s job?” The leftover piece will be a picture of a doctor with the word “doctor” written on it. Students will then need to take out of the envelope marked “extra pieces” a picture that matches the leftover piece (ex. Doctor) and paste it in the correct face (the same face that is posted at the station) (ex. A.T. Still). After completing all stations then come together as a large group and discuss findings and give students more background information on both historical figures.

Background information for the teacher:

Information on Andrew Taylor Still...

<http://www.kcom.edu/newmuseum/atstill.htm>

Information on Andreas Vesalius

<http://oz.plymouth.edu/~biology/history/vesalius.html>

<http://www.britannica.com/ebi/article-9277579>

Engage: (20 minutes):

Show students a picture of A.T. Still and Andreas Vesalius. (If you have access to a Kit use the pictures from the kit. If you do not have access to a Kit, go to the links above for a picture of A.T. Still and Andreas Vesalius.) Only tell the students their names. (Say the names creatively- sing them, create something that the students will remember.)

Ask: Does anyone recognize either of these two people?

Ask: How old do you think they are?

Are these recent pictures?

Do you think they are important people?

What would you like to know about these people?

Explain Rules:

Tell students: To find out more about A.T. Still and Andreas Vesalius we are going to play a game. These two people are a very important part of our history. To find out why they are so important we are going to play a game to find out. There are stations set up all around the classroom. You are going to have a partner and with that partner you are going to rotate around to each station. When I say “switch” you will go to the next station so make sure you work hard because you will only get a little time at each station. When you go to each station you will need two pieces of paper. (Show the students the two pieces of paper they will need. Figure 1 and 2) One paper is an outline of A.T. Still’s

face and the other is an outline of Andreas Vesalius' face. Make sure you take both of your pictures, your glue, and a pencil with you to each station. At the each station you will play a game with your partner. When you get to the station there will be one of the pictures, either A.T. Still or Andreas Vesalius posted. Inside the face will be a question. In the question one word will be highlighted with a yellow marker. Take out your paper that matches the face posted. That means when you get to the station first look at the picture posted. Ask yourself, which of my pictures matches the picture posted. Take out that picture and flip the other picture upside down. Write the highlighted word in the face with a "=" sign after it. Who has played memory before? (Have students who have to explain the game.) To play memory you will get cards, these are your game pieces. Place all of the cards upside down. When it is your turn you get to flip two pieces over. If the pieces match you get to keep the pieces. In this game of memory it is a little different. One piece does not have a match. There will be one extra piece at the end of the game. This is the answer to the question that is written in the face posted at your station. Look at the question above. (If you need help reading it raise your hand.) Look in the "extra pieces" envelope for a match to the leftover piece from the game. Paste the matching piece to the face that matches the face posted at your station. Be sure to paste it after the highlighted word that you wrote for that station. Clean up the station and make sure you have all your materials with you for the next station. (Throughout the instructions demonstrate how it will work and what you are talking about. GIVE AN EXAMPLE.)

EXAMPLE:

Station 1: When I get there I see that A.T. Still is posted. I flip my other paper upside down. At station 1 the question says, "When was A.T. Still born?" Born is highlighted so I write "Born =". Next I dump out the game pieces, flip them upside down, mix them, and arrange them in rows. My partner and I play memory. At the end of the game, there is an extra piece. My partner and I look in the "extra pieces" envelope to find a match to the left over piece. We find a match and paste that right after the word that we had just written. ("born= "card with the date"). Now we clean up. We put all the pieces back in the Game envelope and get ready to go to the next station.

Explore/Explain:

Station 1:

Materials:

- A picture of A.T. Still posted at the station.
- In the face write, "When was A.T. Still born?" Highlight the word born. (1828)
- In the "Game" envelope a set of game pieces. (See Figure 3).
- In the "extra pieces" envelope a set of "game" pieces (See Figure 3) and enough cards with the correct date so that each student will be able to paste one on their face. (See Figure 4).

Objective: Students will discover A.T. Still's date of birth.

Station 2:

Materials:

- A picture of Andreas Vesalius posted at the station.
- In the face write, “When was Andreas Vesalius born?” Highlight the word born. (1514)
- In the “Game” envelope a set of game pieces. (See Figure 5).
- In the “extra pieces” envelope a set of “game” pieces (See Figure 5) and enough cards with the correct date so that each student will be able to paste one on their face. (See Figure 6).

Objective: Students will discover Andreas Vesalius date of birth.

Station 3:

Materials:

- A picture of A.T. Still Picture posted at the station.
- In the face write, “What was A.T. Still’s job?” Highlight the word job. (doctor)
- In the “Game” envelope a set of game pieces. (See Figure 7).
- In the “extra pieces” envelope a set of “game” pieces (See Figure 7) and enough cards with the correct job so that each student will be able to paste one on their face. (See Figure 8).

Objective: Students will discover A.T. Still’s job or profession.

Station 4:

Materials:

- A picture of Andreas Vesalius posted at the station.
- In the face write, “What was Andreas’ Vesalius’ job?” Highlight the word doctor. (doctor)
- In the “Game” envelope a set of game pieces. (See Figure 7).
- In the “extra pieces” envelope a set of “game” pieces (See Figure 7) and enough cards with the correct job so that each student will be able to paste one on their face. (See Figure 8).

Objective: Students will discover Andreas Vesalius’ job or profession.

Station 5:

Materials:

- A picture of A.T. Still posted at the station.
- In the face write, “What did A.T. Still like to study?” Highlight the word study. (human body)
- In the “Game” envelope a set of game pieces. (See Figure 9).
- In the “extra pieces” envelope a set of “game” pieces (See Figure 9) and enough cards with the correct area he liked to study so that each student will be able to paste one on their face. (See Figure 10).

Objective: Students will discover what A.T. Still like to study.

Station 6:

Materials:

- A picture of Andreas Vesalius posted at the station.
- In the face write, “What did Andreas Vesalius like to study?” Highlight the word study. (human body)
- In the “Game” envelope a set of game pieces. (See Figure 9).
- In the “extra pieces” envelope a set of “game” pieces (See Figure 9) and enough cards with the correct area he liked to study so that each student will be able to paste one on their face. (See Figure 10).

Objective: Students will discover what Andreas Vesalius liked to study.

Station 7:

Materials:

- A picture of A.T. Still posted at the station.
- In the face write, “What did A.T. Still live?” Highlight the word live. (United States)
- In the “Game” envelope a set of game pieces. (See Figure 11).
- In the “extra pieces” envelope a set of “game” pieces (See Figure 11) and enough cards with the correct place he lived so that each student will be able to paste one on their face. (See Figure 12).

Objective: Students will discover where A.T. Still lived.

Station 8:

Materials:

- A picture of Andreas Vesalius posted at the station.
- In the face write, “What did Andreas Vesalius live?” Highlight the word live. (Belgium)
- In the “Game” envelope a set of game pieces. (See Figure 13).
- In the “extra pieces” envelope a set of “game” pieces (See Figure 13) and enough cards with the correct place he lived so that each student will be able to paste one on their face. (See Figure 14).

Objective: Students will discover where Andreas Vesalius lived.

- If you have a globe. Place it at that station so students can look for the same outline that is on their extra card.

Station 9:

Materials:

- A picture of A.T. Still posted at the station.
- In the face write, “What did A.T. Still like to do for fun?” Highlight the word fun. (teach)

- In the “Game” envelope a set of game pieces. (See Figure 15).
- In the “extra pieces” envelope a set of “game” pieces (See Figure 15) and enough cards with the correct activity that he enjoyed doing for fun so that each student will be able to paste one on their face. (See Figure 16).

Objective: Students will discover what A.T. Still did in his spare time.

Station 10:

Materials:

- A picture of Andreas Vesalius posted at the station.
- In the face write, “What did Andreas Vesalius like to do for fun?” Highlight the word fun. (write)
- In the “Game” envelope a set of game pieces. (See Figure 17).
- In the “extra pieces” envelope a set of “game” pieces (See Figure 17) and enough cards with the correct activity that he enjoyed doing for fun so that each student will be able to paste one on their face. (See Figure 18).

Objective: Students will discover what Andreas Vesalius did in his spare time.

Extend:

Ask: When did Still and Vesalius live? Talk about date of birth and date of death. Point how long ago those dates were.

Ask: What did they do for a job/profession? Doctors

Ask: What did they like to study? (Bones, human body)

Ask: Where did they live? (Still- America, Missouri Vesalius- Berlin)

Ask: What did they do in there spare time? (Write books, teach others)

(Discuss each question. After you come to a conclusion have extra game pieces with the correct picture on them. Post each historical figure’s picture with his name written on the inside on the board and then as they answer each question, for each individual put the correct game piece under the picture. At the end draw conclusions, essentially creating a Venn Diagram. Write “same” between the two historical figures and ask the students what similarities the two historical figures have. If they have trouble, tell them to look for matches between the two just like in the memory game. Put the game pieces under “same” if they are a match.)

Draw Conclusions and Relate to the unit they have just finished.

Ask: How does this relate to what we have been learning about?

Discuss that these people studied the body and were doctors. Talk about what doctors believe in. (exercise, nutrition, hygiene etc...)

Evaluate:

Collect the papers that they glued all the information to.

Collect pictures from the Optional Enrichment Activity.

Optional Enrichment Activity:

Draw a picture of either A.T. Still showing information about him. Draw a picture of Andreas Vesalius that shows information about him.

Missouri Standards:

Strand7: Scientific Inquiry

- A. Scientific inquiry includes the ability of students to formulate a testable question and explanation, and to select appropriate instigative methods in order to obtain evidence relevant to the explanation
 - b. conduct a simple investigation to answer a question
- E. The nature of science relies upon communication of results and justification of explanations.
 - a. Communicate observations using words, picture, and numbers

Strand 8: Impact of Science, Technology and Human Activity

- A. People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done.
 - b. Work with a group to solve a problem, give due credit to the ideas and contributions of each group member

Figure 1: Outline picture of A.T. Still

Figure 2: Outline Picture of Andreas Vesalius

Figure 3: Game Pieces for A.T. Still's date of birth

Following dates inside the squares. – doubles of each except his actually date of birth 1828.

2000 2000

1900 1900

1700 1700

1600 1600

1500 1500

Figure 4: Note to Teachers: Print enough sheets so you have an “1828” card for each student to paste on their face. Print Figure 3 once so there are other dates mixed in the “extra pieces” envelope.

Figure 5:

Following dates inside the squares – doubles of each except the actual date of birth 1514.

2000 2000

1900 1900

1800 1800

1700 1700

1600 1600

Figure 6: Note to Teachers: Print enough sheets so you have a “1514” card for each student to paste on their face. Print Figure 5 once so there are other dates mixed in the “extra pieces” envelope.

Figure 7

Jobs- two of each of the following (always the word and picture on each card)

fireman fireman

nurse nurse

teacher teacher

policeman policeman

clerk clerk

doctor

Figure 8: Note to Teachers: Print enough sheets so you have a “Doctor” card for each student to paste on their face. Print Figure 7 once so there are other jobs mixed in the “extra pieces” envelope.

A sheet of all cards with a picture of a doctor and the word “Doctor” on each.

Figure 9: Two of each of the following except the human body. (always the word and picture on each card)

math 2+2 math 2+2

reading reading

writing writing

science science

history history

human body

Figure 10: Note to Teachers: Print enough sheets so you have a “Human Body” card for each student to paste on their face. Print Figure 9 once so there are other school subjects mixed in the “extra pieces” envelope.

Figure 11: Two of each of the following except the outline of the United States. (always the word and picture on each card)

House House

Boat Boat

Tent Tent

Camper Camper

Castle Castle

Outline of United States and U.S. Written on it

Figure 12: Note to Teachers: Print enough sheets so you have a “United States” card for each student to paste on their face. Print Figure 11 once so there are other places to live mixed in the “extra pieces” envelope.

Figure 13 Two of each of the following except the outline of the Belgium. (always the word and picture on each card)

House House

Boat Boat

Tent Tent

Camper Camper

Castle Castle

Outline of Belgium

Figure 14 Note to Teachers: Print enough sheets so you have a “Belgium” card for each student to paste on their face. Print Figure 13 once so there are other places to live mixed in the “extra pieces” envelope.

Figure 15 Two of each of the following except the “teacher” card. (always the word and picture on each card)

teach

write write

read read

play play

ride bike ride bike

talk on the phone talk on the phone

Figure 16 Note to Teachers: Print enough sheets so you have a “Teacher” card for each student to paste on their face. Print Figure 16 once so there are other “spare time” activities mixed in the “extra pieces” envelope.

Figure 17 Two of each of the following except the “writer” card. (always the word and picture on each card)

write

bake bake

read read

play play

ride bike ride bike

talk on the phone talk on the phone

Figure 18 Note to Teachers: Print enough sheets so you have a “writer” card for each student to paste on their face. Print Figure 17 once so there are other “spare time” activities mixed in the “extra pieces” envelope.