

Veterans Legacy Program Curricular Materials



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Grade(s)	4th grade (gifted/high achieving)
Time (Minutes/ Days)	3-5 days – approx. 30 minutes a day Break the lesson up into as many parts/days as you need to depending on curriculum time

Lesson Overview

Research, learn, and teach about a World War I nurse through primary sources.

Essential Question

What would a World War I nurse have experienced?

How did nurses contribute to the war effort during WWI?

Florida State Standards

4th Grade State Standards

- ELA.4.C.4.1 Conduct research to answer a question, organizing information about the topic, using multiple valid sources.
- ELA.4.C.1.3 Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.
- ELA.4.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
- SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.

Gifted Goals/Benchmarks

- G.K12.3.1.1c Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
- G.K12.3.1.1a Participate in a cooperative group to solve problems and/or complete a research project.

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Required Materials

- Body Biographies and worksheets (See Below)
- Veteran Source Packets
 - [Grace Bevelander](#)
 - [Bertha Cornwall](#)
 - [Christine Holms](#)
 - [Gertrude Witherspoon](#)
 - [Agnes Marcus](#)
- Article, "[American Nurses in World War I](#)"
- Optional: American Nurses in World War I Note Sheet to Accompany Article (See Below)
- Video, "[Diaries of a First World War Nurse, Dorothea Crewdson](#)"
- Video, "[The Role of WWI Nurses](#)"

Learning Objectives

- The students will become acquainted with World War I nurses through short videos and teacher-led discussions.
- The students will navigate through different primary sources to search out six sensory based questions/answers using handouts and links.
- The students will compose sentences that will explain how the nurse felt, what she saw and heard, what she might think and say, or where she went.
- The students will compile the information gathered in a "Body Biography".
- The students will present their nurse to the class.

Procedure

Day 1

Teacher will:

1. Share this short video on World War I nurses and lead a discussion. It is a collection of summaries of a diary by Dorothea Crewdson. It gives nice visuals without getting deep into tragic events or stories.
 - a. <https://www.youtube.com/watch?v=IFW0gVfjArE>
2. This second video is more in depth and has good visuals, but longer and more detailed.
 - a. <https://www.youtube.com/watch?v=REpRcfb5y6o>

**as always, watch videos ahead of time to make sure they are right for your students.*
3. Open one of the Veteran Source Packets for a nurse and cast or share on a shared folder so students can see all the types of files.

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- a. [Grace Bevelander](#)
- b. [Bertha Cornwall](#)
- c. [Christine Holms](#)
- d. [Gertrude Witherspoon](#)
- e. [Agnes Marcus](#)

4. Display an example of each source to show how to navigate the sources and explain different types of sources.
5. Allow students a free exploration of any and all of the sources. Provide help when needed.

Day 2- Day 5

Teacher will:

1. Assign students to groups. Give each group a different nurse to research.
2. Pass out the directions for "Body Biographies".
3. Decide which option of body parts will fit your class better.
 - a. Option #1 consolidates the forms while option #2 is a longer format. Provide either option to your students.
4. Provide larger paper (11x17 or larger) for the students to draw the body to attach the 6 parts.
5. Allow time to research, write, color, cut out and glue. *(Time will vary depending on groups)*
6. Provide a timeline for how presentations will be presented to each other.

Students will:

1. Utilize the links provided along with the directions and handouts to work with the group to fill out the following items:
 - a. Information card- Basic information about the nurse, including their name, date of birth, date of death, and where she is buried.
 - b. Eyes- Explain what types of things the nurse saw during her service.
 - c. Mouth- Find a quote the nurse said or make up something she could have said based on your research. Think about what interactions she potentially had with a soldier patient or a military doctor.
 - d. Ears- Explain what different things the nurse could have heard during her service.
 - e. Heart- Explain how the nurse would have felt during her service.

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- f. Brain- Consider what the nurse may have thought about the war and conflict she saw. Or think about how the soldiers were treated in military hospitals.
 - g. Feet- Identify where the nurse served, including which countries she traveled to during her service.
2. Use the directions provided to compose one or two sentences about each body part listed.
 3. Take time to color and cut it out.
 4. On a larger piece of paper, create a nurse! Students can be detail oriented or more general- as long as they remember this will be a product seen by others and it should be high quality.
 5. Attach each part to the nurse.
 6. Prepare a short presentation to tell about your nurse through your body biography.

Extension: Read the children's book aloud or allow students to read "Rachel's War: The Story of an Australian WWI Nurse" by Mark Wilson

Bibliography for Further Reading/Teacher/Student Use

- Jones, Marian M. "American Nurses in World War I: Under Appreciated and Under Fire." American Experience. PBS, Accessed September 27, 2023. <https://www.pbs.org/wgbh/americanexperience/features/the-great-war-american-nurses-world-war-1/>.
- Noyes, Clara D. "Nurses We Remember." The United States World War One Centennial Commission. Accessed September 27, 2023. <https://www.worldwar1centennial.org/index.php/nurses-we-remember.html>.
- "The Second Battlefield: Nurses in the First World War." The National WWI Museum and Memorial. November 3, 2016. <https://theworldwar.org/exhibitions/second-battlefield-nurses-first-world-war>.
- Todd, Caroline. "How Nurses in World War I Helped Change Ideas About What Women Could Accomplish." TIME. November 18, 2018. <https://time.com/5450885/wwi-nurses/>.
- Wilson, Mark. 2021. *Rachel's War: The Story of an Australian WWI Nurse*. Lothian Children's Books.

Body Biographies

Research, learn, and teach about a World War I nurse through primary sources.

Directions:

1. Alone or with your group, [read this article](#) on what it was like to be a military nurse during WWI.
2. Look at the information provided for you below about the WWI nurse you were assigned. Read over the information that was given to you. These are mainly primary sources from places like old newspaper clippings, draft cards, birth certificates, death certificates, etc. You will need to use them to answer the questions to complete your body biography. You may also use other internet sources to see if you can fill in any gaps.
 - a. [Grace Bevelander](#)
 - b. [Bertha Cornwall](#)
 - c. [Christine Holms](#)
 - d. [Gertrude Witherspoon](#)
 - e. [Agnes Marcus](#)
3. Fill out the information card on your nurse.
4. For each body part, you need to write at least 1-2 complete sentences to explain.
5. Use the templates below to write your responses.
6. Cut them out and make them look nice. You will be sharing and teaching others about your nurse.
7. Use bigger paper to draw your nurse.
8. Glue the information card along with the body parts on the body in the correct spaces.
9. After you have decorated your nurse and made her look like you want, prepare a short presentation. You will be teaching the other students about your nurse.



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Information card

Name of Nurse:
Birth Date:
Death Date:
Which cemetery was she buried

Information card

Name of Nurse:
Birth Date:
Death Date:
Which cemetery was she buried

Information card

Name of Nurse:
Birth Date:
Death Date:
Which cemetery was she buried

Printed multiple times to cut down on copying/paper



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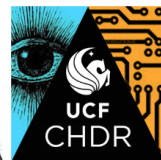
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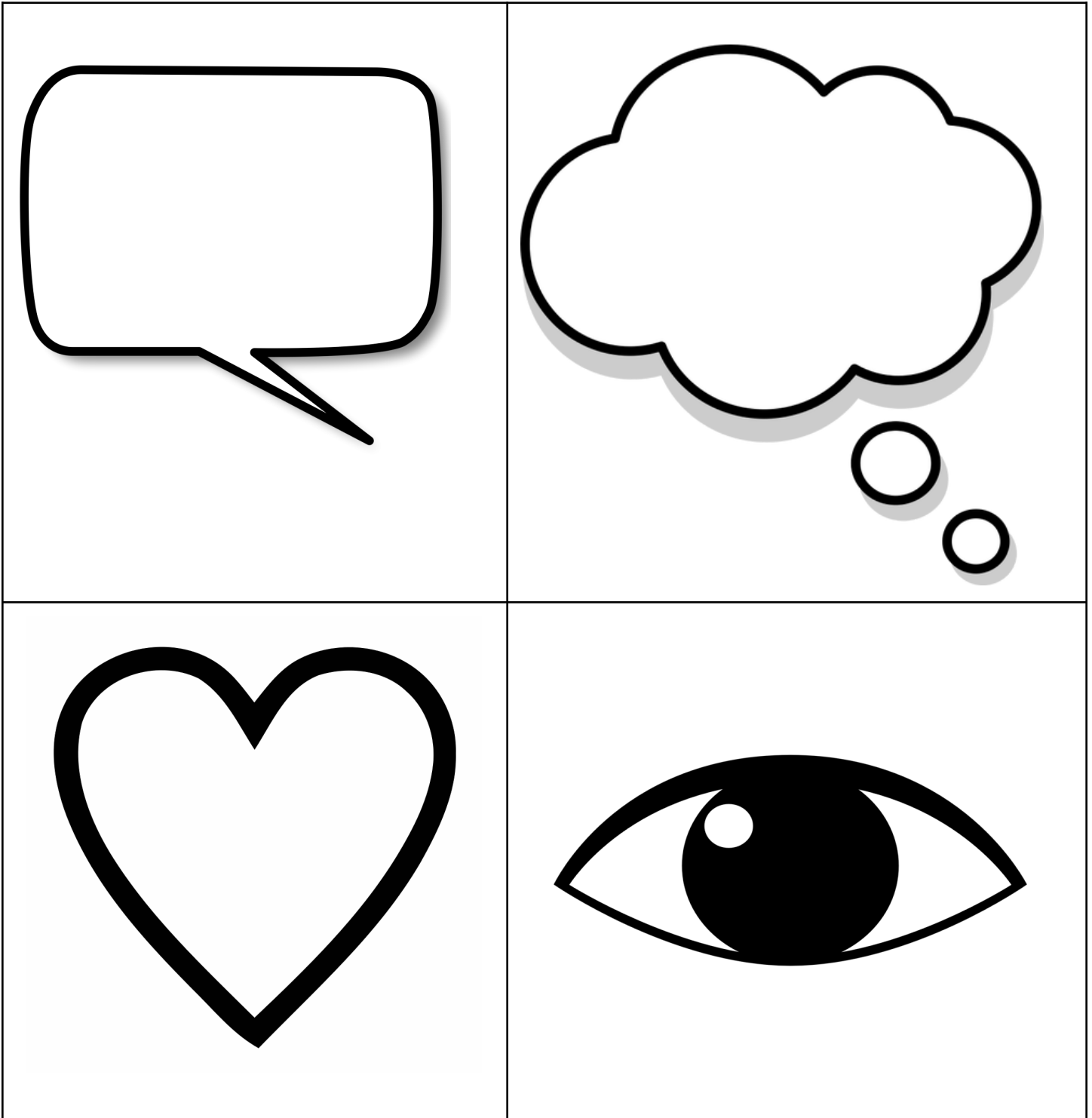
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Option #1



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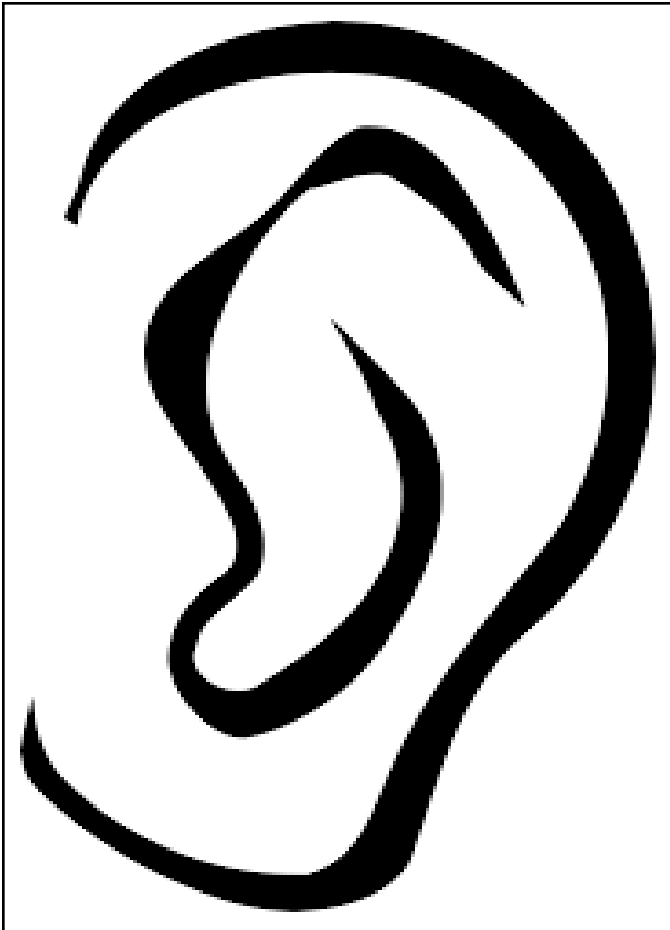


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Eyes- What do you think she would have seen?

Mouth- What is either a quote you can find that she said or what do you think she might have said? To a soldier patient? Or a military doctor?

Ears- What kinds of things do you think your nurse would have heard?

Heart- What do you think she would have felt?

Brain- What do you think she would have thought about the war? Or How soldiers were treated in hospital settings?

Feet- Where did she serve? What countries did she travel to?



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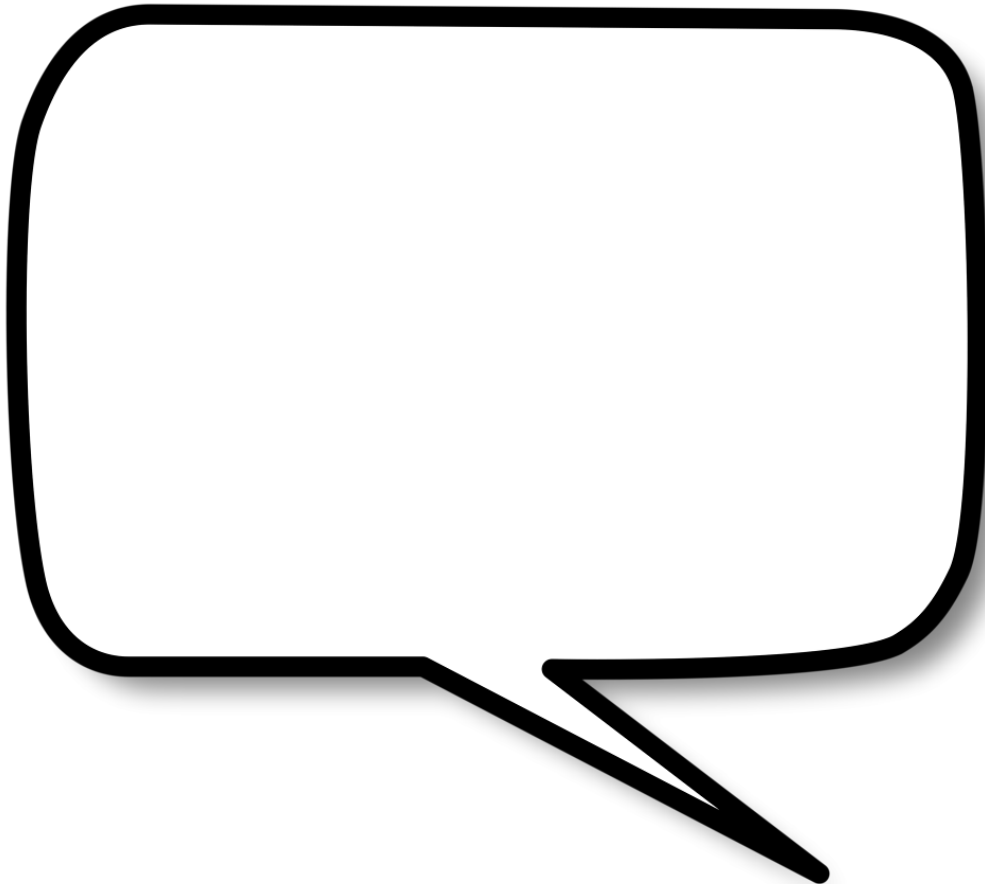
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Mouth

What is either a quote you can find that she said or what do you think she might have said? To a soldier patient?
Or a military doctor?



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Brain

What do you think she would have **thought** about the war? The flu?
How were soldiers treated in hospital settings?



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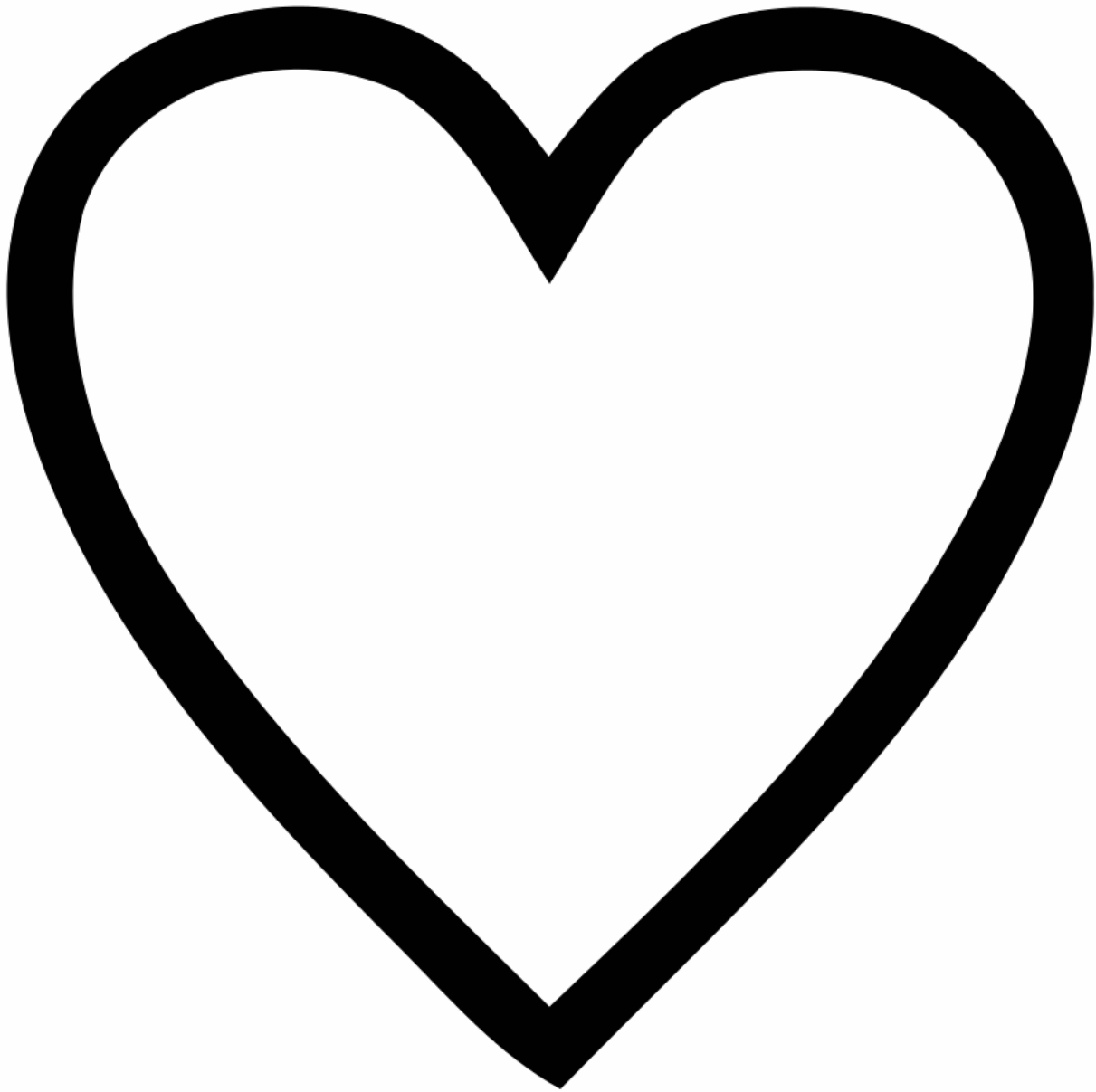
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Heart

What do you think she would have felt?



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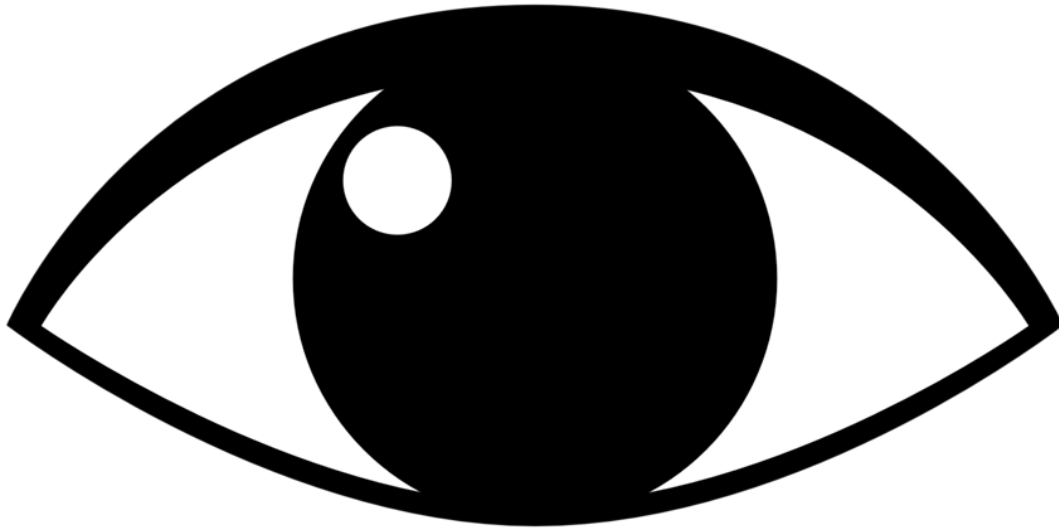
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Eyes

What do you think she would have seen?



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Ears

What kinds of things do you think your nurse would have heard?



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Feet

Where did she serve? What countries did she travel to?



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American Nurses in World War I Notes

[Read this article](#) about the experiences of American nurses during World War I, then answer the questions below.

How many trained female nurses were recruited by the Red Cross to serve in the military between 1917-1919?	
The U.S. military rejected certain nurses for overseas service. Who were these nurses?	
What were some common dangers nurses faced?	
Explain how Laura Huckleberry is an example of the typical nurse during this time.	
What was the compromise regarding nurses in 1920 that correlated to the women's suffrage movement?	
Based on what you read, what do you think were the basic experiences of nurses during WWI?	
Do you think you would have liked to be a nurse during WWI? Why or why not?	



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