

Year 9 World War One

Serviceperson Profile and Biography Assignment Folio



Use with the VWMA Research Guide WW1 Serviceperson

Research Focus questions, collection of information, timeline development:

Find the answers to the following questions to build a body of information about your soldier to write the biography. As your research progresses add, change or delete questions as needed.

Life Before the War

Follow the Research Guide WW1 Serviceperson. Go to the Virtual War Memorial Australia's profile page for your individual and check what information, links and documents are already loaded there. Check the Attestation Paper found in their Service Record; the AIF Project; Trove to find newspaper articles; Ancestry.com, and a general google search.

- Family information – parents, siblings, were they married, and did they have children?
- Who was their nominated next of kin (emergency contact)?
- What was their hometown?
- Where did they grow up?
- Where did they go to school?
- What was their occupation and qualifications?
- Were they involved in any sporting or community clubs? Detail.
- Did they have previous military training, e.g.: cadets or the Citizen's Military Forces? When and where?
- How old were they when they enlisted?
- Did they have any interesting medical information?
- Describe their appearance?

Other questions?

Life During the War

Follow the Research Guide WW1 Serviceperson. Use the following sources: Service Record; AIF Project; Australian War Memorial search for embarkation and nominal rolls, records of honours and Awards and Red Cross Wounded or Missing Records; Trove to find newspaper articles; and a general google search.

HINT: Refer to the VWMA guide: *Reading a Service Record*. You will also need to use abbreviation guides.

Create a timeline of their service recording the following information, where applicable:

- Enlistment: when and where
- Unit/battalion detached to
- Embarkation from Australia: when and where, name of ship
- Disembarkation overseas: when and where
- Calculate length of journey
- Embark to join battle: when and where
- Disembarkation to join battle: when and where
- Discover what happened to them during the war:
 - Posting or moved to other units (Hint: look for TOS or Taken on Strength):
 - Did they get into trouble during their service? Punishments?
 - Illness? Length of hospital stay.
 - Wounded? Where?
 - Killed in Action? What happened and where?
 - Die from illness? When, where and type of illness
 - Promotions and demotions
 - Did they go on leave? Where? How long?
 - Return from service? When?
 - Receive honours or awards? Details.
 - Service medals received.
 - If they died during their service, where are they buried/commemorated?
 - What was the reaction of their community/family to their death (check Trove)

Other questions?

Service Timeline

Unit Timeline

What was the involvement of the individual in the battles their Unit fought in and what was the outcome? (*You must cross check with the individual's service timeline to ensure they were not absent during the battles the unit was involved with*)

Follow the Research Guide WW1 Serviceperson to research where their Unit fought. Use the following sources: Unit Diaries, VWMA, AWM and general google search about their unit's involvement during the war.

HINT: *Refer to the VWMA guide: Reading a Unit Diary. You will also need to use the abbreviation guides.*

Unit timeline

Life After the War

Follow the Research Guide WW1 Serviceperson. Use the following sources: Service Record; Find a Grave, Cemetery Search, VWMA Personal Stories, Trove to find newspaper articles; Ancestry.com, and a general google search.

There may not be a lot of information available about the individual after the war. See what you can find out.

- Embarkation home to Australia: when and where?
- Disembarkation in Australia: when and where?
- Were they hospitalised when they returned to Australia?
- Employment?
- Address?
- Was their life affected by wounds from the war?
- If married prior to the war, did they remain married?
- Did they marry and have a family?
- Sporting and community group involvement?
- Recognition for significant contribution to their community?
- Did they serve in WW2? What was their involvement?
- Death? When and where?
- Where are they buried/commemorated, if cremated?

Other questions?

Source Analysis

Aim: to demonstrate your knowledge and understanding of the reliability of historical sources by considering the provenance (origin), purpose, perspective, and relevance of sources and how representative they are. Complete the following analysis table using the service record for your person and any two other sources. *Your teacher will provide guidance regarding which other sources to analyse.*

Information about the Service Record that you need to know:

Service Records are a collection of information completed during and after the war about the person's service and each section has different authors. Some sections even have numerous authors! Consider the information you find in the service record and make conclusions about who wrote it and when. Give one or two examples in your analysis.

To reference a service record - NAA: Series No., Control symbol e.g: NAA: B2455, Baumgarten J.

Analysis	Key Questions Note that not every question below will apply to the sources you analyse	Service Record NAA: _____, _____, name	Source 1 Reference details:	Source 2 Reference details:
Provenance (origin) When determining the reliability and usefulness of a source it is important to identify the origin of the source	-Who created the source? -When was the source created? -Where was the created and published? -Does the source have different parts created by different authors and at different times? -Is the source private or public? Has this changed over time?			
Purpose We should always question the reason why a source has been composed and who the intended audience was	-What type of source is it? -Is the source primary or secondary? -Why was the source created? Why does it exist? What was the creator's intent? Has it been produced to entertain, inform ridicule, influence, frighten mislead, persuade or motivate? -Who was the intended audience at the time? Who did the creator think would see it? -Is the audience different today?			
Perspective When determining the reliability and usefulness of a source it is important to identify the viewpoint of the creator. Knowing the perspective of a source allows us to approach the source with a great degree of caution as only then can we determine whether it provides a well-balanced view or if the source is filled with bias	- What is the tone of the source (sarcastic, humorous, dramatic, racist, factual, etc) -What is the creator's background, nationality, occupation, qualifications and/or involvement in the event? -Is the creator's opinion clear? Do they have a personal agenda? -Is the source biased or well-balanced? -Even if it is biased what does it reveal that is relevant? *			

Relevance Determining whether a source is relevant is critical in deciding its reliability and usefulness	-What information is the source providing to my understanding of WW1 and what happened to the person? -Is the source offering a different perspective or understanding? Why? Why not?			
Representative Once you have determined the motivation behind the creation of a source you need to determine whether the information in the source is backed up by other sources.	-What similarities or differences are there between sources? -Does the information in one source back up the facts, views and attitudes presented in another source? -Is there a whole body of evidence with the same information? -Do the views in one source conflict the ideas present in another source? Why? Why not? -Was this happening in just one place or happening in other places? Or to other people?			
Reliability A source is never completely useful nor completely reliable. To determine a source's usefulness and reliability bring your analysis together to conclude about the extent to which it is trustworthy and how relevant it is to what you are studying	Make a statement regarding the reliability of the source: Is it <i>extremely/very/somewhat/rarely/not very useful</i> or reliable? <ul style="list-style-type: none"> This source is extremely reliable because it was written by a renowned historian/historical organisation who is an expert about... The source is considered very reliable as the creator was a witness to the event and provides insight regarding their reaction to the situation. The sources is very useful for my study as it backs up facts from...or, The source is not very useful for my study because it does not provide any relevant information about... What are the limitations of the source? Consider what information it doesn't provide and why. Identify what information has been omitted by the author or consider perspectives or opinions that are not included in the source			

*Being biased does not necessarily limit the value of a source! If you are going to comment on the bias of a document, you must go into detail. Who is it biased towards? Who is it biased against? What part of a story does it leave out? What part of the story is missing because of parts left out?