

OUR PROJECT FOR THE SADLIER & STOKES CONTEST



A COLLECTION OF COMIC STRIPS

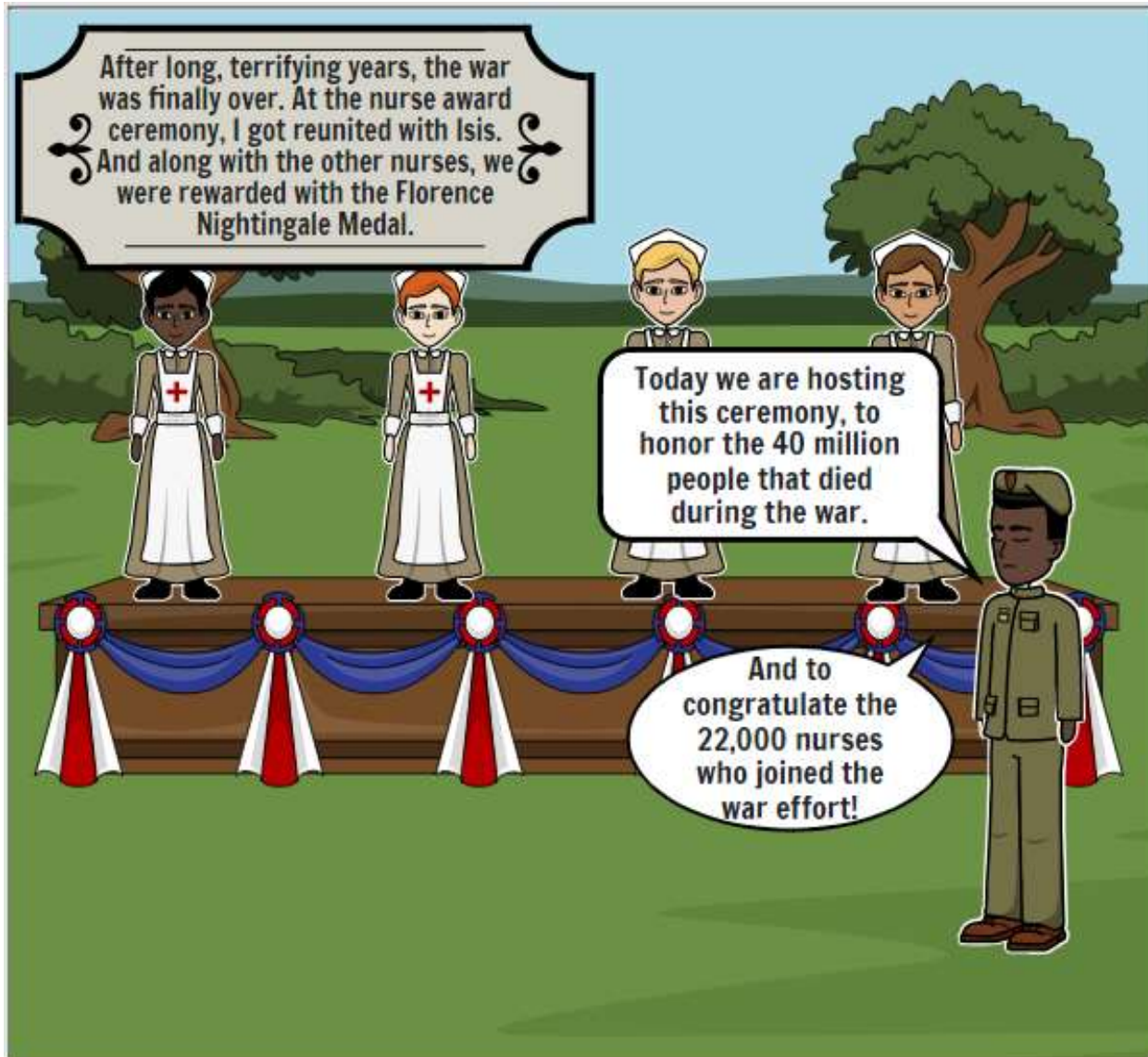
- 12 comic strips with a quizz and answers
- Pros / cons :
 - a homogeneous collection
 - there were limitations to the software
- A foreword or warning to the reader :
 - visual representations could not be historically accurate (the software only gave us access to a limited image bank)
- Our humble goal and where we have been succesful : to convey and celebrate the « ANZAC spirit »



Nahia
Jasmine
Izaia



LOVE IN HELL

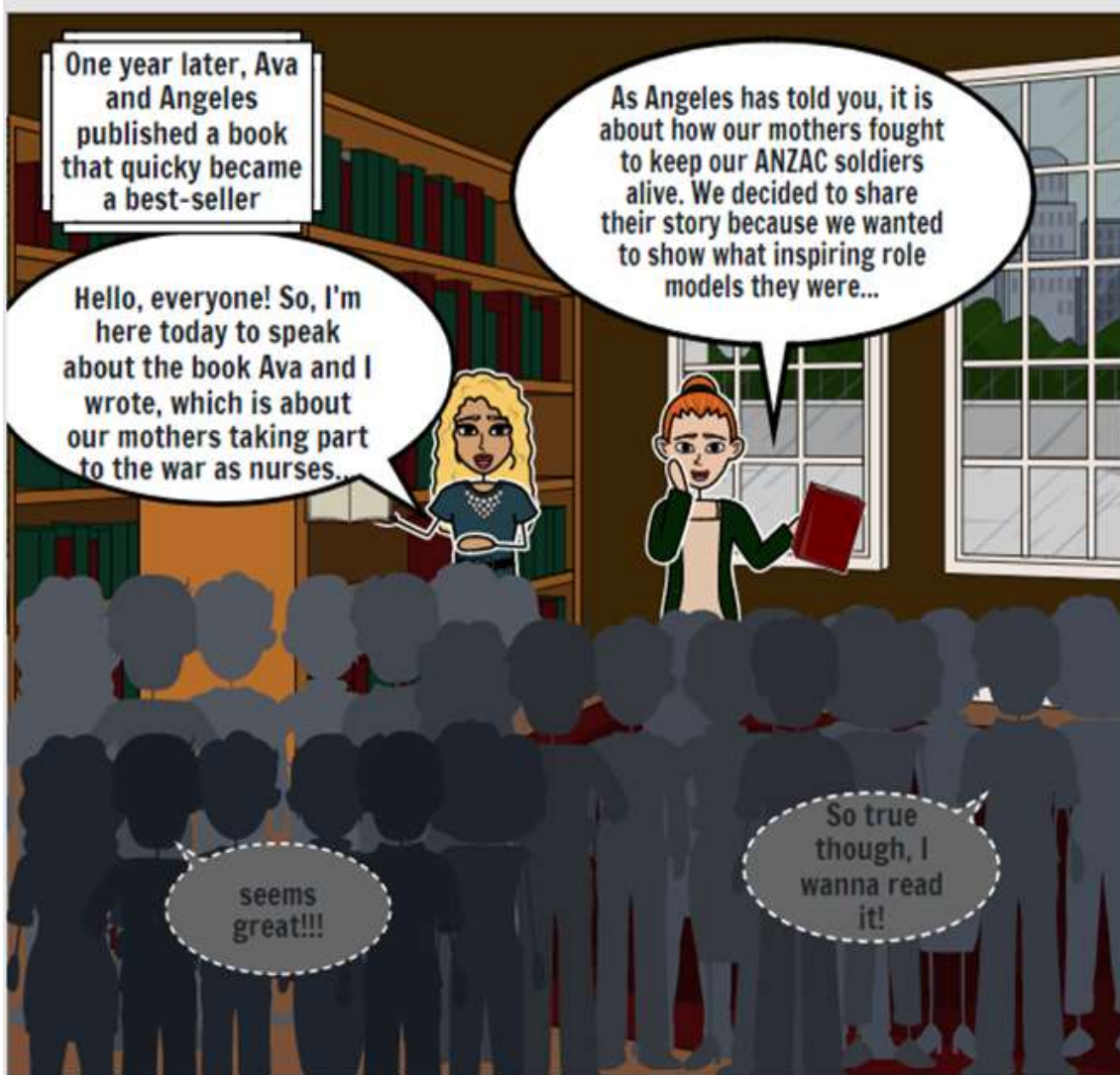


■ The **tragedy of the Great War** impacted the world globally

■ We insisted on the idea that women played a **non-negligible role**

■ The aftermath : heroes got an **official recognition** of the good deeds done for the nation

LOVE IN HELL



- The epilogue of our comic strip is paramount : the protagonists write **a book to commemorate the bravery** of the nurses
- It stresses the importance of literature as a means to **transmit knowledge**
- Biographies, history books or fiction are crucial **to pass on historic facts to young generations** and keep memories alive



Gabin Aubertinaz

Inès Lysy



**Love in
terror**

LOVE IN TERROR



- The whole world got caught in **the nightmare of the Great war**
- A willingness to participate and help came from **ordinary citizens**
- We wanted to celebrate their **commitment** and **loyalty** to their country

LOVE IN TERROR



- Our protagonists (a nurse and a soldier) fall in love : we meant to show that war is a strong **bonding experience**
- They bring flowers to the tombstones of war heroes on **ANZAC day** : it is central to celebrate those who passed away for their country

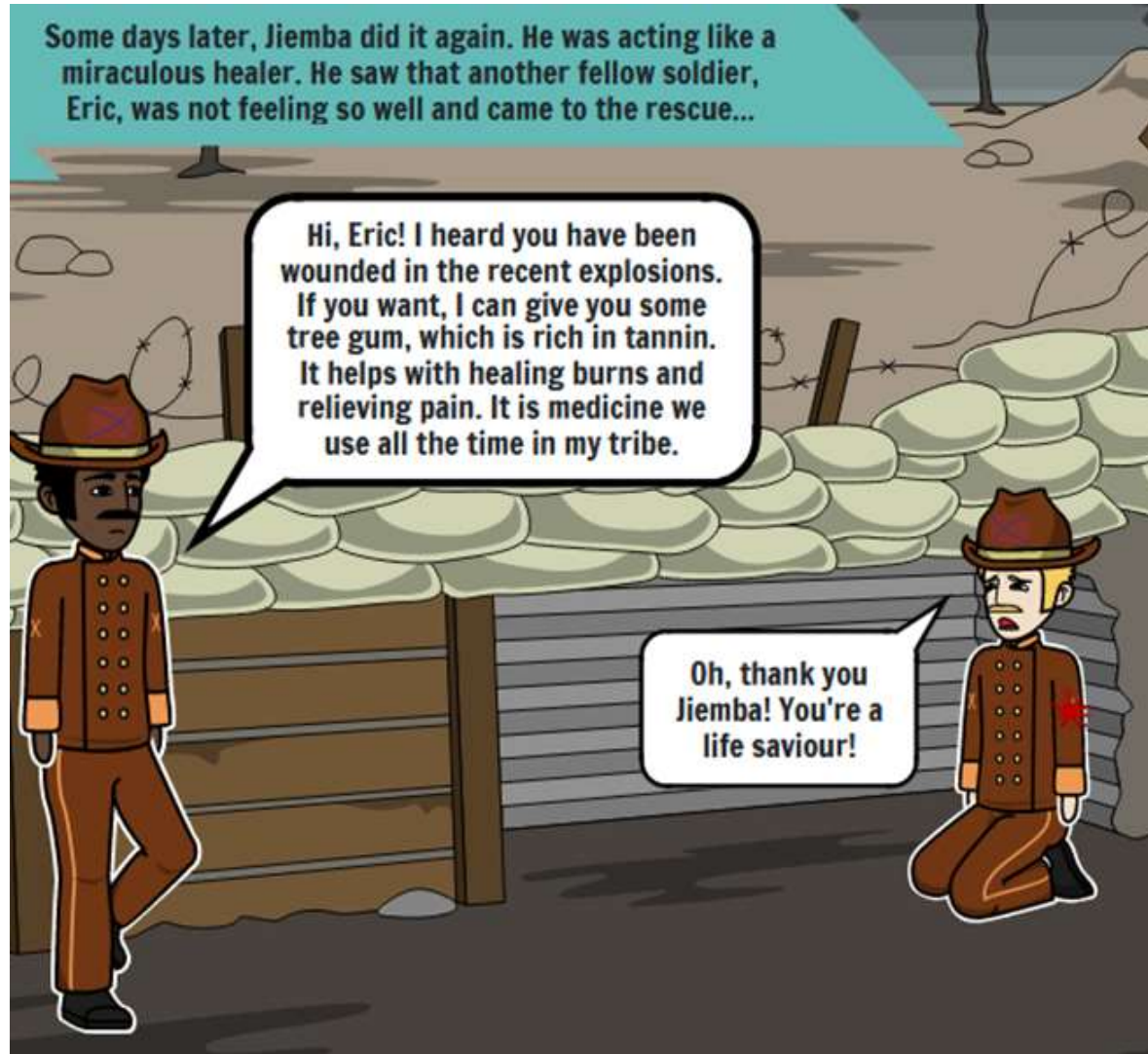


A friendship under the bombs



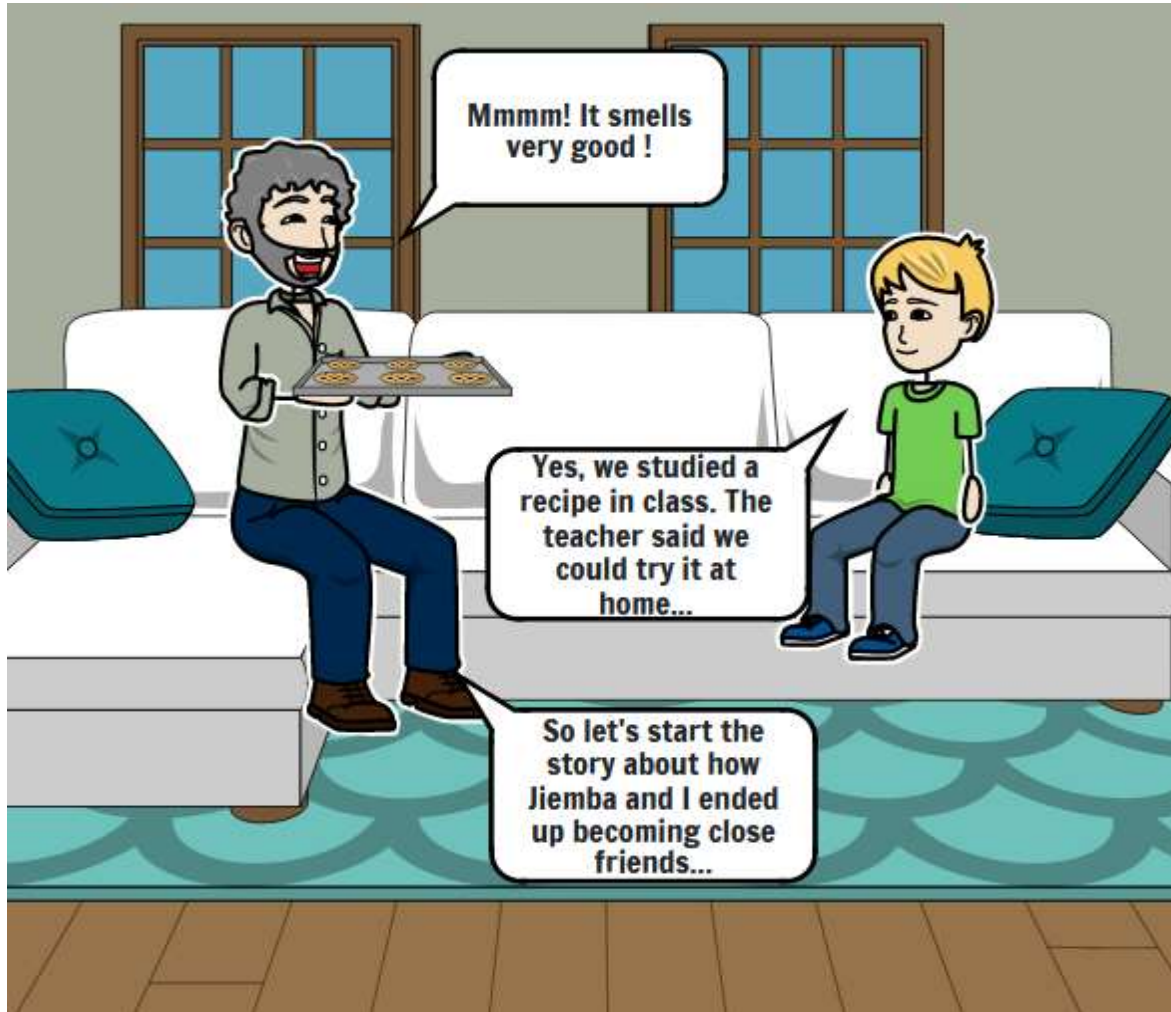
By Louison Preveziotis and Lily-Rose Corradi

A FRIENDSHIP UNDER THE BOMBS



- Our comic strip is a tribute to **Black diggers** (Aboriginal soldiers who enrolled into the Great War)
- The idea of **mateship** is at the core of our comic strip
- Working on this comic strip gave us the opportunity to research **Aboriginal traditional medicine** (the most common bush medicinal plants and their use)

A FRIENDSHIP UNDER THE BOMBS

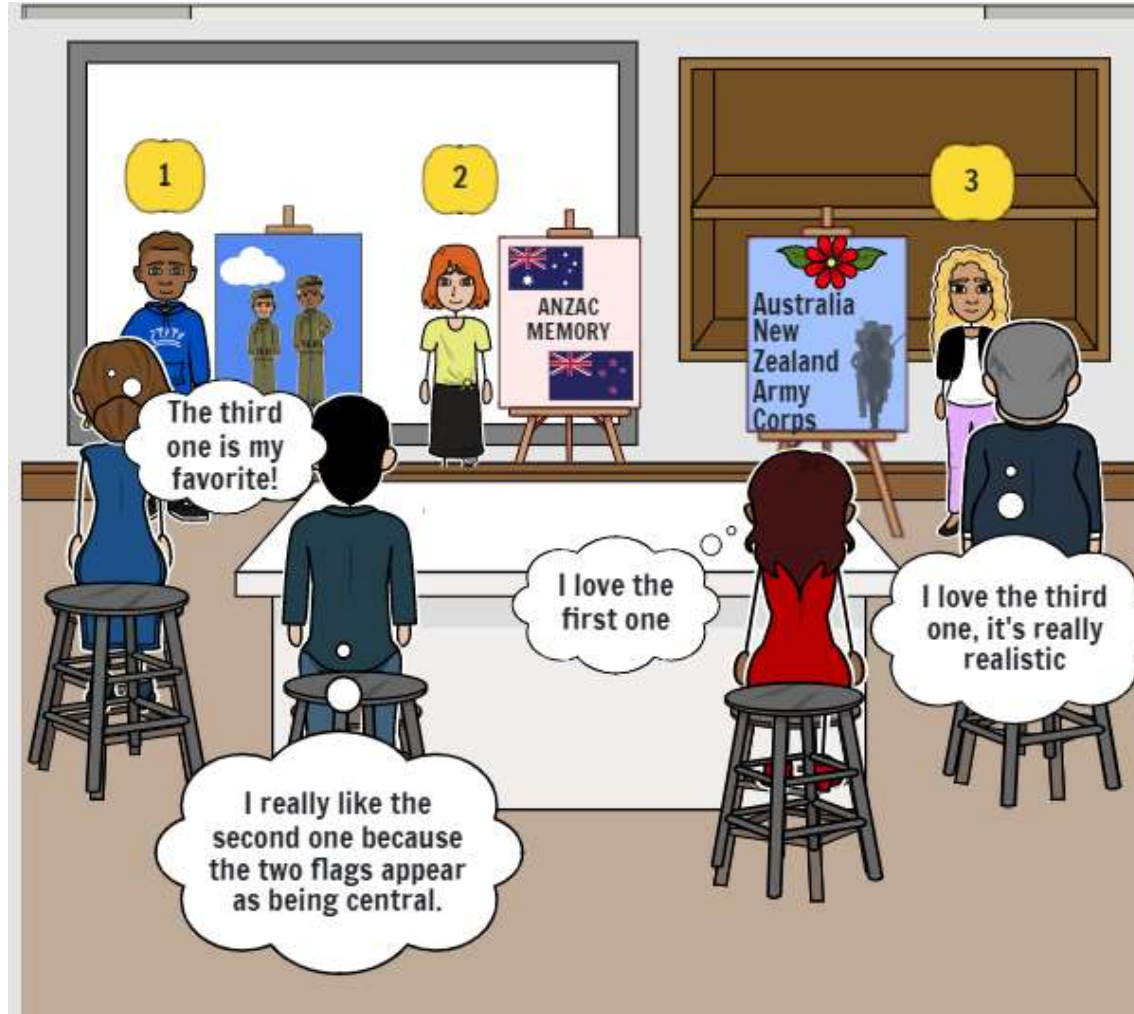


- War is **traumatic** and it is hard to put words on it
- But in our comic strip the grandfather is **talkative** : he is telling stories about an extraordinary friendship that started with the war
- We wanted to emphasize the value of **first-hand accounts**
- Another aspect of the culture we wanted to share : ANZAC biscuits. We find them... so yummy!

THE ANZAC CONTEST



THE ANZAC CONTEST

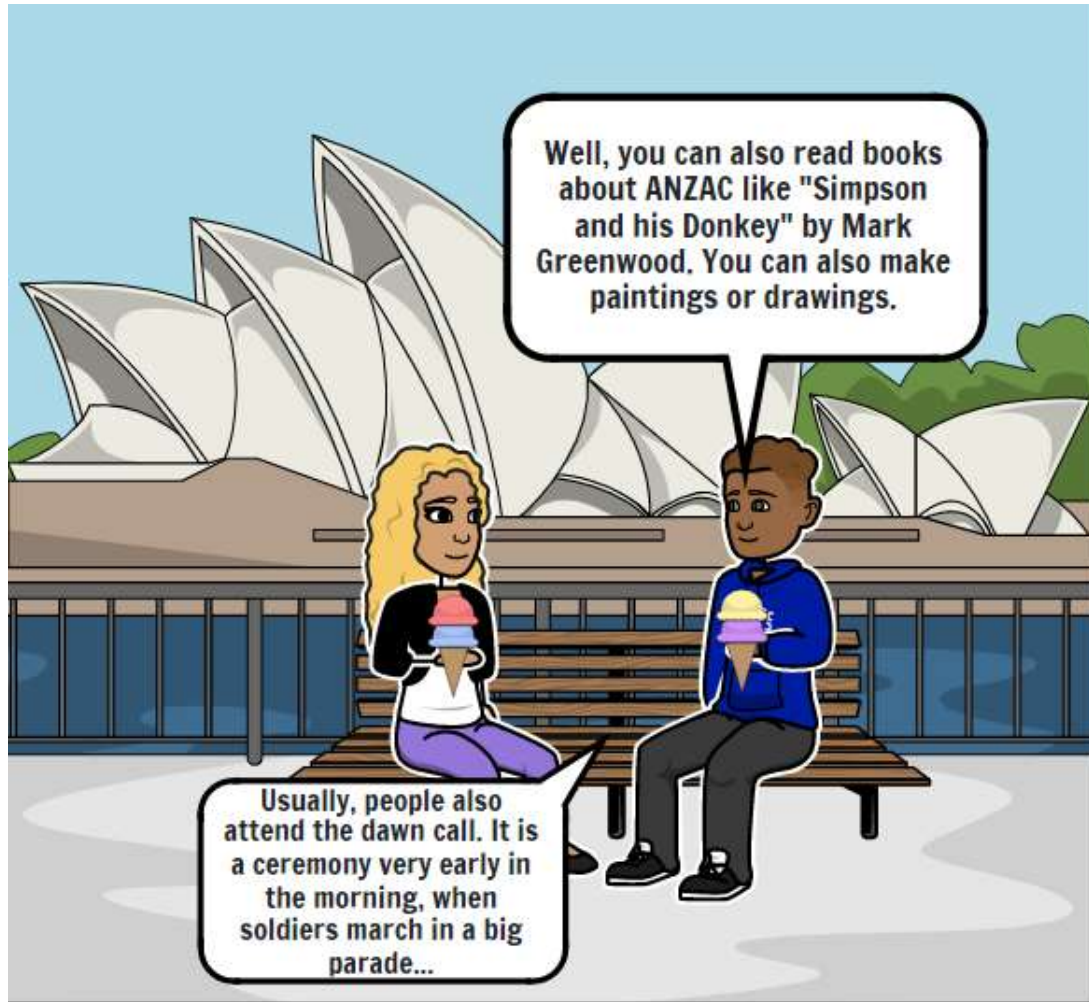


■ Our comic strip is based on a **mise en abyme** : it describes a contest within a contest

■ Our work alludes to **our own experience** as candidates to the Sadlier & Stokes contest

■ We think that a contest provides a **stimulating context** and is a **creative** way to reflect upon the past

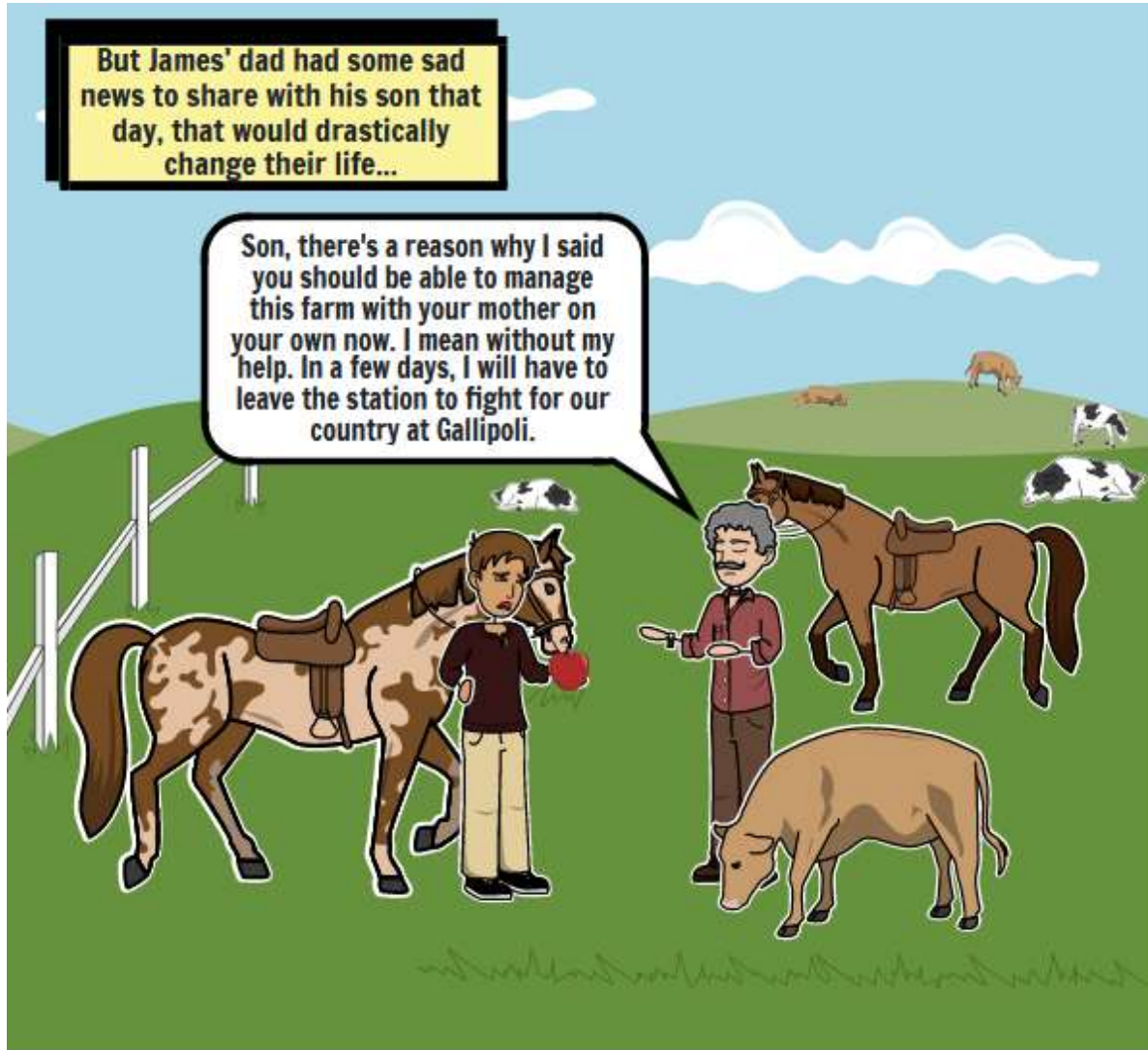
THE ANZAC CONTEST



- **Art is central** in our comic strip
- Our work refers to a selection of **books** we have studied in class (e. g. « Simpson and his Donkey » by Mark Greenwood)
- We also mention **songs** we have sung in class like « The Anzac » by Adam Brand or « Spirit of the Anzac » by Lee Karnaghan

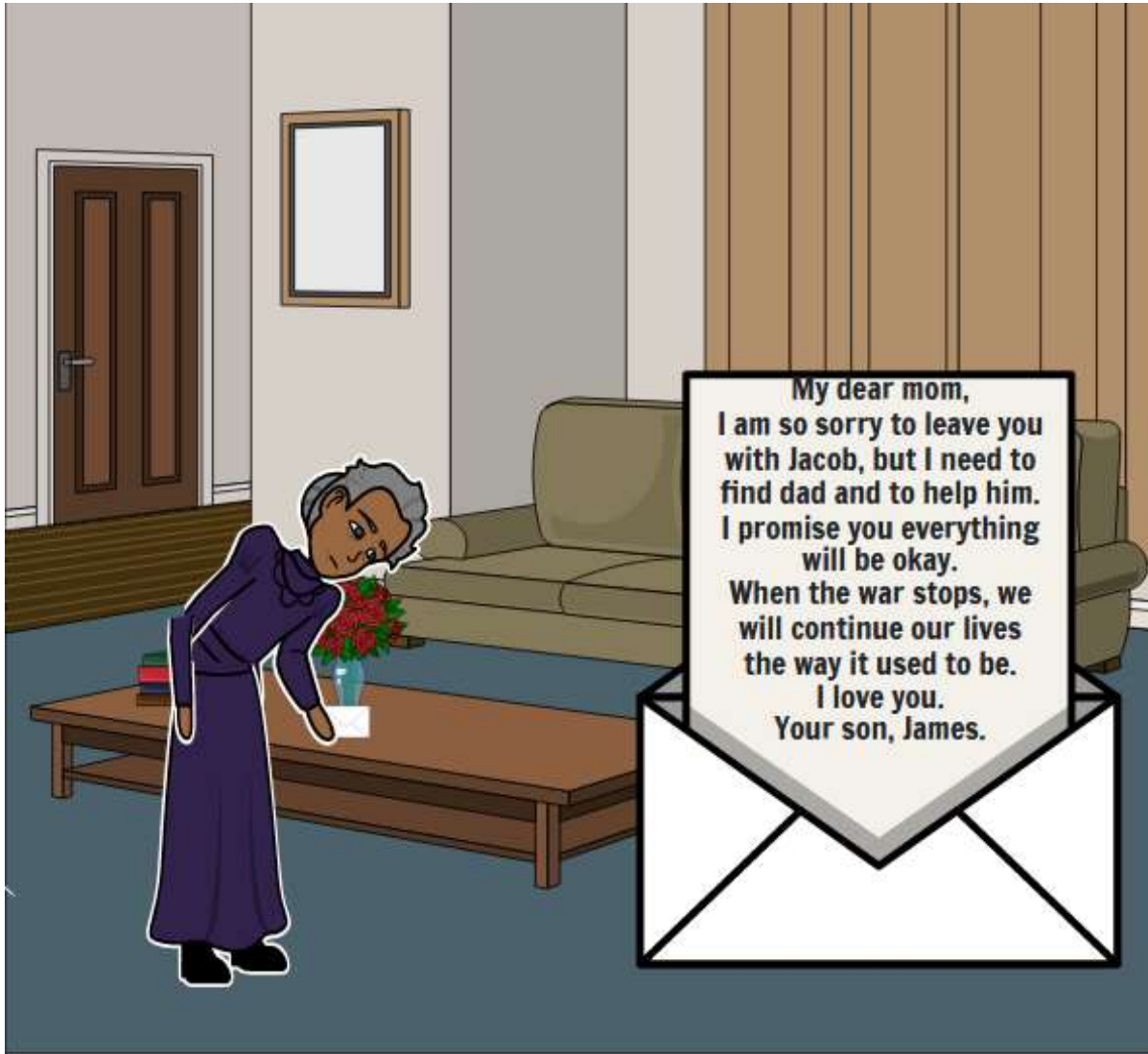


LIKE FATHER LIKE SON



- Stupor, incomprehension as the war broke
- Powerlessness and hopelessness of those who were left behind
- A stressful period in history
- Dignity of the soldiers risking their lives for their country

LIKE FATHER LIKE SON



- The feelings of loneliness and helplessness of those left in the margin of the conflict (too old/ young/ physically inapt)
- The courage of soldiers and boy soldiers
- A glimmer of hope as men go to war to reestablish peace

MY FATHER, A HERO



MY FATHER, A HERO



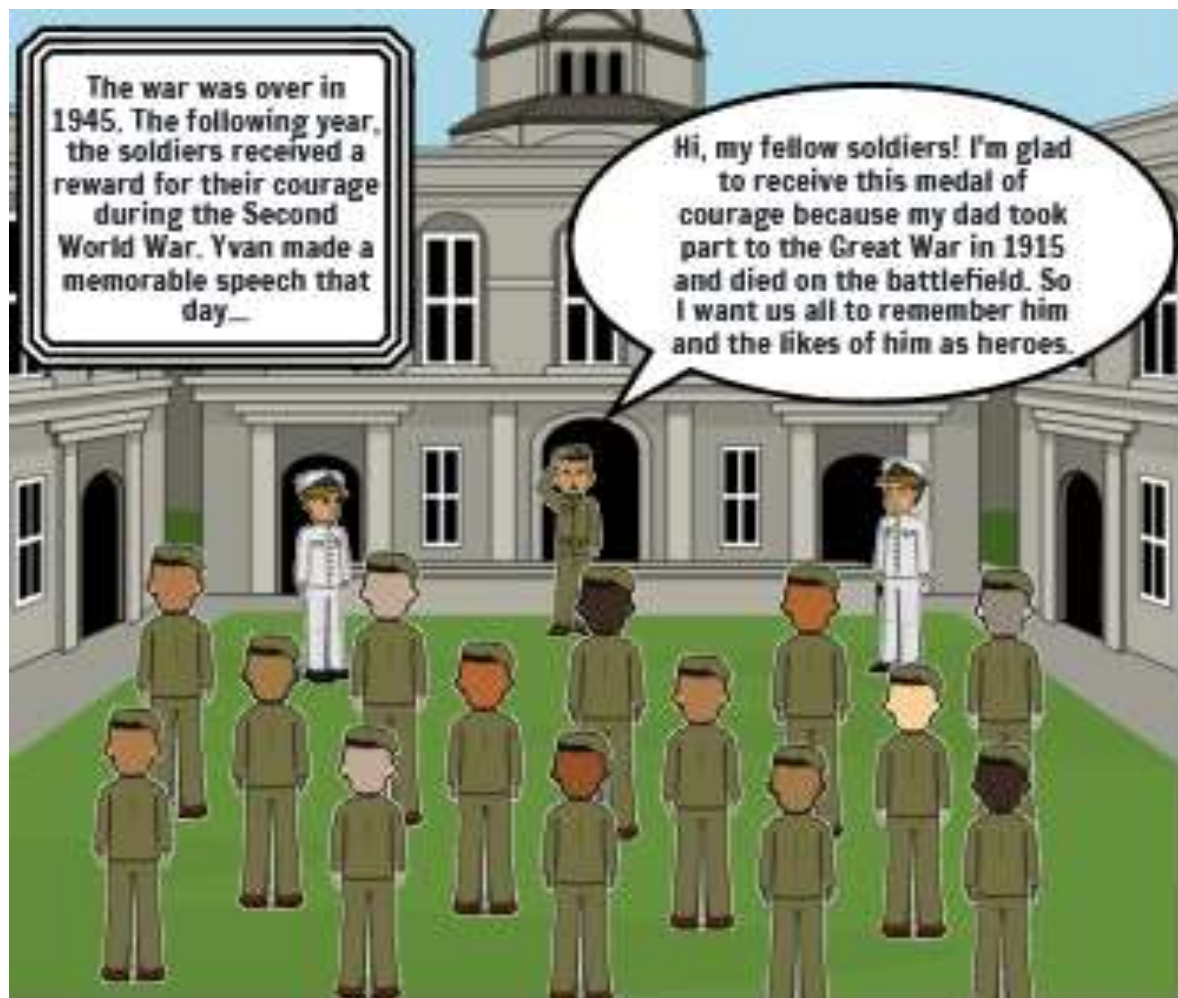
■ We chose to shed light on the **precarious situation** of our protagonist

■ Soldiers could be overwhelmed by a feeling of uprootedness, displacement or **homesickness**

■ They had **lost their familiar landmarks** (none of the familiar faces or usual scenery like the bush or endemic animals were in sight)

■ Our comic strip is the story of a stressful **leap into the unknown**

MY FATHER, A HERO



- Our young protagonist has been **orphaned by the war**
- But he is a **resilient and resourceful character** : using his pain as motivation to serve his country
- His father acted like a **strong role model** who instilled in him **pride** and the spirit of **patriotism**

SIBLINGS TORN APART

A story by:

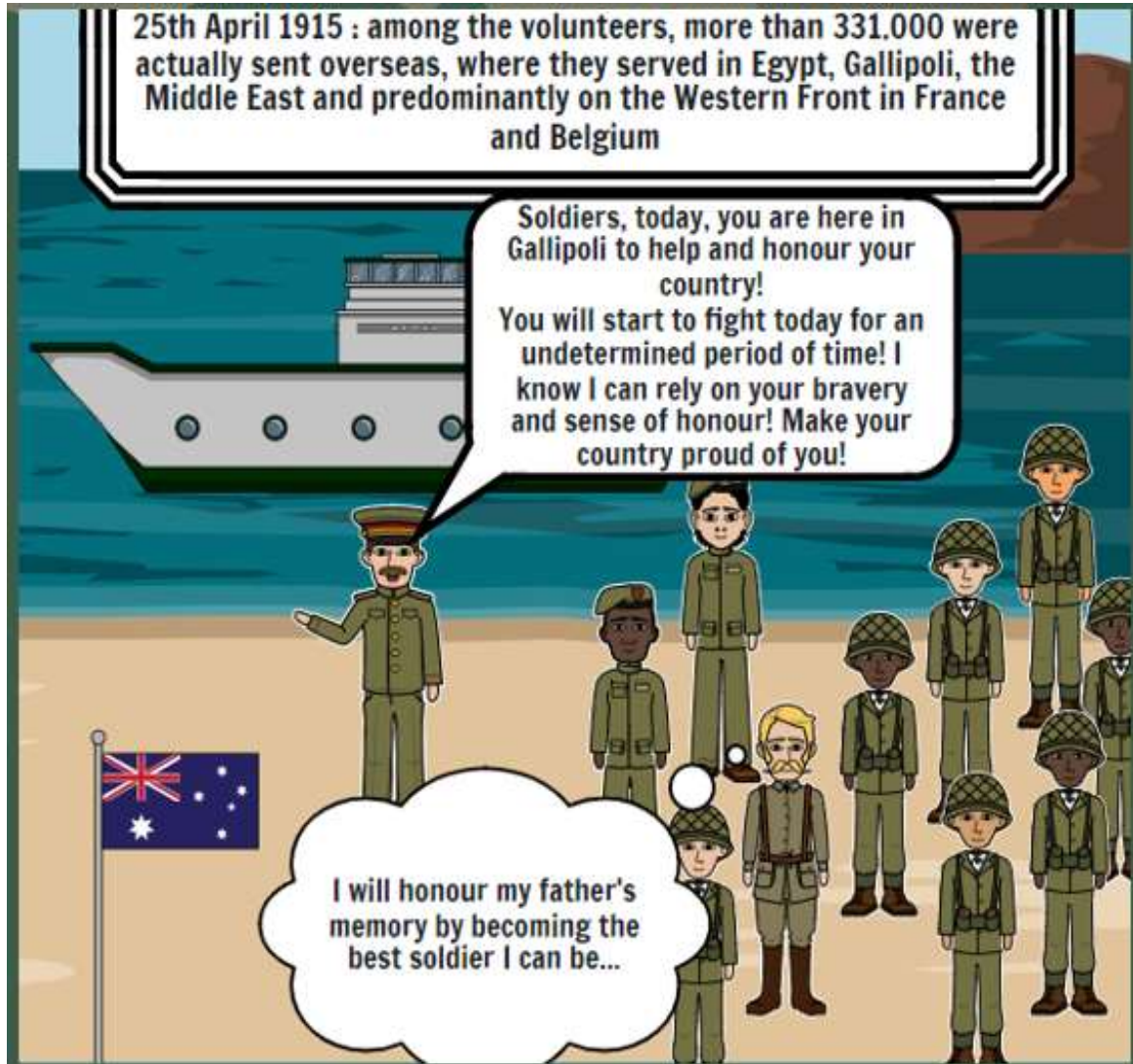
Lucas MARTIN

Keegan BETSCHART

Matthew MORUETA



SIBLINGS TORN APART

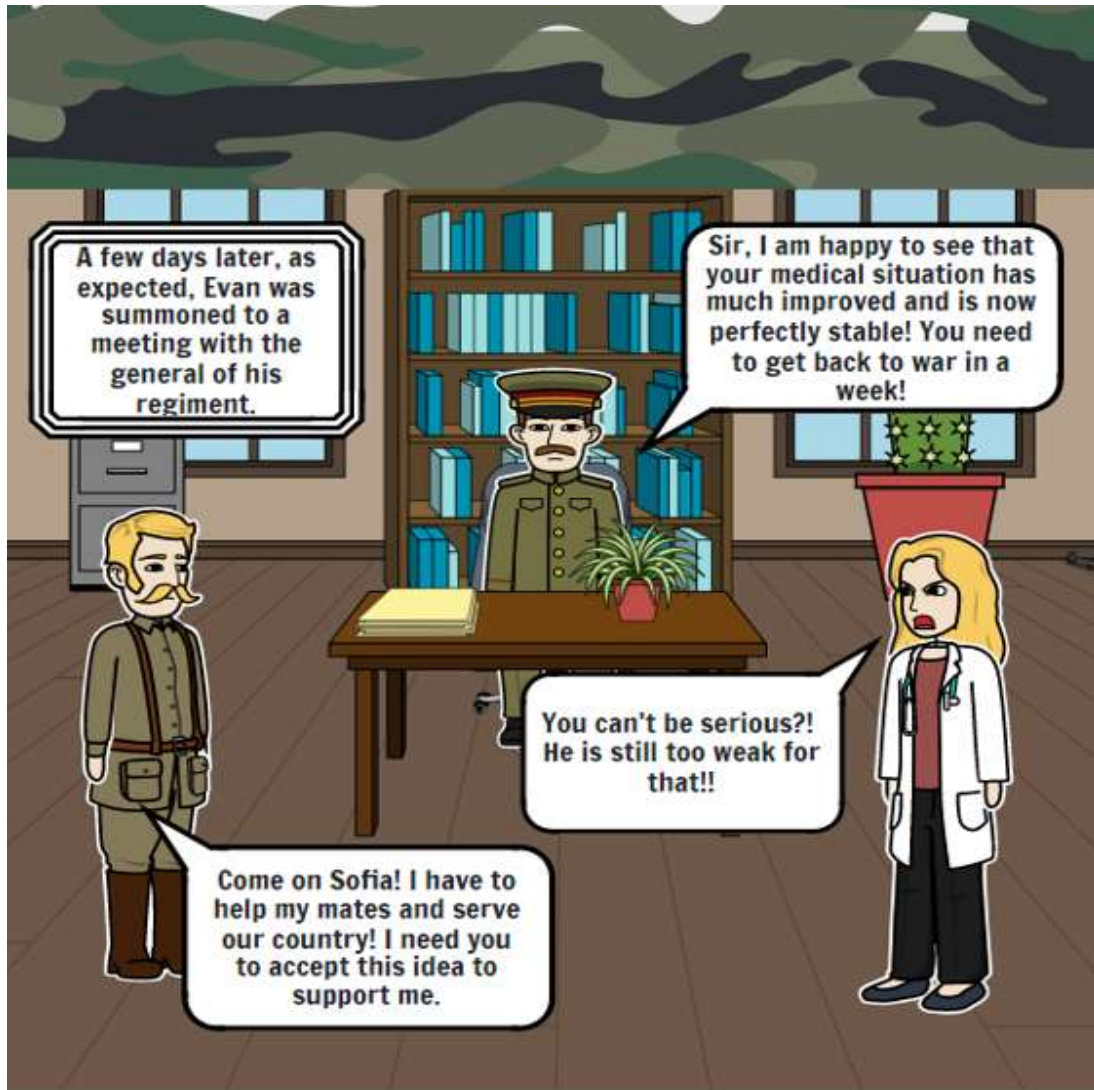


■ The Great War was a **global conflict** : nearly half a million ANZAC soldiers from Australia and New-Zealand took part in it

■ The Gallipoli landing was a **historical climax** in the war against the enemy

■ Soldiers were guided **by high moral values** leading them to the final victory, including the thought of relatives and beloved ones

SIBLINGS TORN APART



- We had at heart to describe a **perilous situation** and the **vulnerability of the troops** : the lives of the soldiers being at stake

- The soldiers acted as **heroes**, ready to serve regardless of the dangers lying ahead

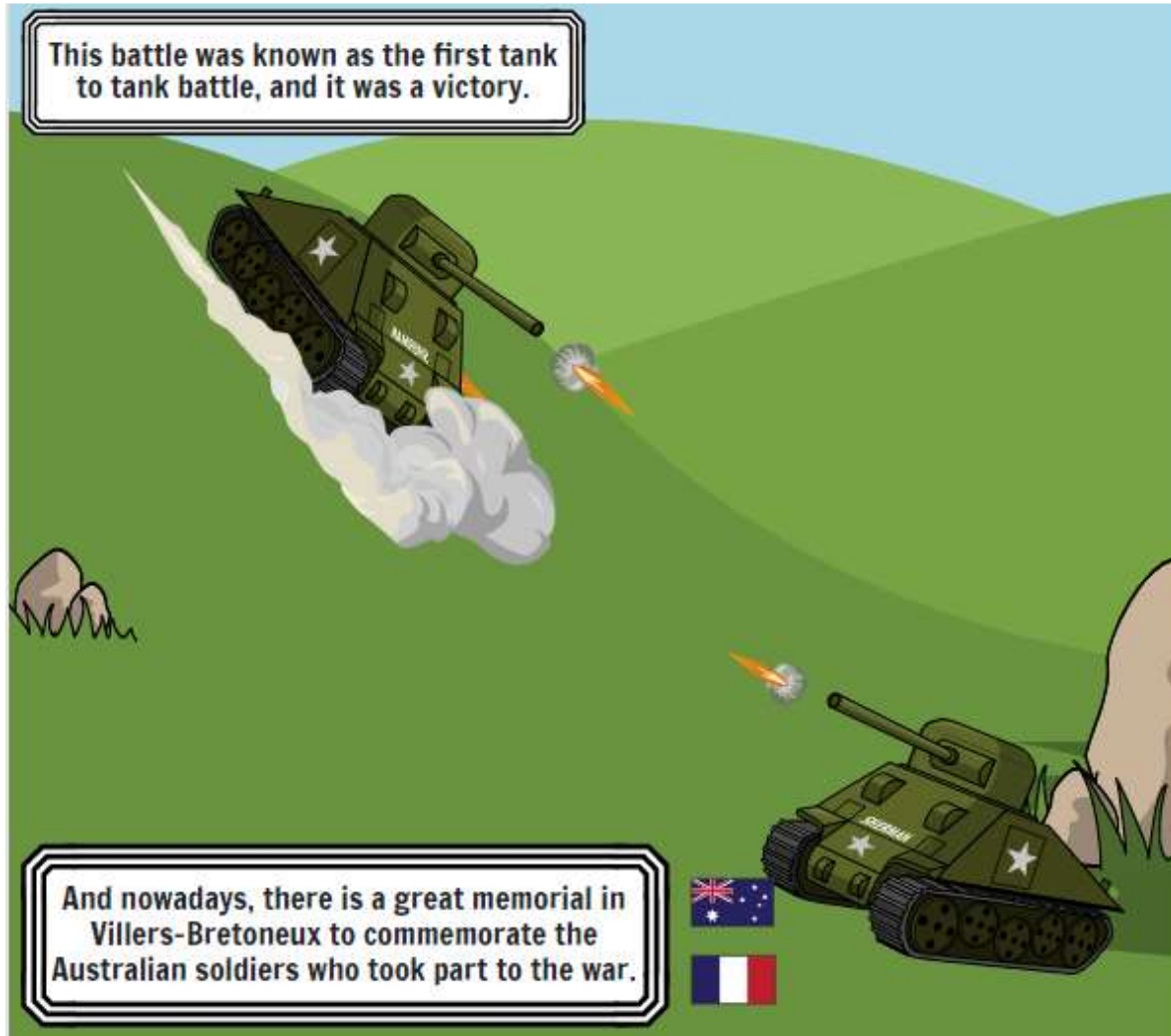


LEST WE FORGET

BY : Jasmine, Leela, Soraya

Supervised by : Alice Hoareau

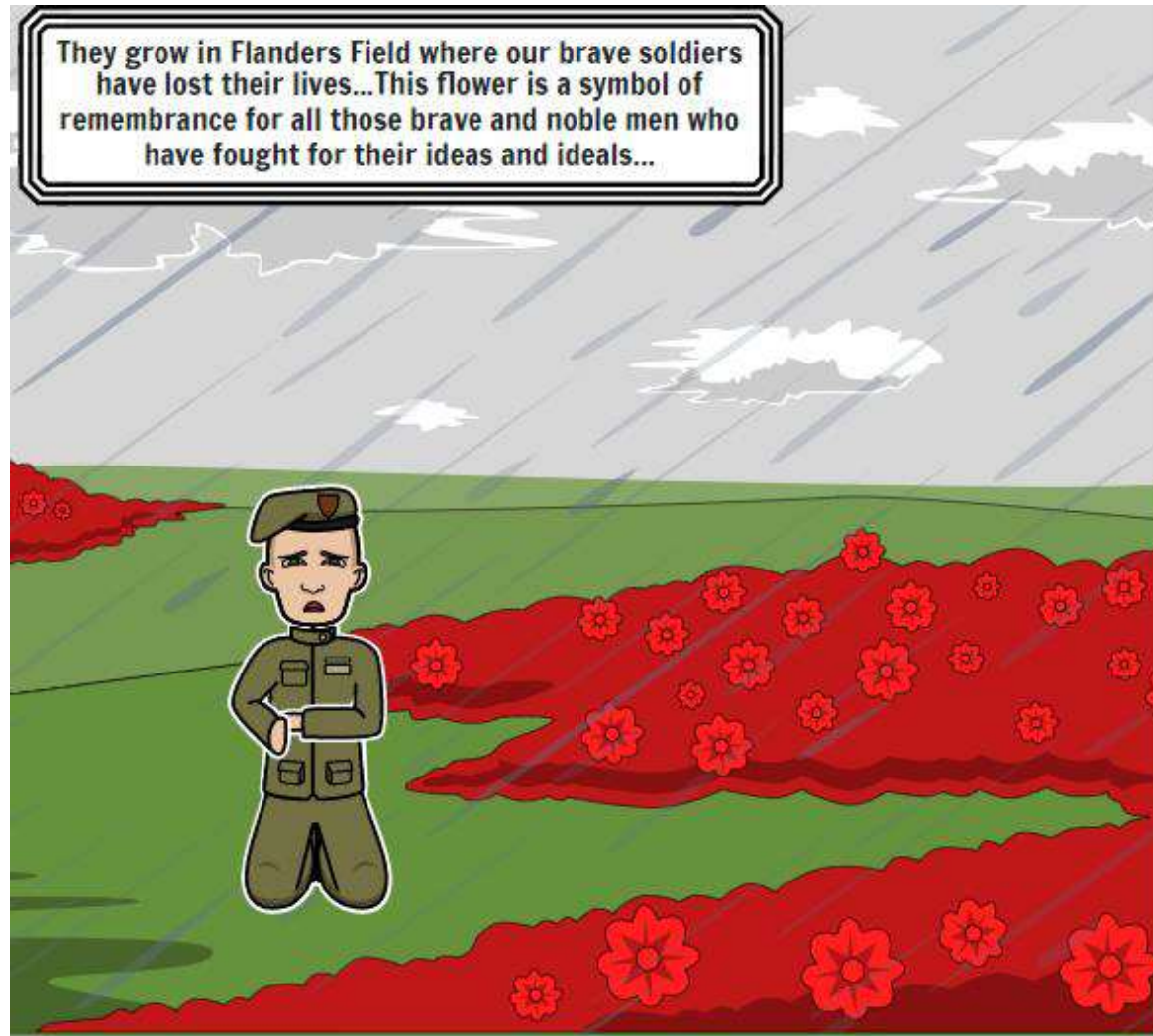
LEST WE FORGET



- An important fact related to the Villers-Bretonneux battle is the **evolution of war equipment** (tanks have been in use for more than a century now)
- Villers-Bretonneux and Noumea are places where the courage of the soldiers are commemorated every single year

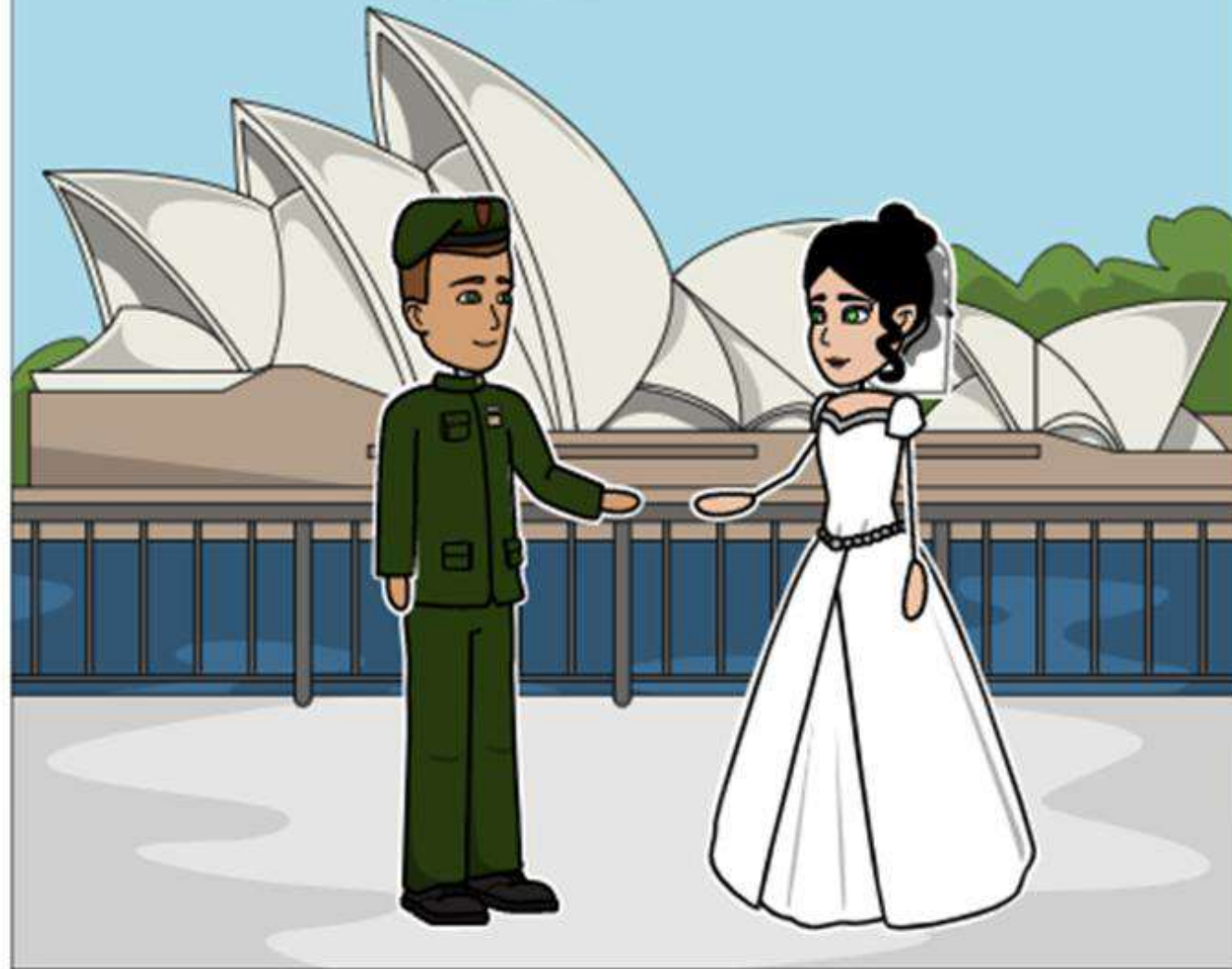


LEST WE FORGET



- We wanted to lay the emphasis on **the poppies as a popular symbol**
- The field of wild poppies is **a powerful reminder** of the blood that was shed during the conflict
- They deliver hope : humanity can move from **the ugliness of war to the beauty of peace and brotherhood**

A hopeless
love



A HOPELESS LOVE



- We chose to focus on **the life-saving role of nurses**
- Our protagonists get involved in a **romantic relationship**
- **The tragic of war** is counterbalanced by the love story

A TRAGIC FRIENDSHIP DURING THE WAR



A TRAGIC FRIENDSHIP DURING THE WAR



- We chose a **classroom situation** as the context to reminisce about the ANZAC
- We wanted to draw a **parallel with the news** and what is making the headlines today : the war in Ukraine
- The parallel makes it obvious : we need to **learn the mistakes from the past** to avoid repeating them

A TRAGIC FRIENDSHIP DURING THE WAR



- Our story end up with a **climax** (a happy ending) for many reasons :
 - War is over
 - The pupils get the highest grade for their school assignment
 - The children are enjoying the fair in Melbourne
- A strong friendship between a black digger and a White Australian soldier is mirrored in a contemporary friendship between two highschool students

THANKS FOR LISTENING

We hope you enjoyed our presentation!