

## ACCOUNT OF NURSING ACTIVITIES GRAPHIC ORGANIZER (PART 1)

**Guiding Question:** How did American nurses experience the war in France?

- › One student will examine Document One and Photograph One and one student will examine Document Two and Photograph Two. Each student will complete the appropriate section below.
- › Partners will then share with each other what they learned from their document and image.
- › Finally, partners will work together to answer the discussion questions on the next page

**Document One:** History of Nursing Activities, A.E.F. on the Western Front During the War Period. May 8, 1917 - May 31, 1919 (excerpt)

What is the purpose of this document? Who wrote it?

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What are the important pieces of information included in this document?

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What can you learn about life for women on the front from this document?

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**Photograph One:** *Nurse of the 326<sup>th</sup> Field Hospital bathing the eyes of gassed patients...north of Royauville, France, October 15, 1918*

How does the image of the nurses confirm or contradict what you read in the document?

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## ACCOUNT OF NURSING ACTIVITIES GRAPHIC ORGANIZER (PART 2)

**Guiding Question:** How did American nurses experience the war in France?

- › One student will examine Document One and Photograph One and one student will examine Document Two and Photograph Two. Each student will complete the appropriate section below.
- › Partners will then share with each other what they learned from their document and image.
- › Finally, partners will work together to answer the discussion questions on the next page

**Document Two:** Appendix to Surgeon General Office: Personal Accounts of Conditions, 1918 (excerpt)

What is the purpose of this document? Who wrote it?

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What are the important pieces of information included in this document?

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What can you learn about life for women on the front from this document?

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**Photograph Two:** *Head Army nurses receiving gas instruction, Camp Kearney, California, March 30, 1918*

How does the image of the nurses confirm or contradict what you read in the document?

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## ACCOUNT OF NURSING ACTIVITIES GRAPHIC ORGANIZER (DISCUSSION)

### Discussion Questions:

How does the tone of the two documents differ? Why might they be different?

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Why is it important to see these two perspectives?

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What did you learn in Document One and Photograph One that was missing from Document Two and Photograph Two?

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What did you learn in Document Two and Photograph Two that was missing from Document One and Photograph One?

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Which document is more effective in telling about nursing in World War I? Why?

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How do you think the experiences of the women nurses differ from the servicemen?

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# WOMEN NURSES IN WORLD WAR I ASSESSMENT AND RUBRIC

**Guiding Question:** How did American women nurses experience the war in France?

Imagine it is 1918 and you are a female nurse serving in France during World War I. Using the discussion questions and your answers on your Graphic Organizer, the World War I Nurses Fact Sheet, or other online resources, write a personal account of your experience serving as a nurse during WWI. This can take the form of a letter home to a loved one or a diary entry. Write about your day-to-day life, including the highs and lows, your nursing duties, and recreation activities. Be descriptive and use language appropriate for the time period.

	Advanced	Proficient	Basic	Emerging
<b>Appropriate Letter or Diary Entry Format</b>	Student has completed proficient work and gone above and beyond by writing a series of diary entries or letters, creating a scrapbook including photos, or writing letters in response, etc.	Student has drafted the writing piece in an approved format and used era appropriate language and style.	Student has drafted the writing piece in an approved format but has not attempted to use era appropriate language or style.	Student has drafted a writing piece, but it is not in an approved format.
<b>Content</b>	Student has completed proficient work and has gone above and beyond by having the character reflecting on her role in the war and war in general.	Student has accurately described the day-to-day life of female nurses in France during WWI. Details of daily life, duties, and recreation are all included.	Student has described the day-to-day life of female nurses in France during WWI, but is lacking specific details, giving a generic overview rather than a detailed account.	Student has described some elements of life for female nurses during WWI, but no details are given or information is inaccurate.
<b>Craftsmanship</b>	Student has completed proficient work and has gone above and beyond by making an effort to style the physical product to the time period (antique font, paper style, address blocks, etc.).	Writing is drafted in letter or diary format complete with details such as salutation or closing.  Writing is mostly free of spelling and grammatical errors.  Language and tone are appropriate to time period.	Writing is drafted in letter or diary format, but is missing details such as salutation or closing.  There are many spelling and grammatical errors.  Language and/or tone are not appropriate to the time period.	Student has not drafted writing in appropriate format.  There are many spelling and grammatical errors.  Language and/or tone are not appropriate for the time period.