

# MILITARY ANIMALS

## Lesson Plan

### World War I Medical Care

Lesson Plan for *Animals in Military Medicine*

Grade 4

#### Objective

To help students learn about the medical care used during World War I.

#### Things Needed

- *Animals in Military Medicine* book
- Access to the “Animals in Military Medicine” page on the Pop! website:  
<https://popbooksonline.com/military-animals/medicine>
- World War I Medical Care worksheet (attached)

#### Before the Activity

Print out a worksheet for each student, or email the worksheet to students. Open the “Animals in Military Medicine” page in your web browser. Click on the “Explore Links” tab and open the DK Findout! page, “Treating the Wounded.” This page can also be found here:  
<https://www.dkfindout.com/us/history/world-war-i/treating-wounded/>

#### Activity

Read Chapter 2 (“Medical Animal History”) out loud as a class. Then ask the following questions:

- How did horses help provide medical care during World War I? (Answer: They pulled ambulances that carried soldiers to safety [p. 10].)
- How did dogs help provide medical care during World War I? (Answer: They carried first aid kits to wounded soldiers on the battlefield [p. 11]. Dogs also guided people who were blind [p. 13].)

To learn more about medical care during World War I, have students read the paragraph on the left side of the “Treating the Wounded” web page, as well as the text boxes that pop up when they click on the labels for “Medical orderly’s pouch,” “Red cross flag,” and “Horse-drawn ambulance.” Students should use this information to fill out the worksheet, putting the steps in chronological order and identifying one step where an animal could help.



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**Evaluation**

Collect the worksheets and use the attached answer key to give students 1 point for each correct answer, for up to 8 points.

**Standards**

This lesson plan may be used to address the Common Core State Standards' reading standards for informational texts, grade 4 (RI 4.3, 4.7).



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# World War I Medical Care

Number the statements from 1 to 7 to put them in chronological order.

\_\_\_\_\_ Seriously injured people were taken by ambulance to a casualty clearing station.

\_\_\_\_\_ Wounded people were looked after by nurses or sent to recovery hospitals.

\_\_\_\_\_ An ambulance took wounded people to a hospital away from the battle.

\_\_\_\_\_ The wounded were sorted based on the severity of their injuries.

\_\_\_\_\_ Officers used field dressings and painkillers to help injured people.

\_\_\_\_\_ Medical orderlies brought the wounded to an advanced dressing station.

\_\_\_\_\_ Wounded people received emergency treatment, including surgery.

At what stage of this process could a dog or a horse be helpful?

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# World War I Medical Care **Answer Key**

Number the statements from 1 to 7 to put them in chronological order.

4 Seriously injured people were taken by ambulance to a casualty clearing station.

7 Wounded people were looked after by nurses or sent to recovery hospitals.

6 An ambulance took wounded people to a hospital away from the battle.

3 The wounded were sorted based on the severity of their injuries.

1 Officers used field dressings and painkillers to help injured people.

2 Medical orderlies brought the wounded to an advanced dressing station.

5 Wounded people received emergency treatment, including surgery.

At what stage of this process could a dog or a horse be helpful?

**Possible Answers: A dog could bring a medical kit during the field-dressing stage. A horse could pull an ambulance that carried people to the hospital.**

