

Fort Stanton Helps Save the World

Lincoln Historic Site

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Essential Question: What was Fort Stanton's role in bringing health and wellness to rural communities during the settlement of the west?

Overview: This lesson will introduce students to the tuberculosis epidemic of the late 18th and early 19th century, and how the southwest became a destination for treatment. Students will also learn how the disease influenced the settlement of the west. Additionally, students will be introduced to the profession of Occupational Therapy, which was used at Fort Stanton to aid in the recovery of military servicemen, TB patients and the cognitively disabled.



The Officers' Quarters exemplify why Fort Stanton was considered one of the most beautiful forts in the west.

Photo by Tiffanie Owen

Relevant Dates For This Lesson:

April 1, 1899 ~ President William McKinley signed an executive order transferring the Fort Stanton Military Reservation to the Treasury Department for use as a sanatorium for consumptives by the Marine Hospital Service.

April 1980 ~ April is designated as Occupational Therapy Month

October 14, 1992 ~ President George H.W. Bush signed a proclamation for National Occupational Therapy Day.

Learning Objectives:

After completing this lesson, students will be able to:

1. Demonstrate knowledge by describing Tuberculosis and the societal changes that led to its rapid spread during the late 18th and early 19th centuries.
2. Demonstrate understanding of Fort Stanton's contributions to helping settle the west by explaining how the fort maintained the health of the rural Lincoln County community during the Public Health Service Era.
3. Demonstrate understanding of the profession of Occupational Therapy by describing how crafting improved the physical and mental well-being of soldiers and patients.
4. Demonstrate application of therapeutic media techniques by creating a craft that incorporates emotional, motor, cognitive, and perceptual skills.

Background:

In the late 19th and early 20th centuries, a disease known by many names: Tuberculosis, TB, Consumption, "The White Plague" and "The Robber of Youth" was wreaking havoc all over the world. Although TB had been killing people for millennia, the disease began taking a greater toll as people moved into crowded cities during the Industrial Revolution. By the end of the 1800s, the epidemic affected 70-90% of people living in urban areas. Merchant Marines on ships and soldiers in crowded barracks were also extremely susceptible.

As the federal government began to tackle the problem by setting up sanatoriums around the country where people with the illness could recuperate, Fort Stanton (decommissioned as a military fort 3 years before) was identified as an ideal location due to its peaceful environment, mild climate, clean air and fresh water supply. Initially intended for Merchant Marines, Fort Stanton's health services were a beacon to people in rural communities all over Lincoln County who came for help with gunshot wounds, broken bones, to deliver a baby or even have a tooth pulled!

An ironic turn in this history was the proliferation of TB amongst the Mescalero Apache tribe. After being forced to give up their freedom and roaming lifestyle for a confined life on the reservation, many Apache people found themselves seeking treatment at the very fort that had been established in 1855 to subdue their people.

During the TB Era, and later Fort Stanton's evolution into a mental health facility for people with cognitive and behavioral disabilities, the new profession of Occupational Therapy emerged as a means to help patients endure long hospital stays, develop skills that could replace a vocation lost to sickness or injury and improve overall physical and mental well-being.

Thus, Fort Stanton endured in almost continuous usage for the last 165 years while many other frontier forts were abandoned and disintegrated with the desert winds.

Additional Resources for Interested Students:

Reading for K-4:

Rooke M.D., Thom. *A germ's Journey (Follow It!)*. Picture Window Books, 2011.

Verdick, Elizabeth; Heinlen, Marieka. *Germs Are Not for Sharing*. Free Spirit Publishing, 2006.

Reading for 9-12:

Owen-Lewis, Nancy. *Chasing the Cure in New Mexico*. Museum of New Mexico Press, 2016.

Sanchez, Lynda. *Fort Stanton: An Illustrated History: Legacy of Honor, Tradition of Healing*. Write Designs, LTD, 2010.

Online:

The Gruesome History of Tuberculosis Treatment

https://superbugs.in/single_blog.php?c=70efdf2ec9b086079795c442636b55fb&p=9a1158154dfa42caddbd0694a4e9bdc8

Tuberculosis and the Vampire Myth

<http://www.aeras.org/blog/tuberculosis-and-the-vampire-myth#.XIAMDraZOgQ>

Fort Stanton Hospital Exhibit:

The Public Health Service and Tuberculosis at Fort Stanton. Fort Stanton Hospital Museum, Ongoing exhibit. Fort Stanton Historic Site; Fort Stanton, New Mexico.

Activity Introduction:

K-4- Occupational Therapy - Learning About Motor Skills

5-8- Occupational Therapy Basketweaving (Therapeutic Media)

9-12- Occupational Therapy Pinwheels (Therapeutic Media)

9-12 – My Disability Day Writing Assignment

K-12 –The Historic Game of Graces (Healthseeker Activity)

Social Studies Standards K-4

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

K-4 Benchmark I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.

K-4 Grade Performance Standards

(2nd Grade) 1. Describe how historical people, groups, and events have influenced the local community.

(3rd Grade) 1. Describe how the lives and contributions of people of New Mexico influenced local communities and regions.

(4th Grade) 1. Identify important issues, events, and individuals from New Mexico pre-history to the present.

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

K-4 Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.

K-4 Grade Performance Standards

(3rd Grade) 1. Describe local events and their connections to state history.

(4th Grade) 1. Describe local events and their connections and relationships to national history.

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

K-4 Benchmark I-C—World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.

K-4 Grade Performance Standards

(3rd Grade) 1. Identify and compare components that create a community in the United States and its neighboring countries.

(4th Grade) 1. Explain how historical events, people, and culture influence present day Canada, Mexico, and the United States (e.g. food, art, shelter, language).

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

K-4 Benchmark I-D—Skills: Understand time passage and chronology.

K-4 Grade Performance Standards

(Kindergarten) 1. Understand the concept of past and present.

(2nd Grade) 1. Correctly sequence historical events.

(3rd Grade) 1. Interpret information from multiple resources and contexts to determine chronological relationships.

(4th Grade) 1. Describe and explain how historians and archaeologists provide information about people in different time periods.

STRAND: Geography

Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

K-4 Grade Performance Standards

(4th Grade) 3. Describe types and patterns of settlements.

Social Studies Standards Grades 5-8

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark 1-A. New Mexico: explore and explain how people and events have influenced the development of New Mexico up to the present day.

5-8 Grade Performance Standards

(7th Grade) 4. describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan de Oñate, Don Diego de Vargas, pueblo revolt, Popé, 1837 revolt, 1848 rebellion, treaty of Guadalupe Hildago, William Becknell and the Santa Fe trail, buffalo soldiers, Lincoln county war, Navajo long walk, Theodore Roosevelt and the rough riders, Robert Goddard, J. Robert Oppenheimer, Smokey Bear, Dennis Chavez, Manuel Lujan, Manhattan project, Harrison Schmitt,

Albuquerque international balloon fiesta); 6. explain the impact of New Mexico on the development of the American west up to the present, to include: availability of land (e.g., individual, government, railroad, tribal, etc.); government land grants/treaties; transportation (e.g., wagons, railroads, automobile); identification and use of natural and human resources; population growth and economic patterns; and cultural interactions among indigenous and arriving populations and the resulting changes.

6. explain the impact of New Mexico on the development of the American west up to the present, to include: availability of land (e.g., individual, government, railroad, tribal, etc.); government land grants/treaties; transportation (e.g., wagons, railroads, automobile); identification and use of natural and human resources; population growth and economic patterns; and cultural interactions among indigenous and arriving populations and the resulting changes.

(8th Grade) 1. compare and contrast the settlement patterns of the American southwest with other regions of the United States.

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark 1-B. United States: analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history.

5-8 Grade Performance Standards

(7th Grade) 1. analyze United States political policies on expansion of the United States into the southwest (e.g., Mexican cession, Gadsden purchase, broken treaties, long walk of the Navajos).

(8th Grade) 5. describe, explain and analyze the aims and impact of western expansion and the settlement of the United States.

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

9-12 Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood:

2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include: d. role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects).

5. Explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience to include: analyze perspectives that have shaped the structures of historical knowledge; describe ways historians study the past; explain connections made between the past and the present and their impact.

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

9-12 Benchmark 1-B. United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction:

9-12 Performance Standards

9. Explain how United States history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: a. analyze perspectives that have shaped the structures of historical knowledge; b. describe ways historians study the past; c. explain connections made between the past and the present and their impact.

Language Arts Standards Grades K-4

STRAND: Language Arts

Standard: Vocabulary Acquisition and Use

K-4 Grade Common Core Standards

(Kindergarten) 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

(1st Grade) 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies

a. use sentence-level context as a clue to the meaning of a word or phrase.

(2nd Grade) 1. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies

Standard: Knowledge of Language

(3rd Grade) 3. Use knowledge of language and its conventions when writing, speaking, reading or listening

(4th Grade) 3. Use knowledge of language and its conventions when writing, speaking, reading or listening

Language Arts Standards Grades 5-8

STRAND: Writing

6th - 8th Grade Common Core Standard:

(6th-8th Grade) 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Language Arts Standards Grades 9-12

STRAND: Writing

Standard: Text Types and Purposes

9-12 Grade Common Core Standard:

(9th-12th Grade) 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

NM Core Arts Standards 5-12

Creating – Conceiving and developing new artistic ideas and work.

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Responding – Understanding and evaluating how the arts convey meaning.

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Connecting – Relating artistic ideas and work with personal meaning and external context.

Anchor Standard #10 – Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11 – Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Physical Education Standards Grades K-4

Content Standard I: Demonstrates competency in many movement forms and proficiency in a few movement forms.

K-4 Benchmark I—Demonstrate competency in selected motor skills:

K-4 Grade Performance Standards

(K -2nd Grade) 1. Travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc. using mature form

3. Demonstrate smooth transitions between sequential motor skills (i.e. running into a jump)

(3-4th Grade) 1. Demonstrate mature form in all locomotor patterns

2. while traveling, avoid or catch an object or individual

K-4 Benchmark 3 – Demonstrate competency in selected skills utilizing age-appropriate equipment:

K-4 Grade Performance Standards

(K-2nd Grade) 3. Receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc.)

Physical Education Standards Grades 5-8

Content Standard 7: Understand that physical activity provides opportunities for enjoyment, challenge, self expression and social interaction.

5-8 Benchmark I—Participate in physical activity.

5-8 Grade Performance Standards

(5-8th Grade) 1. Identify a variety of physical activities that will provide satisfaction and lead to continued participation

5-8 Benchmark 3 – **identify the social benefits of participation in physical activity.**

5-8 Grade Performance Standards

(5-8th Grade) 1. Identify basic ideals of fair play, acceptance of rules and group communication (i.e., give appropriate feedback to partners and teammates, etc.)

2. appreciate the challenging aspects of competition with self and others (i.e., praise opponents, accept teammates and opponents' contributions, enjoy physical activity for its own sake, etc)

3. sharing feelings of satisfaction felt as a result of physical activity (i.e., improved individual self-esteem, good feelings gained from being part of a team, activity journals, class discussions, etc.)

Physical Education Standards Grades 9-12

Content Standard 7: Understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

9-12 Benchmark I—maintain and improve physical fitness, motor skills and knowledge about physical activity.

9-12 Grade Performance Standards

(9-12th Grade) 1. Select activities that are enjoyable and promote fitness.

4. recognize intrinsic value of physical activity.

9-12 Benchmark 4 - Recognize the feelings that result from physical activity participation.

9-12-Grade Performance Standards

(9-12thGrade)

4. evaluate the physical, social and psychological benefits of a healthy and active lifestyle.