



FOR MORE INFORMATION:
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SCAN ME TO VIEW LESSON

HVL LESSON TITLE:

INJURY IN WAR

DEVELOPED BY: CHANTAYE SHAW

INJURY IN WAR GUIDING QUESTION:

What are the temporary
and permanent effects of
flak, shells, and shrapnel
on the human body?

OVERVIEW

Students will use their knowledge of the body systems and research possible injuries and damage associated with shelling or shrapnel weapons. Students will learn using the jigsaw teaching strategy.

FOR MORE INFORMATION
<https://www.teachhub.com/teaching-strategies/2016/10/the-jigsaw-method-teachingstrategy/>



Subject(s):
Human A&P
Health



WWII Veteran(s):
Ted Estridge
Jim Feezel



Duration:
1 to 2 classes
(55-70 min.)

INJURY IN WAR

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“We were two-thirds up the hill when a mortar round came in. It hit me right in the shoulder. It felt like a sledgehammer. I fell down on the ground.”

TED ESTRIDGE - WWII VETERAN

OVERVIEW

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HISTORICAL CONTEXT

Jim Feezel and **Ted Estridge** fought in World War II. Both soldiers experienced injury and permanent effects from the war. In the lesson, students will view both stories of the soldiers and do a K-W-L chart about tracer bullets, flaks, shelling, and shrapnel injuries

OBJECTIVES

By the end of the lesson, students will :

- Understand the injuries shrapnel caused to soldiers on the battlefield.
- Use research to learn about the various impact shrapnel injuries had on different systems of the body.

STANDARDS

CCSS.ELA-LITERACY.RST.11-12.1

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-LITERACY.RST.11-12.2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-LITERACY.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms

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MATERIALS & DOCUMENTS

TED ESTRIDGE VIDEO:

<https://www.youtube.com/watch?v=WqI01I9nnZY>

JIM FEEZEL VIDEO:

https://www.youtube.com/watch?v=s6tuVz_mb1M

DOCUMENT A: Activity Sheet

DOCUMENT B: Graphic Organizer

PROCEDURES

ACTIVITY 01

Divide students (3-4 students per group) for each system:

- BONE/MUSCULAR SYSTEM
- CARDIOVASCULAR SYSTEM/BLOOD
- NERVOUS SYSTEM
- RESPIRATORY SYSTEM
- REPRODUCTIVE SYSTEM
- DIGESTIVE/URINARY SYSTEM
- LYMPHATIC SYSTEM (OPTIONAL)

Each group needs the following active learners. Feel free to use more or less students based on your class size.

- **Leader/researcher** -this person will disperse the research and make sure each person stays on task
- **Secretary/ speaker** - this person will write the information that students find
- **Researcher** - this person will be given questions or information to research and paraphrase
- **Researcher/reference source keeper** - his person will be given questions or information to research and paraphrase and reference each person's sources in APA format (Google OWL Purdue APA format).
- **Artist** - this person is responsible for sketching what an injury from shrapnel or shelling may look like for the tissues and structures in that particular system

ACTIVITY 02

Students will answer the pre-activity questions on the activity sheet.

- As students watch the videos on Ted Estridge and Jim Feezel, they will jot down notes describing the injuries the two men discuss. Discuss as a class.

Guiding Questions: What type of injuries does Mr. Estridge describe? How did these injuries come to be? What do you think shrapnel did to certain areas and systems in the body?

- Divide students into groups.
- As a group students will answer Part One on the activity sheet.
- In their groups and their assigned roles, students will research the questions on the graphic organizer (Document B). They will summarize their findings in complete sentences in Part Two of the activity sheet.
- Groups will present their findings to the class.

FOR MORE INFORMATION:

Contact US: 931-409-3812

email: info@honoringveteranlegacies.org

Name _____

Date _____

Injury in War

Activity Sheet

Document A 

American soldiers have endured so much during war. Today we will explore the injuries and the effects of shrapnel from shelling and bullets on the human body.

Pre-Activity Research

1. What is the difference between shells and shrapnel?

2. What are 3 major injuries sustained from World War II?

3. How did injuries affect a soldier's life post-war?

Part 1

Watch the video clips with your teacher of two War World II veterans: Jim Feezel and Ted Estridge. In complete sentences, write 4 ideas that you learned from each video below (one idea from each student)

1.

2.

3.

4.

Name _____

Date _____

Injury in War Activity Sheet

Document A 

Part 2

Now leaders assigned to the group, disperse the following jobs to your group members (most students will have more than 1 job)

- Secretary
 - Researchers (at least 4)
 - Reference source keeper (reference each person's sources in APA)
 - Drawer (sketch what an injury from shrapnel or shelling may look like for the tissues and structures in that particular system). Teacher will provide the paper or other medium.
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Next, research the questions on the graphic organizer. Please summarize your findings, write in complete sentences, and send your source to the resource keeper.

Resource keeper, Google "Owl Purdue APA" and type sources into the white box. Once you submit, it will show you the source in APA format. Please write sources on the sheet below:

Resource 1:

Resource 2:

Resource 3:

Resource 4:

Name _____

Date _____

Injury in War

Graphic Organizer

Document B 

Research the questions in each box. Feel free to use the back of the paper or make another copy for more room to write. Remember to use credible sources.

Describe 2-4 main tissues or organs associated with each organ system.

What are some injuries soldiers experience in these organs when hit with shells or shrapnel?

Body System

What are the effects of injuries to these tissues or organs?

What are the treatments or alternative methods of living after these injuries?