

The Quest for Wellness

A. Overview

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Grade Level: High School (9th-12th)

Number of Sessions in the Lesson Unit Plan: 5 class periods (60 minutes)

- **Lesson One:** “How to Read a Photo” & “How to Read an Object” Activity (1 class period)
- **Lesson Two:** “Artifacts of Relief: Clara Barton National Historic Site” (1 class period)
- **Lesson Three:** “Artifacts in Isolation: Kalaupapa National Historical Park” (1 class period)
- **Lesson Four:** “The American Spa: Hot Springs National Park” (1 class period)
- **Lesson Five:** Museum Design and Exhibit Day (1 class period)

B. Overview of this Collection-Based Lesson Unit Plan

Parks:

- **Clara Barton National Historic Site** in Glen Echo, Maryland;
- **Kalaupapa National Historical Park** in Kalaupapa, Hawai’i;
- **Hot Springs National Park**, Hot Springs, Arkansas

Description: These three parks document diverse roles in improving wellness. Students will explore the park pages, objects, and photos related to each park. They will review the different ways people, institutions and the government affected health, and what can be learned from past experiences. Students will write text for a virtual museum exhibit, learning from objects in the collections, and using objects from everyday life. They will learn about leading figures and organizations in this treatment, as well as the legacies they left behind.

Essential Question: How do people and governments handle the challenges populations face after unforeseen disaster and illness? How have their methods changed?

C. Museum Collections, Similar Items and other Materials Used in this Lesson Unit Plan

<p>MUSEUM OBJECT</p> <p>[photos of objects in the Clara Barton, Kalaupapa, and Hot Springs Home NHS museum collections]</p>	<p>SIMILAR OBJECTS & OTHER MATERIALS</p> <p>[local items similar to museum objects]</p>	<p>Time</p>
<p>Lesson One</p>		<p>60 min</p>
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>CLBA 4513, Civil War News Souvenir Card</p> </div> <div style="text-align: center;">  <p>HOSP 2768, Bath Mitt</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p>KALA 3789, Modified Spoon</p> </div>	<p>Similar objects/items [similar to the museum objects in these museum collections]</p> <ul style="list-style-type: none"> ○ Any souvenir or commemorative card ○ Modern day exercise equipment ○ Modified spoon (e.g., child’s spoon or spoon for the elderly) <p>Other materials:</p> <ul style="list-style-type: none"> ○ “How to Read a Photo” chart at: http://www.nps.gov/museum/tmc/docs/Photo_analysis.pdf ○ “How to Read an Object” chart at: http://www.nps.gov/museum/tmc/docs/How_to_Read_an_Object.pdf 	
<p>Lesson Two: Clara Barton</p>		<p>60 min</p>
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>CLBA 1519, First Aid Kit</p> </div> <div style="text-align: center;">  <p>CLBA 1, Record of Federal Dead</p> </div> </div>	<p>Other materials:</p> <ul style="list-style-type: none"> ○ Have students visit the American Red Cross website: http://www.redcross.org/what-we-do ○ Related Lesson: “Artifacts of Relief – Clara Barton” ○ Materials: White notebook paper to answer questions and white 	



[CLBA 4, Register of Missing Men](#)



[CLBA 46, Leaflet](#)



[CLBA 11, Roll of Missing Men](#)



[CLBA 4502, Payment](#)



[CLBA 71, Red Cross Hotel](#)



[CLBA 316, Galveston Relief](#)



[CLBA 61, Mississippi Relief](#)



[CLBA 4457, Card](#)

cardstock paper without holes to write exhibit paragraphs and labels.



[CLBA 4455, Card](#)

Lesson Three: Kalaupapa

60
min



[KALA 1318, Resuscitator](#)



[KALA 4192, Sign](#)



[KALA 4194, Sign](#)



[KALA 17228, Sign](#)



[KALA 15019, Commemorative Plate](#)



[KALA 12882, Commemorative T-shirt](#)

Similar objects/items.

- Modern resuscitators (pictures or get from school nurse to pass around in class)
- Signs segregating groups of people
- Commemorative items (e.g., buttons, T-shirts, hats, jewelry, memorials)

Other materials:

- “How to Read a Photo” chart at: http://www.nps.gov/museum/tmc/docs/Photo_analysis.pdf
- “How to Read an Object” chart at: http://www.nps.gov/museum/tmc/docs/How_to_Read_an_Object.pdf
- Related Lesson: “Artifacts in Isolation”
- Materials: White notebook paper to answer questions and white cardstock paper without holes to write exhibit paragraphs and labels.



[KALA 12874, Commemorative T- shirt](#)



[KALA 15944, Baseball](#)



[KALA 1900, Croquet Mallet](#)



[KALA 3857, Football](#)



[KALA 15042, Modified Key](#)

Lesson Four: Hot Springs

60 min



[HOSP 13617, Machine](#)



[HOSP 13622, Machine](#)

Similar objects/items.

- Pictures of modern exercise equipment
- Rubbing ointment (e.g., icy hot)
- Collapsible cups

Other materials:

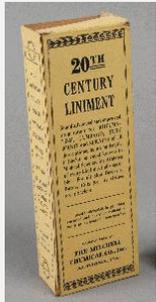
- "How to Read an Object" chart at:



[HOSP 13623, Machine](#)



[HOSP 2200, Machine](#)



[HOSP 3663, Liniment](#)



[HOSP 712, Cup](#)



[HOSP 3799, Cup](#)



[HOSP 2196, Cup](#)



[HOSP 3676, Electrotherapy Machine](#)

<http://www.nps.gov/museum/tmc/docs/How to Read an Object .pdf>

- Related Lesson: “The American Spa: Hot Springs National Park”
- Exercise advertisements (See lesson for assistance)
- Materials: White Notebook paper to answer questions and white cardstock paper without holes to write exhibit label.



[CLBA 11, Roll of Missing Men](#)



[CLBA 1519, First Aid Kit](#)



[KALA 1318, Resuscitator](#)



[KALA 12882, Commemorative T-shirt](#)



[HOSP 13623, Machine](#)



[HOSP 2196, Cup](#)

- Rubric Museum Poster Design and Exhibit Day

D. Educational Standards

The modules meet a number of National Standards

Physical Education and Health Standards (from http://www.educationworld.com/standards/national/nph/health/9_12.shtml)

NPH-H.9-12.1 HEALTH PROMOTION AND DISEASE PREVENTION

- Students will comprehend concepts related to health promotion and disease prevention.
- Analyze how behavior can impact health maintenance and disease prevention.
- Analyze how the family, peers, and community influence the health of individuals.
- Analyze how the environment influences the health of the community.
- Analyze how public health policies and government regulations influence health promotion and disease prevention.
- Analyze how the prevention and control of health problems are influenced by research and medical advances

Science and Technology Standards (from http://www.educationworld.com/standards/national/science/9_12.shtml)

NS.9-12.6 PERSONAL AND SOCIAL PERSPECTIVES: PERSONAL AND COMMUNITY HEALTH

As a result of activities in grades 9-12, all students should develop understanding of [these points:]

- Hazards and the potential for accidents exist. Regardless of the environment, the possibility of injury, illness, disability, or death may be present. Humans have a variety of mechanisms—sensory, motor, emotional, social, and technological—that can reduce and modify hazards.
- The severity of disease symptoms is dependent on many factors, such as human resistance and the virulence of the disease-producing organism. Many diseases can be prevented, controlled, or cured. Some diseases, such as cancer, result from specific body dysfunctions and cannot be transmitted.
- Personal choice concerning fitness and health involves multiple factors. Personal goals, peer and social pressures, ethnic and religious beliefs, and understanding of biological consequences can all influence decisions about health practices.

E. Student General Learning Objectives

This unit explores the variety of ways people and governments responded to natural disaster and disease outbreaks. To help to enable students to get the most out of their research using museum collects they are shown how to analyze objects and pictures. Students will learn about the structure, tools and technologies involved in health and wellness. They will also explore the role communities and governments play in promoting good health and disease control. Lastly, students will explore the methods employed by individuals to attain mental, emotional, social, spiritual, and physical wellness.

Lesson One: How to Analyze an Object & Picture (1 class period: 60 min)

Learning Objectives:

- Critically analyze pictures and objects in their historical context to explore how people provided services and manufactured/modified materials to help individuals acquire a sense of wellness.
- Use observations to make inferences regarding relationships between individuals in pictures.
- Explore objects to infer how people viewed health and wellness could be attained.

Vocabulary:

- Wellness: Combined, the many definitions of wellness entail that it is the state of being physically, mentally, emotionally, socially, and spiritually balanced and healthy. It is a sense of wholeness in a person's entire being. When even one area of a person's life is in distress, be it from illness, a psychological ailment, emotional imbalance, social anxiety, or spiritual defeat the person is existing below a state of wellness. (<http://npscollections.blogspot.com/2016/02/artifacts-in-nps-museum-collections.html>)

Teacher Tips:

- Download a copy of photograph CLBA 4513 of Clara Barton, bath mitt HOSP 2768, and modified spoon KALA 3789 from the museum collections to use digitally with an LCD projector, or make a transparency of the photo and object.
- Make enough copies for small groups and laminate copies for future use.
- Have a blank sheet of white paper to use as magic paper. (Students use magic paper to highlight items/people projected onto screens to support their opinions or ideas.)
- Bring in 5 to 6 bath mitts and various modified and unmodified spoons (e.g., children, elderly or regular spoons) to pass around in class so that students can handle and touch them. These can be purchased from most dollar stores.

Lesson Implementation Procedures:

Activity 1:

1. Display the photo of Clara Barton (CLBA 4513; CARD, SOUVENIR) Ask students these questions: (10 minutes)
 - Who is the woman in the picture?
 - What is she doing? Does she appear to have help?
 - What is the title given to her? Why?
 - What is the date of this event?
 - What symbols do you see in the background?

2. Introduce the Clara Barton National Historic Site and Clara Barton as the founder of the American Red Cross and its president for 26 years. She also founded the National First Aid Association of America Incorporated. Many of the artifacts in the web collection are related to Ms. Barton's assistance during and after the Civil War and here American Red Cross relief efforts. This picture portrays Clara Barton's efforts during the Civil War. She helped acquire, provide, and distribute supplies and aid to Confederate and Union soldiers during the war. Explain how this particular souvenir card is in error because Ms. Barton's involvement with the Red Cross (symbol in the background) did not begin until 1871, almost 7 years after the Civil War ended. (5 min)

Activity 2:

3. Divide students into groups of 3 – 4. Give ½ of the groups a copy of the modified spoon photograph (KALA 3789; SPOON), modified and unmodified spoons, and a copy of the 'How to Analyze an Object' chart. Give the other ½ of the groups a copy of the bath mitt photograph (HOSP 2768; MITT, BATH), an actual terry and/or loofah bath mitt, and a copy of the 'How to Analyze an Object' chart. Give the students time to analyze the objects and record their findings (15 minutes).
4. Project the transparency or digital image of the modified spoon and bath mitt while students share their observations about their object. Students may use magic paper to highlight specific aspects of the photo that support their observations. (5 minutes)
5. Ask students these questions concerning the modified spoon: (6 minutes)
 - o What is it?
 - o What was it used for?
 - o How has it been modified? Why?

Ask students these questions concerning the bath mitt: (7 minutes)

- o Where was this item used and who would use the object? For what?
 - o How has its use changed over time?
 - o How does the object relate to health and wellness?
6. Introduce your students to Kalaupapa National Historical Park. Explain to them how Kalaupapa became a prison to individuals with Hansen's disease in 1866 after the King of Hawai'i approved "An Act to Prevent the Spread of Leprosy." This act permitted the removal of native inhabitants of the Kalaupapa peninsula to other Hawaiian islands, and the forceful confinement and relocation of all individuals with Hansen's disease to Kalaupapa. Over time this place of confinement and isolation became a retreat and home for individuals with Hansen's disease. Then ask your students: 'What does the object's modification tell you about the effects of Hansen's disease on patients? Give them time to comment. (7 min)
 7. Introduce your students to the "American Spa" in Hot Springs, Arkansas and the Hot Springs National Park. These hot springs attracted people from all over the US because the naturally "hot" springs in the area were thought to bring healing to one's body. These springs brought such great success to the bathing industry that Hot Springs soon became known as the "American Spa" as Bathhouse Row brought people from far and wide with their many promises and services. (5 min)

Lesson Two: “Artifacts of Relief – Clara Barton National Historic Site” (1 class period: 60 min)

Overview: Learn about the history of Clara Barton, how she assisted during and after the Civil War, and the services that the American Red Cross provided under her leadership?

Learning Objectives:

- Students will learn about the history of relief efforts in the U.S. and abroad and the development of the American Red Cross.
- Students will learn to write exhibit paragraphs and labels.
- Students will be asked: What standards of behavior are expected in war? What services should we provide to aid others when tragedy strikes? Can one person make a difference?

Vocabulary:

- MIA: missing in action refers to armed service personnel who went missing during active service.
- Wellness: Combined, the many definitions of wellness entail that it is the state of being physically, mentally, emotionally, socially, and spiritually balanced and healthy. It is a sense of wholeness in a person’s entire being. When even one area of a person’s life is in distress, be it from illness, a psychological ailment, emotional imbalance, social anxiety, or spiritual defeat the person is existing below a state of wellness. (<http://npscollections.blogspot.com/2016/02/artifacts-in-nps-museum-collections.html>)

Teacher Tips:

- Print a copy of the blog and hand it out if it will save you more time.
- Make a handout of the homework assignment.
- Have white notebook paper to answer questions and white cardstock paper without holes to write exhibit paragraphs and labels ready and available to students.

Activity:

1. Background Readings: The teacher will direct the students to the blog on Clara Barton and give them time to read it. (5 min)
 - ‘Angel of the Battlefield: Clara Barton (<http://npscollections.blogspot.com/2015/12/angel-of-battlefield-clara-barton.html>)
2. Other readings the teacher might want to read prior to class or assign portions to students as homework after the activity.
 - [You may also download and print a 25 page document containing the photographs and the stories behind her receiving international medals and awards. \(pdf format-approx. 4 mb file\)](#)
3. [Part 1 – from the museum.nps.gov website page for Clara Barton National Historic Site](#) (30 min)

- Use the search function on the top of the page to look for items related to Civil War missing in action (MIA) service men. [Teacher questions: why might some searches do better than others? Suggested search strings for the teacher: Civil War and MIA] (5 min)
 - Review the records from the search results page. Find 4-6 items that talk about Civil War MIA soldiers and read the descriptions associated with the items. (10 min)
 - Write a 3-5 sentence exhibit paragraph detailing Clara Barton's contributions to soldiers and their families during and following the war. [Teacher notes: students should be able to introduce topic; comment on how these items aid understanding of Clara Barton's contribution.] (15 min)
4. Part 2 – from the museum.nps.gov website page for Clara Barton National Historic Site (20 min)
- Use the search function on the top of the page to look for relief efforts. Why might some searches do better than others? [suggested search strings: relief, relief work] List some of the relief efforts you find involving Clara Barton. (5 min)
 - Teacher discussion: For what kind of disasters did Clara Barton and the American Red Cross provide relief? (5 min)
 - Have the students visit the American Red Cross Page: <http://www.redcross.org/what-we-do>. After they have read the short paragraphs on the page ask the students these questions as discussion questions.
 - Are the American Red Cross services the same today? How have disasters and services changed or stayed the same? (10 min)

Homework Assignment: give yourself time to explain and pass out the homework assignment (5 min)

5. Part 3– from the museum.nps.gov website page for Clara Barton National Historic Site
- Ask the students to go home and use the search function on the top of the page to look for Christmas cards.
 - Student questions:
 - Why might some searches do better than others? (suggested search strings for the student: Christmas card, card, greeting)
 - Do people still write letters inside of greeting cards?
 - Have writing styles changed?
 - What organization does Clara Barton promote in her Christmas cards?
 - Who does she believe will benefit from this training and how?
6. Part 4– from the museum.nps.gov website page for Clara Barton National Historic Site
- Find a single item CLBA 1519 using the search engine.
 - Student Questions:
 - What do you think makes good exhibit text? What should be included or excluded?
 - Create a new 2-3 sentence exhibit label for artifact CLBA 1519 using some of what you learned from Clara Barton's Christmas cards.

Lesson Three: “Artifacts in Isolation” (1 class period: 60 min)

Overview: How is Kalaupapa a reflection of our past treatment of individuals with Hansen’s disease? How have cures and medical advances kept many people with Hansen’s disease from isolation?

Learning Objectives:

- Students will learn about the role of governments in the history of treatment of individuals with disease and disabilities.
- Students will learn to write exhibit labels and paragraphs on individuals and objects in the collection.
- Students will learn about Father Damien and how he was instrumental in ensuring individuals with Hansen’s disease lived as normal and fulfilling a life as possible while simultaneously meeting their social and spiritual needs?

Vocabulary:

- Hansen’s disease (formally leprosy) is a chronic infectious disease that primarily affects the peripheral nerves, skin, upper respiratory tract, eyes, and nasal mucosa (lining of the nose). The disease is caused by a bacillus (rod-shaped) bacterium known as *Mycobacterium leprae* according to the National Institute of Health.
- Wellness: Combined, the many definitions of wellness entail that it is the state of being physically, mentally, emotionally, socially, and spiritually balanced and healthy. It is a sense of wholeness in a person’s entire being. When even one area of a person’s life is in distress, be it from illness, a psychological ailment, emotional imbalance, social anxiety, or spiritual defeat the person is existing below a state of wellness. (<http://npscollections.blogspot.com/2016/02/artifacts-in-nps-museum-collections.html>)

Teacher Tips:

- Make copies of homework assignment and bonus assignments to hand out.
- Have white notebook paper to answer questions and white cardstock paper without holes to write exhibit paragraphs and labels ready and available to students.
- Provide pictures of modern resuscitators or have the school nurse show students how to use one while they write their exhibit labels.
- Provide pictures of signs segregating groups of people to project during teacher discussion.
- Bring commemorative items or show a small slide show of commemorative items (e.g., buttons, posters, T-shirts, hats, memorials) to get students thinking about how important Father Damien was to the people of Kalaupapa.

Activity:

1. Background Readings: The teacher will direct the students to the blog on Kalaupapa and give them time to read it. (10 min)
 - ‘Kalaupapa National Historical Park’ blog: <http://npscollections.blogspot.com/2011/10/kalaupapa-national-historical-park.html>,
 - A Brief History of Kalaupapa: <http://www.nps.gov/kala/learn/historyculture/a-brief-history-of-kalaupapa.htm>

2. Other readings for teachers or assigned as homework for students:
 - Hansen’s Disease: (<http://www.nps.gov/kala/learn/historyculture/about-hansens-disease.htm>)
 - The Patients: <http://www.nps.gov/kala/learn/historyculture/words.htm>
 - Father Damien: <http://www.nps.gov/kala/learn/historyculture/damien.htm>
 - Kalaupapa Today: <http://www.nps.gov/kala/learn/historyculture/life2day.htm>

3. Part 1 – from the [museum.nps.gov](http://www.museum.nps.gov) website page for Kalaupapa National Historical Park (25 min)
 - Find the section in the bottom left of the [Kalaupapa Park page](#) that says ‘browse the Collection’
 - Click on T&E FOR SCIENCE & TECHNOLOGY on the park page, or search for ‘medical’ or ‘hospital’ at the top of the page to look for items related to medical supplies for individuals with Hansen’s disease. [Teacher questions: why might one method of searching do better than others?] [Teacher discussion: How equipped do you think the hospital was to meet the needs of its patients?] (10 min)
 - Search ‘resuscitator’ in the search engine. Read the instructions on how to use the instrument and the description for this item. Write a 2-3 sentence example exhibit label for the resuscitator that explains how this item may have been used to treat patients in Kalaupapa. Use “How to read an Object” as a guide. [Teacher notes: students should be able to introduce the topic and comment on how this item aids in understanding the effects of Hansen’s disease.] (15 min)

4. Part 2– from the [museum.nps.gov](http://www.museum.nps.gov) website page for Kalaupapa National Historical Park (10 min)
 - Use the search function on the top of the page to search for ‘signs’ related to patient segregation. Why might some searches do better than others? [suggested search strings: sign, patients] List the signs related to patient segregation. (5 min)
 - Teacher discussion: Why were these groups segregated? How are patients and non-patients (e.g., family and friends) segregated in hospitals today? How has patient and non-patient segregation changed? (5 min)

5. Part 3– from the [museum.nps.gov](http://www.museum.nps.gov) website page for Kalaupapa National Historical Park (15 min)
 - Give the students time to read this page on Father Damien: <http://www.nps.gov/kala/learn/historyculture/damien.htm> (5min)
 - Use the search function on the top of the page to look for items commemorating Father Damien. Why might some searches do better than others? (suggested search strings for the teacher: father, Damien, commemorate, commemorative) [Teacher discussion: What can you learn about Father Damien’s life and ministry from studying the artifacts that commemorate him? How do you believe the people of Kalaupapa viewed Father Damien in light of the objects you found? (10 min)

Homework Assignment:

6. Part 3– from the [museum.nps.gov](http://www.museum.nps.gov) website page for Kalaupapa National Historical Park
 - Have the students to use the information they gather from objects KALA 15019, KALA 12882, and KALA 12874 as well as the reading related to Father Damien to write a 3-5 sentence exhibit paragraph commemorating his contribution to the lives of patients on Kalaupapa suffering with Hansen’s disease. Give them a copy of “How to Read a Photo” to guide them.

7. Bonus (*choose one bonus*):

- Use the search function on the top of the page to look for items related to recreational activities. Why might some searches do better than others? (suggested search strings for the student: sports, recreational, recreational artifacts, game)
- Student question: How might participation in recreational activities brought about a sense of wellness (see definition)?

8. Bonus (*choose one bonus*):

- Use the search function to find item KALA 15042.
- Student questions: What is it? What was it used for? How has this item been modified? What does the object's modification tell you about the individual who used the item? What does the object's modification tell you about the effects of Hansen's disease on patients?

Lesson Four: “The American Spa: Hot Springs National Park” (1 class period: 60 min)

Overview: What resources on Bathhouse Row made Hot Springs, Arkansas the American Spa and how did those resources promote wellness?

Learning Objectives:

- Students will learn about the history of Hot Springs, Arkansas and its’ evolution into the American Spa.
- Students will learn to write exhibit labels and an advertisement for machine equipment.
- Students will explore segregation between European Americans and African Americans in the bathhouses?

Vocabulary:

- Liniment is a liquid that is rubbed on your skin to relieve pain or stiffness in your muscles.

Teacher Tips:

- Provide students with magazine advertisements related to exercise equipment (Adweek is a good online source: <http://www.adweek.com/>).
- Bring icy hot or several icy hot labels to class. Purchase these for cheap at Wal-Mart or Walgreens.
- Bring collapsible cups to class to hand out for students to touch and examine. These can be purchased at Wal-Mart and Target in the camping section.
- Have white notebook paper to answer questions and white cardstock paper without holes to write exhibit paragraphs and labels ready and available to students.

Activity:

1. Background Readings: The teacher will direct the students to the blog on Hot Springs National Park and give them time to read it. (3 min)
 - ‘Hot Springs National Park: America’s Spa’ (<http://npscollections.blogspot.com/2014/01/hot-springs-national-park-americas-spa.html>)
2. Other readings for teacher before class:
 - [A Brief History of Hot Springs National Park](#) (Word document)
3. Part 1 – from the museum.nps.gov website page for Hot Springs National Park (25 min)
 - Find the section in the bottom left of the web page that says ‘browse the Collection.’ Browse ‘machine’ and ‘exercise’ under T&E for Science and Technology to look for items related to exercise machines. [Teacher questions: why might some searches do better than others?]
 - Review the records from the search results page. Find 3-5 machines related to strength building and write a 3-5 sentence exhibit paragraph summarizing these items. (20 min)

- Design an advertisement that encourages customers to use one of these machines. Explain how the machine works and what muscles will get stronger and how this will make the user feel/look to themselves and others. Use classic and modern advertisements and commercials as examples for your students. Here is one advertisement students can read <http://www.totalgymdirect.com/total-gym-top-10.php> [Teacher notes: students should be able to introduce the topic and explain how the equipment is used to build strength and increase physical wellness.] (5 min in class to read advertisement. Have students finish the advertisement assignment at home for homework.)
4. Part 2– from the museum.nps.gov website page for Hot Springs National Park (12 min)
- Find a single item HOSP 3663 using the search engine. (2 min)
 - Teacher discussion: What is liniment? What was it used for? Who used it? After studying this object, why do you think many people came to the hot springs and the bathhouses? How does this liniment compare to similar items (e.g., icy hot) we use today? Do they treat the same ailments/illnesses? (10min)
5. Part 3– from the museum.nps.gov website page for Hot Springs National Park (20 min)
- Use the search function on the top of the page to look for collapsible cups (search: cup, collapsible) in the web collection. Read their labels and descriptions. (5 min)
 - Teacher discussion: What were they made to hold? What did people expect to happen when they drunk this liquid? Could blacks and whites use the same cups? What do these cups tell you about segregation in the bath houses and society during the late 19th and early 20th century? (5 min)
 - Create a new 2-3 sentence exhibit label for HOSP 2196 in light of what you now know about collapsible cups. (10 min)
6. Bonus
- What can you learn about electrotherapy from studying artifacts in the web collection and the park website? Is electrotherapy still used today? Why or why not?

Lesson Five: Museum Poster Design and Exhibit Day (60 min)

Overview: Students will engage their fellow students in their understanding of the journey toward wellness in the United States using objects from the NPS web collections.

Learning Objectives:

- Students will display what they've learned about the history of wellness from their exercises on Clara Barton, Kalaupapa, and Hot Springs.
- Students will edit and fine tune their exhibit labels, paragraphs, and advertisement.
- Students will engage each other regarding the effects of people and governments on wellness through time. What has changed or remained the same? How can a person or people make a difference?

Teacher Tips:

- Provide each student with plain white poster paper as well as white card stock paper for the exhibit labels and paragraphs and the advertisement.
- Provide students with markers and glue for their posters.
- Provide scissors and make sure you have enough table space.
- Print small pictures (four to a page) of the objects for which labels and paragraphs were written to distribute to your students:
 - CLBA 11, CLBA 4513, CLBA 1, CLBA 4, CLBA 46, CLBA 4502 (all related to the Civil War), and CLBA 1519
 - KALA 1318, KALA 15019, KALA 12882, and KALA 12874
 - HOSP 2200, HOSP 13614, HOSP 13617, HOSP 13622, HOSP 13623 (all exercise machines), and HOSP 2196
- Have the classroom divided into groups of 3-4 before the students arrive.
- Distribute coloring materials and scissors among the groups evenly before students arrive.
- Have a set of pictures, a poster, and 6 pieces of white card stock paper on each student's desk before they arrive.
- Examples of Museum posters and flyers can be obtain at most local museums.

Activity:

1. Tell students they will be designing a museum exhibit poster using the labels and paragraphs they wrote for the three lessons. They will be graded on their writing, application skills, and presentation skills. Place students in groups of 3-4 (5 min)
2. Give students time to work on their museum exhibit posters (40 min)
3. Have students pin their posters to an unobstructed wall in the classroom. Let other students walk around and read and admire their work (15 min)