

# Patrick Ohlstrom animation – Google MyMaps learning activity

## Virtual War Memorial Australia

### *Teacher Resource*

#### Overview:

As a class, students watch the Ohlstrom animation and identify at least 8 places mentioned. They conduct research on these and write a brief description. They also find photographs of each place during the First World War (from authoritative sources) and write captions and attribution information. Each student then creates a chronologically-sequenced **MyMap** of Ohlstrom's journey with all this information. This should take 3-5 lessons.

This task can easily be adapted to using a different mapping program such as ArcGIS Storymaps or uMap.

#### Curriculum links and learning objectives:

This connects to aspects of both the History and Geography curriculums at Year 9. The learning objectives are:

- Familiarise students with the natural and political geography of the war.
- Better understand chronological sequencing (and how this relates to travel).
- Find and accurately attribute photographs from authoritative sources.
- Represent geographical and spatial information using ICT.
- Research, process and synthesise information from a range of sources.

#### Resources:

- Patrick Ohlstrom video, available at <https://vwma.org.au/education/ohlstrom-short-film-resources>.
- Google MyMaps: <https://www.google.com.au/maps/d/>
- Australian War Memorial: <https://www.awm.gov.au/advanced-search>
- Imperial War Museums: <https://www.iwm.org.uk/search/global>

#### Sequence:

1. As a class, watch the Ohlstrom video (available at the VWMA: LINK). Prime students to identify places Ohlstrom travelled to. These are: “the City” (Adelaide), Ismalia, Alexandria, Crete, Malta, Marseilles, Lyon, Hazebrouck, Fleurbaix, Hampshire (not “New Hampshire”), the Somme River.
2. As a class, list as many of these places as possible and identify their significance in Ohlstrom's story (e.g. “he embarked from here” or “he was in a hospital here”).

3. What do students already know about them? Which country are they in now? Which country/colony were they in then? (use <https://historicalmapchart.net/world-1914.html> or [https://www.westpoint.edu/sites/default/files/inline-images/academics/academic\\_departments/history/WWI/WWOne01.pdf](https://www.westpoint.edu/sites/default/files/inline-images/academics/academic_departments/history/WWI/WWOne01.pdf)). What type of places were they? (e.g. a port, an army camp, a city, a village). Parts of this step could be done by students individually or in pairs, or by the class as a whole, depending on ability.
4. Students do additional research as needed and write 2-3 sentences about each place and its role in Ohlstrom's story. Model one of these. For instance, Marseilles:  
*Marseilles was a major port city in the south of France, on the Mediterranean coast. Australian troops sailed to here from Egypt in the first half of 1916, on their way to the Western Front. Ohlstrom sailed here on the 'Transylvania' and disembarked on 23 June 1916.*  
Pictures: <https://www.awm.gov.au/collection/C1004909>;  
<https://www.iwm.org.uk/collections/item/object/205215965>.
5. Using the Australian War Memorial (<https://www.awm.gov.au/>) or Imperial War Museum (<https://www.iwm.org.uk/>) as sources, students find two photographs for each place in the First World War. Write a caption and attribution information for each photograph, linking to where they came from and explaining what is in the photo.
6. With the research completed, students now create a Google MyMap to show Ohlstrom's journey in the First World War. Here is a good, short (7 minute) video on the practicalities of MyMaps in history lessons: <https://youtu.be/BbiM8RAISUU>. What you are doing is very similar.
7. To complete the MyMap, students should have the following:
  - Map title and description. Layer title.
  - All identified places marked with an appropriate name (be careful to find the right place and not a place of the same name in a different country) and clearly marked in the chronological order in which they appear in the video.
  - At least two photos, appropriately sourced and referenced (see Step 5 above). The caption/attribution data goes in the place information
  - Appropriate information, 2-3 sentences, about each location and its significance in Ohlstrom's story.
8. This is the minimal version of the task. To extend students, try the following:
  - Find Ohlstrom's NAA Service Record (available on his VWMA profile: <https://vwma.org.au/explore/people/218858>). Add the relevant dates to each place.
  - Extend the information to be added to each place, particularly around the battle of Fromelles (Fleurbaix). The VWMA Campaigns page on [Fromelles](#) is useful here, as is the page on the [32<sup>nd</sup> Battalion](#).
  - Use Ohlstrom's Service Record to add further places he went during the war (including places in Adelaide, such as where he was born and lived) to the MyMap.
  - Identify another 32<sup>nd</sup> Battalion soldier, such as Blair Wark (see the 32<sup>nd</sup> Battalion page) and trace his journey as another layer.