

Europeana Learning Scenario

Title

Nurses' World War I Stories

Author(s)

Nataša Sajko

Abstract

Nurses' World War I Stories is a learning scenario aimed at teaching and learning storytelling. It is based on facts and fiction about the private and professional lives of nurses in WWI and literary recreation of a novella *Barrack Five B* of the Croatian writer Miroslav Krleža.

Students explore Europeana collection about WWI and write a story based on historical facts and imagination of Miroslav Krleža. They express themselves in a naturalistic and expressionistic manner, using digital tools for storytelling. New stories are written from a new, female perspective of the WWI nurses. Students first write these stories individually. Then each group chooses the best story and creates a digital story in form of a comic book or a video.

Keywords

digital storytelling, creative writing, expressionism, WWI, figurative language features

Table of summary

Table of summary

Subject	Croatian Language, History, Visual arts
Topic	Creative writing in expressionism poetic manner on life and work of nurses in World War I
Age of students	18
Preparation time	120' + time for reading the novella at home and creative writing
Teaching time	Five 45-minute lessons
Online teaching material	<ul style="list-style-type: none"> • Inside out • Historiana-Key moments of World War I • Croatian encyclopedia-World Wars • Miroslav Krleža-Baraka pet be • Krežijana • Bubbl.us or Mind Meister • Adobe Spark Video or PowToon or Story Board That • Teams

Table of summary

	<ul style="list-style-type: none"> • <u>Edmodo</u>
Offline teaching material	paper, pencil, tablet/smart phone
Europeana resources used	<ul style="list-style-type: none"> • <u>Collection 1914-1918</u> • <u>Women in WWI</u> • <u>Eastern front</u> • <u>Visions of war</u>

Licenses

Attribution ShareAlike CC BY-SA. This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. This is the license used by Wikipedia and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects.

Integration into the curriculum

National curriculum of Croatian Language and Literature for the 4th grade of high school includes learning outcomes connected to creativity in a field of Literature and Creativity and Literature of National and European Expressionism. Students learn how to transform and apply their knowledge of literature features and poetics to a new context with the purpose of developing creativity and critical thinking skills. After reading and analyzing Miroslav Krleža's novella *Barrack Five B* from *Croatian God Mars*, Croatian most prominent anti-war collection, focusing on World War I topic, students create their own story with a female (nurse) character as a narrator and their perspective of the events that lead to anarchy and rape.

Aim of the lesson

The aim of the lesson is to put students into the position to find, understand, organize, evaluate and transform information on the lives and work of the nurses in WWI in a digital short story in expressionistic manner and to recreate Miroslav Krleža's *Baraka pet be (Barrack Five B)* with a change of perspective of the main narrator – it has to be one of the nurses in the war hospital in Galicia that were raped by drunk wounded soldiers during one insane night.

It is an opportunity for students to discuss and think critically about the position of women in society and literature in the beginning of the 20th century.

Outcome of the lesson

Students will:

- Express their emotions and thoughts on paintings regarding the WWI topic
- Discuss political, cultural and historical issues that have provoked the World War I
- Create a conceptual or mind map on the topic of World War I
- Closely read Miroslav Krleža's novella *Barrack Five B*

- Ask relevant questions from different perspectives
- Discuss the change of narration perspective and point of view (male to female)
- Recreate Miroslav Krleža’s *Barrack Five B* with the change of the main narrator and its perspective of narrated story from male to female
- Digitally narrate the written story using a digital tool of their own choice
- Evaluate digital stories of other students

Trends

Student-centered learning, problem-based learning, open source learning, blended learning, mobile learning

21st century skills

Communication, collaboration, creativity, critical thinking, problem solving

Activities

Name of activity	Procedure	Time
Silent impulse	Teacher shows students a presentation with pieces of art works related to WWI, made in the beginning of the 20th century in an expressionistic manner. Teachers asks students to write emotions and thoughts that paintings provoked in them.	5'
Discussion about World War I	In groups of four, students discuss their understanding of political, cultural and historical issues that have provoked the World War I.	10'
Reading informative articles	Students read articles about WWI on Historiana in Croatian Encyclopedia to get a bigger picture of the events, represented in Miroslav Krleža’s novella Barrack Five B (from collection of novellas <i>Croatian God Mars</i> with the same topic - Croatian soldiers suffered at Galicia war).	15'
Conceptual map	Students present their knowledge and understanding of World War I through a conceptual or mind map. They can use Bubbl.us or Mind Meister .	15'
Close reading with a task: asking relevant questions	Students read the novella <i>Barack Five B</i> at home and structure their reading diary, making notes for the discussion in the school on five topics: plot; main characters; atmosphere in the war hospital; picture of insanity and collapse of the system with the rape of two nurses; naturalistic and expressionistic poetic language and style features. Every student must come up with questions, according to the given guidelines and has to collect arguments from a text for the collaborative discussion.	60' (at home)
Collaborative discussion and analysis Hot pencil – double diary	Students work in small groups (4 – 6). They analyze the plot, main characters, atmosphere in the war hospital, the reasons that lead to the insanity and collapse of the system and the rape of two nurses, expressionistic and naturalistic poetic language and style features used in the novella, using the method of a “hot pencil”. Students regulate work	30'

	with a pencil. They rotate a pencil, and the student, at whom the top of the pencil is pointed, must ask a relevant question to a student on the opposite side. That student on the opposite side has to give an answer, supported with arguments from the text. During the group work students write down questions and answers in the form of a double diary. The teacher checks it, comments on the results, and corrects possible misinterpretations.	
Summary	Teacher summarizes key ideas and answers the questions regarding the context of the history of Croatian literature at the beginning of the 20 th century. This is important for the understanding and interpretation of the novella.	15'
Brain storming ideas	Students brainstorm what will change in the story and reading perception when they change the narrator and their perspective into a female character of a nurse that is going to be raped during the insane night.	5'
Research	Students research Europeana Collection on World War I, putting the following phrases in the search field: <ul style="list-style-type: none"> • Women in WWI • World War I Eastern Front • Word War I Prisoners of War • Word War I Home front • World War I diaries • Visions of the War They search for pictures and stories that can be used for digital storytelling (free for reusing).	30'
Collaboration	Students write the first draft of the plot and characterization of nurses.	10'
Creative writing	Individually, all students write their own story at home with description, narration and dialogue.	at home
Collaboration – author’s chair	Students work in small groups (4 – 6). Students read their first version of the story from the author’s chair. Other students listen, ask relevant questions, and give their suggestions how to make it better and more interesting. Teacher supports students with questions that moderate their work into the right direction (e.g. on plot, character, atmosphere, language features...)	30'
Digital storytelling – production of a video or a comic book	Each group chooses the most interesting story that they will tell digitally and collaboratively produce their video or a comic book. Students express their critical thinking skills, regarding gender inequalities in society and literature of the 20th century, by choosing tone and discourse of narration.	30'
Read, write, listen	Every group presents their digital story to other groups and groups compare their recreation of Krleža’s novella with the new main female characters and their perspectives of the war. Students use the rubric for peer evaluation of the digital story.	30'

Assessment

Peer assessment using the rubric (Annex)

***** AFTER IMPLEMENTATION *****

Student feedback

Questionnaire (Lickert's scale and open-ended questions)

Teacher's remarks

-

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex

Criteria	Excellent	Good	Poor
Plot	Plot is well organized: main idea is supported with details, narration flows smoothly, the end is unexpected and effective but it points narrator's key ideas.	Plot is well organized: some ideas aren't supported with details. The end is unexpected but not quite connected with narrator's key ideas.	Plot is not organized. There are some events that aren't connected with others and a lot of ideas aren't supported with details. The end is not connected with narrator's key ideas.
Character	All characters are fully developed: emotional and psychological drama is connected with their social and physical status. Dialogue and monologue and other use of language stems from the overall characterisation.	Main characters are fully developed. For other characters there is a lack of connection between emotional and psychological drama inside of character and their social and physical status. Use of language is not connected with other parts of characterisation.	The characters are superficially characterized. There is a lack of emotional or psychological drama inside of character. All characters use the same idioms and their speech is stereotypical.
Expressionistic and naturalistic language and style features	Language and style features are expressionistic and naturalistic (use of colours, loneliness, weakness, silent scream, the aesthetics of ugliness, pain, death).	There is a lot of expressionistic and naturalistic language and style features, but some of them are not connected with the plot and/or characters.	There are few expressionistic and/or naturalistic language and style features, mostly they aren't connected with the plot and/or characters.
Use of different media	Students use different media purposefully (picture, sounds, and words) to recreate a novella Barrack Five B into a digital story. All materials reused in digital story are licensed for free reuse.	Students mostly use different media purposefully (picture, sounds, and words) to recreate a novella Barrack Five B into a digital story. Most of materials reused in digital story are licensed for free reuse.	Students rarely use different media purposefully (picture, sounds, and words) to recreate a novella Barrack Five B into a digital story. Few of materials reused in digital story are licensed for free reuse.
Critical thinking on gender inequalities	Author's view in a new story is critical on gender inequality during the WWI and narrator gives a voice to silent female nurses raped in Krleža's novella to tell their story authentically and without pathetics and triviality.	Author's view in a new story is critical on gender inequality during the WWI but narrator doesn't give a voice to silent female nurses raped in Krleža's novella to tell their story authentically. Story is partly pathetic or trivial.	Story is mostly pathetic and trivial. Author doesn't give voice to silent female nurses raped in Krleža's novella to tell their story authentically.
Creativity	All parts of the story are connected in innovative and creative manner.	Most parts of the story are connected in innovative and creative manner.	Story copies Krleža's novella or there is a lack of innovation and creativity.