

**VOICES OF WAR: WORLD WAR II DELAWARE  
PRIMARY SOURCE ACTIVITIES**

**OPERATION OVERLORD  
THE ALLIED INVASION OF FRANCE  
AND THE  
NORMANDY CAMPAIGN  
6 JUNE TO 24 JULY 1944**



**BY  
MARK GIANANTI**



**DEDICATED TO THOSE WHO  
SERVED  
SACRIFICED  
AND  
SAVED THE WORLD**



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# **OPERATION OVERLORD**

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**AND THE**

**NORMANDY CAMPAIGN**

**6 JUNE TO 24 JULY 1944**



**BY**

**MARK GIANANTI**

**WILMINGTON UNIVERSITY**

**PROJECT DELAWARE, INC.**

**LIEUTENANT GOVERNOR JOHN C. CARNEY, JR.**

**SECRETARY OF STATE HARRIET SMITH WINDSOR**

**THE DELAWARE COMMISSION OF VETERANS AFFAIRS**

To the Teacher:

**Voices of War: World War II Delaware** has been initiated to preserve the memories of Delawareans that served at home and abroad both as civilians and in the armed services. Since the “Greatest Generation” is disappearing from our landscape it is essential that we use their stories to remember them and explain our past to future generations.

These stories and remembrances provide us all with glimpses of the past that are rarely, if ever, recorded in traditional texts. This pack is designed to integrate the oral histories into current high school curricula. The activities in this packet will help students to understand that the past was made by real people. Activities are provided that connects historic events to the recollections presented in the oral histories. Students are asked to listen to the recollections of Delaware veterans, examine primary resources, and interpret the past.

Furthermore, the primary source activities in this packet will enhance student skills and knowledge. The activities within this packet have been aligned with the Delaware Social Studies Standards. By examining documents, photographs, charts, and other historical evidence, students will be able to demonstrate deeper comprehension about the past. Additionally, the students will become active participants, discussing various interpretations of the past and the roles and contributions of diverse segments of the population in an era that defined the contemporary world.

The goal of this packet is to provide an easy to use resource that enables teachers to bring Delaware’s veterans into the classroom so that the future can have a deeper understanding, and appreciation, of the past.



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# TEACHER PAGE

## OPERATION OVERLORD: ORAL HISTORIES

**OBJECTIVE:** At the end of this activity, you will be able to use oral histories in order to gain a deeper understanding of Operation Overlord and the Second World War.

**ACTIVITY:** Listen to the oral history interviews of men that participated in Operation Overlord and answer the following questions.

1. What obstacles are described in the interview?

*Railroad ties were made into triangles.*

2. Where did the Germans put the obstacles?

*The obstacles were placed in the water at "low, low tide."*

*The Germans placed the obstacles at extreme low tide. If the Allies landed at high tide the obstacles would cause significant damage to the Allied landing craft. If the Allied commanders chose to land a low tide, in order to see and avoid the obstacles, the invading troops would be forced to cross large expanses of open ground.*

3. What were the obstacles designed to do?

*The obstacles were designed to keep the Allied landing craft from getting close to the beaches.*

*The Germans had three basic types of obstacles along the French coastline.*

- *Belgium Gates were large steel structures that looked like gates. They were designed to tear into the hulls of landing craft.*
- *Large wooden pilings were driven into the sea floor facing out to sea. There were placed at an angle and many were topped with land mines.*
- *Metal tetrahedrons or "hedgehogs" were placed along the sand. These large structures were effective in blocking armored vehicles.*

4. What other obstacles did the landing craft encounter?

*The landing craft crews ran the risk of hitting the bodies of soldiers that did not survive the initial landings.*

5. According to the interview, what was the role of the Merchant Marine in the Second World War?

*The Merchant Marine was the link between the war industries of the United States and the fighting troops overseas. The merchant ships and sailors made sure that the ammunition, fuel, food, and other supplies arrived where they were needed.*

6. Why do you think that he was so insistent in describing the importance of the Merchant Marine?

*The role of the Merchant Marine is rarely discussed in textbooks. Most attention is directed towards significant battles, people, agreements, and inventions. His description of the importance of the Merchant Marine is his way of getting people to recognize the largely unrecognized contribution of this service.*

7. How does the way that the ex-merchant sailor described the role of the Merchant Marine change the way that you view the history of D-Day and the Second World War?

*The role of the Merchant Marine in the war was more important than previously believed. Students should be asked to think about how control of the Atlantic allowed for the Allied invasion of France in 1944 and that the destruction of the Japanese merchant fleet was instrumental in the defeat of Imperial Japan.*

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**ACTIVITY:** Listen to the oral history interviews of men that participated in Operation Overlord and answer the following questions.

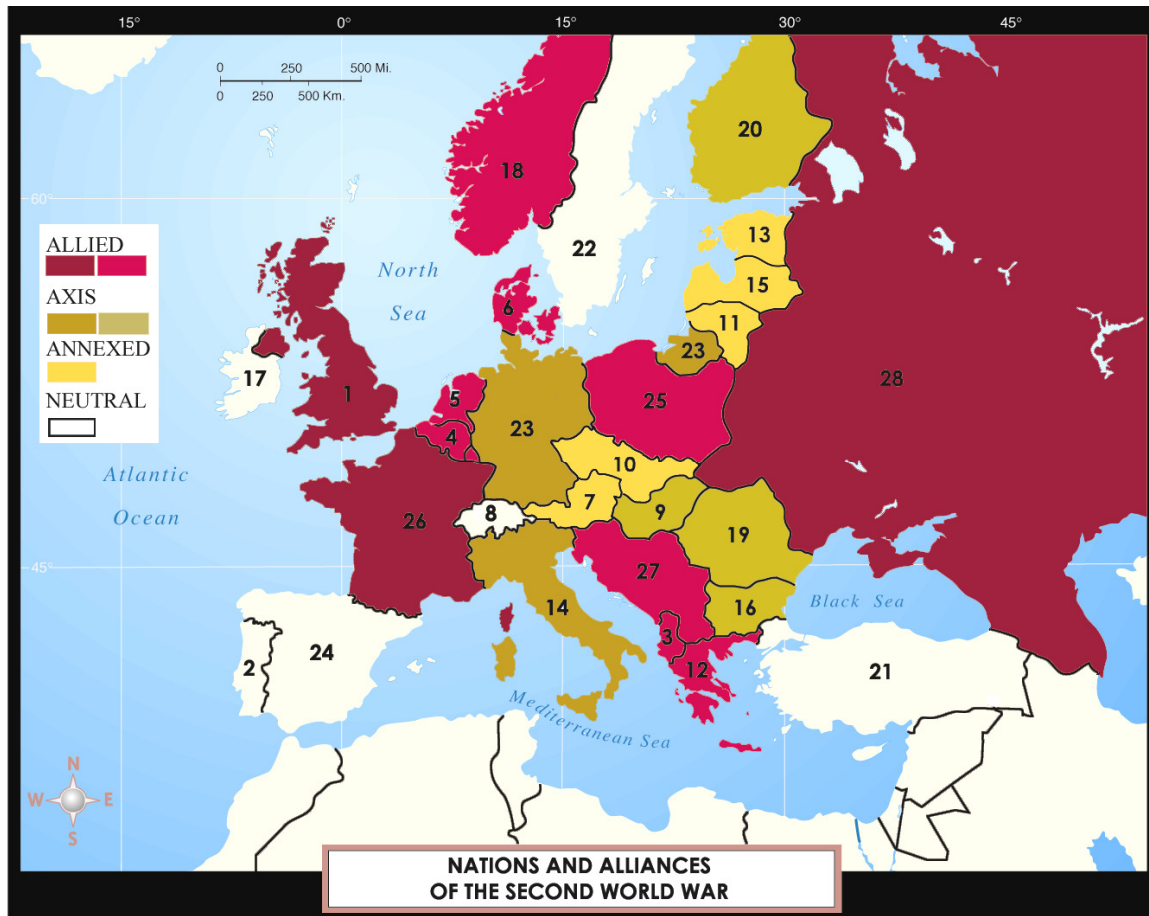
1. What obstacles are described in the interview?
2. Where did the Germans put the obstacles?
3. What were the obstacles designed to do?
4. What other obstacles did the landing craft encounter?
5. According to the interview, what was the role of the Merchant Marine in the Second World War?
6. Why do you think that he was so insistent in describing the importance of the Merchant Marine?
7. How does the way that the ex-merchant sailor described the role of the Merchant Marine change the way that you view the history of D-Day and the Second World War?



# TEACHER PAGE

## OPERATION OVERLORD: NATIONS AND ALLIANCES

**Objective:** At the end of this activity, you will be able to recognize the countries and alliances involved in the Second World War.



**Activity 1:** Place the appropriate number from the map next to the correct country name in the following list.

**ALLIED NATIONS**

- 4 Belgium
- 6 Denmark
- 26 France
- 1 Great Britain
- 12 Greece
- 5 Netherlands
- 18 Norway
- 25 Poland
- 28 Soviet Union
- 27 Yugoslavia

**UNITED STATES**

**AXIS NATIONS**

- 19 Bulgaria
  - 20 Finland
  - 23 Germany
  - 9 Hungary
  - 14 Italy
  - 16 Romania
- JAPAN**

**ANNEXED NATIONS**

- 3 Albania
- 7 Austria
- 10 Czechoslovakia
- 13 Estonia
- 15 Latvia
- 11 Lithuania

**NEUTRAL NATIONS**

- 17 Ireland
- 2 Portugal
- 24 Spain
- 22 Sweden
- 21 Turkey
- 8 Switzerland

**Activity 2:** Using the following categories, name each column.

ALLIED NATIONS

ANNEXED NATIONS

AXIS NATIONS

NEUTRAL NATIONS

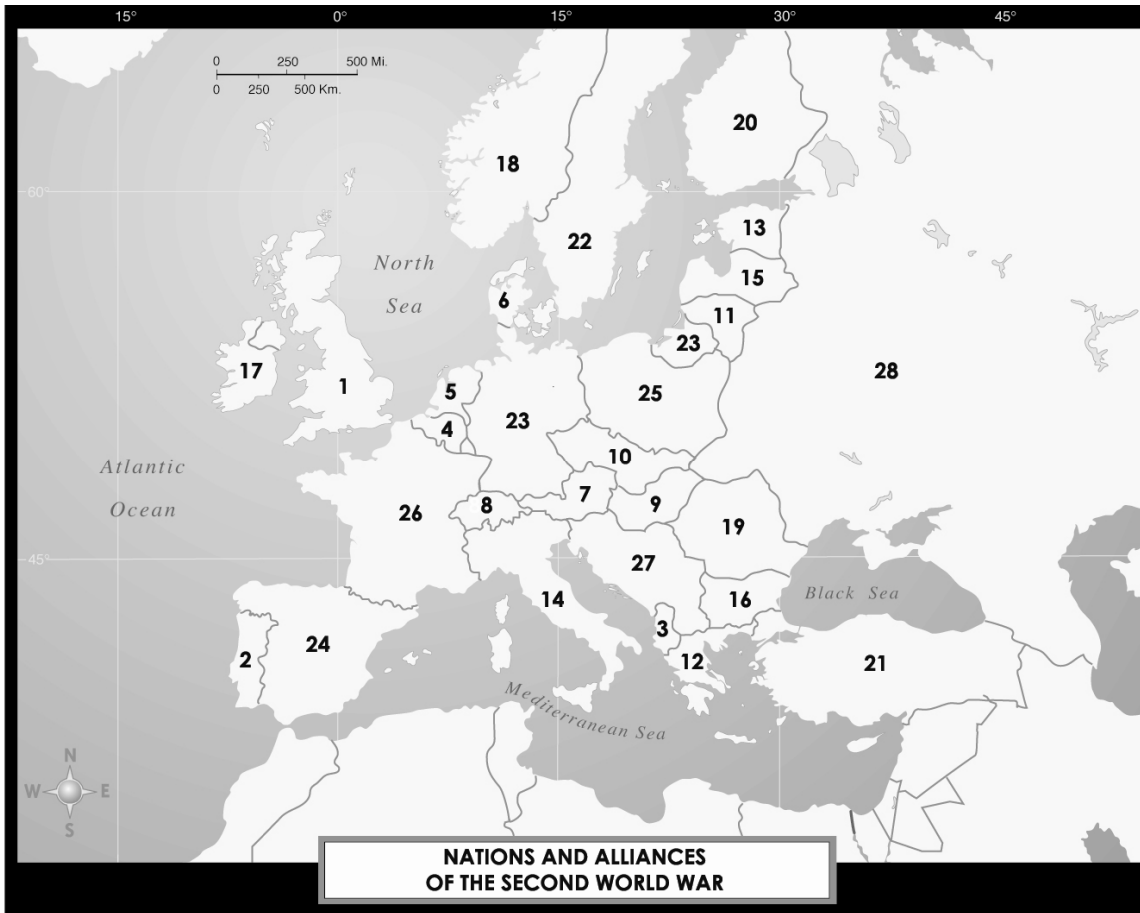
**Activity 3:** Shade or color the map in order to represent the information listed in the activities 1 and 2.

**Activity 4:** Which two countries, one Allied and one Axis, are not on the map? Place their names in the appropriate columns above. *The two nations missing are the United States and Japan.*

**OPERATION OVERLORD: NATIONS AND ALLIANCES**

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- \_\_\_\_\_ Greece
- \_\_\_\_\_ Netherlands
- \_\_\_\_\_ Norway
- \_\_\_\_\_ Poland
- \_\_\_\_\_ Soviet Union
- \_\_\_\_\_ Yugoslavia

**AXIS NATIONS**

- \_\_\_\_\_ Bulgaria
- \_\_\_\_\_ Finland
- \_\_\_\_\_ Germany
- \_\_\_\_\_ Hungary
- \_\_\_\_\_ Italy
- \_\_\_\_\_ Romania
- \_\_\_\_\_

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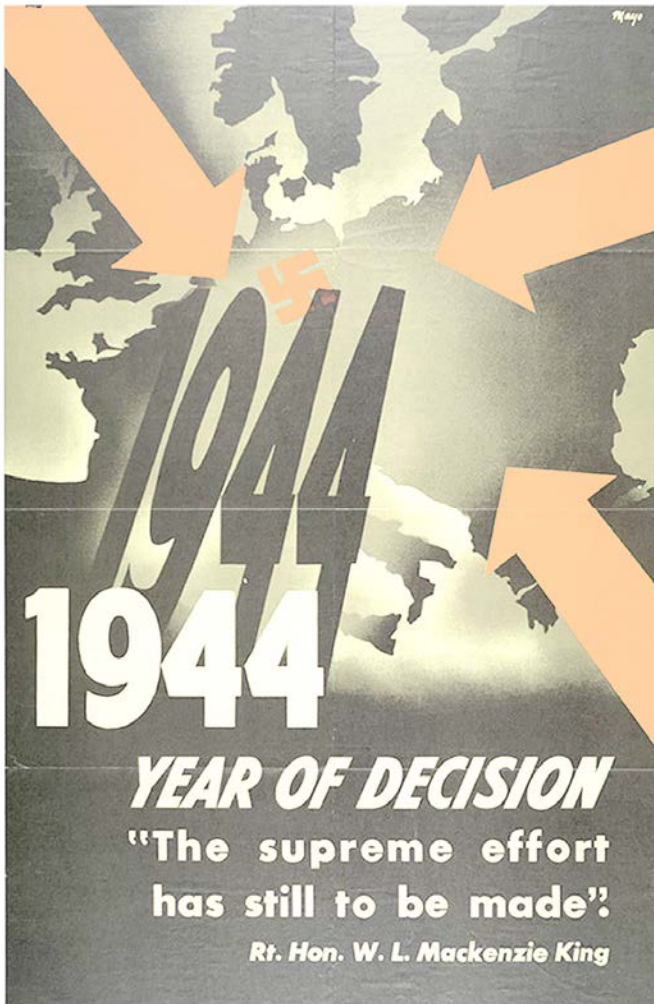
**Activity 4:** Which two countries, one Allied and one Axis, are not on the map? Place their names in the appropriate columns above.

# TEACHER PAGE

## OPERATION OVERLORD: POSTER

**OBJECTIVE:** At the end of this activity, you will be able to use visual images in order to explain the importance of Operation Overlord.

**ACTIVITY:** Examine the Canadian poster below and answer the questions to the right of the poster.



1. What does this poster show?

*The poster shows three arrows stretching across Europe and pointing towards a swastika where Germany would be located. At the bottom of the poster is a quote from the Prime Minister of Canada William Lyon Mackenzie King.*

2. What is the significance of this poster?

*It shows the Allied advances against Nazi Germany and the areas under its control.*

3. What elements (images, symbols, text, etc.) strengthen the impact of this poster? Explain your position with specific details from the poster.

*Answers will vary. Points that can be made by students are:*

*1. The arrows striking towards the swastika show that Nazi Germany is being targeted from all sides and that it is the ultimate target of the Allies.*

*2. The shadow being cast by 1944 is falling on the swastika showing that the power of Nazi Germany is waning.*

*3. The quote forces soldiers and civilians to understand that one more final effort will be needed before Nazi Germany is defeated.*

4. Why do you think that 1944 is the "Year of Decision?"

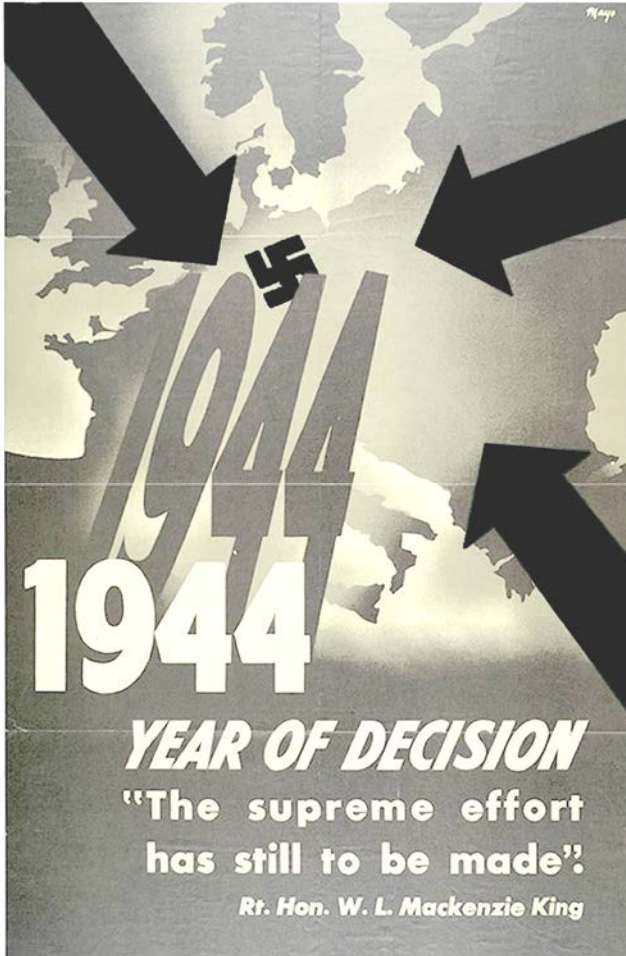
*Answers will vary but should focus on the fact that the poster shows a red arrow representing Allied forces attacking in Western Europe. This arrow is closer to the swastika than the other two arrows. This represents the significance and importance of Operation Overlord.*

### OPERATION OVERLORD: POSTER

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**ACTIVITY:** Examine the Canadian poster below and answer the questions to the right of the poster.

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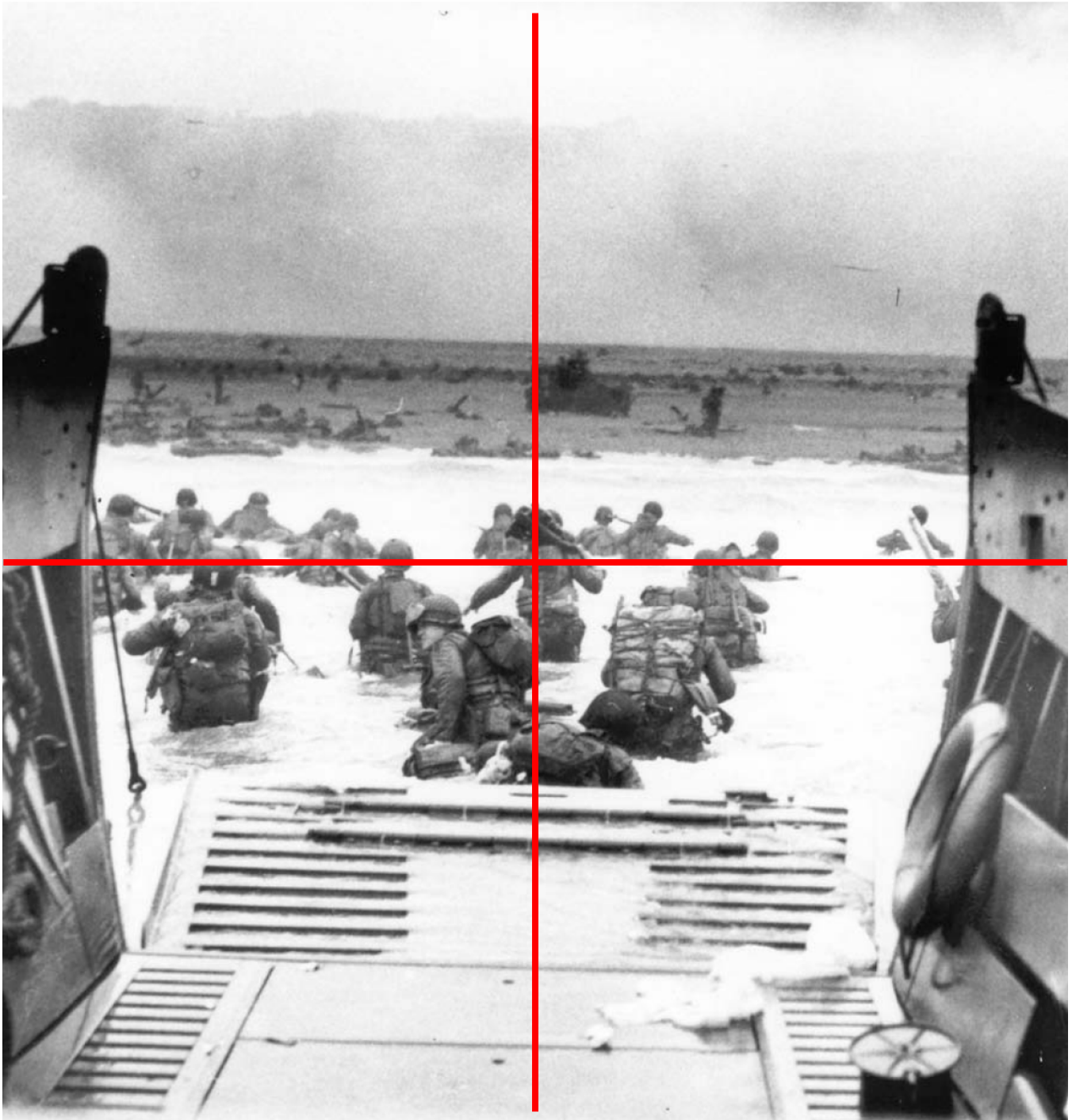
4. Why do you think that 1944 is the “Year of Decision?”

# TEACHER PAGE

## OPERATION OVERLORD: PHOTOGRAPH

**OBJECTIVE:** After examining the photograph from the Second World War, you will be able to interpret and use photographic evidence as a historic resource.

**ACTIVITY:** Examine the photograph and complete the separate Photograph Analysis Form.



# TEACHER PAGE

## PHOTOGRAPH ANALYSIS FORM

Examine the photograph for between two and three minutes and develop an impression of the image. Write what you think this photograph is showing.

*Answers will vary but should state that the image shows troops leaving a landing craft and moving towards a beach.*

Now, divide the photo into four equal sections. Carefully examine each section and see if details in the photograph become apparent. Complete the chart below and list people, objects, scenery, and activities seen in the photograph.

PEOPLE	OBJECTS	SCENERY	ACTIVITIES
<i>Many men are moving from the landing craft.</i>	<i>A spool of wire is in the landing craft.</i>	<i>The background is blurred.</i>	<i>Men are struggling through the surf towards the beach.</i>
<i>The water is waist high on the soldiers.</i>	<i>A rescue ring is hanging on the side of the landing craft.</i>	<i>What appear to be dark clouds are really bluffs overlooking the beach.</i>	<i>The landing craft ramp is probably being lifted.</i>
<i>Each man is heavily laden with equipment.</i>	<i>Some beach obstacles can be seen.</i>	<i>There is a low seawall just beyond the beach obstacles.</i>	
<i>Men can be seen laying on the edge of the beach.</i>	<i>One helmet has a vertical stripe painted on the back.</i>		
<i>The men along the coastline could be wounded or dead.</i>			

After examining this image, what conclusions can you reach about the event that was photographed?

*Answers will vary but should focus on the following points:*

- *This is an image of an invasion of an enemy held beach by U.S. troops.*
- *Since there are troops still on the beach it can be assumed that the enemy is putting up some kind of defense.*

What questions does this photograph create or leave unanswered?

*Questions raised by this image will vary but should focus on the following:*

- *When did this assault take place?*
- *Where is this invasion taking place?*
- *What were the results of this invasion?*

How and where could you find answers for the questions raised by the image?

*Student responses should list the following as areas to find answers through internet searches, research at a local library and interviews with veteran's organizations*

### OPERATION OVERLORD: PHOTOGRAPH

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What questions does this photograph create or leave unanswered?

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# TEACHER PAGE

## OPERATION OVERLORD: CHARTS AND GRAPHS

**OBJECTIVE:** At the end of this activity you will be able to read and gather information from a chart.

**ACTIVITY:** Examine the chart and answer the questions that follow.

### 1944 MANPOWER AND WEAPONS STRENGTHS OF U.S. AND GERMAN INFANTRY DIVISIONS

	U.S.	GERMAN 1944
<b>Manpower Total (Officers and Enlisted)</b>	14,037	12,769
<b>Small Arms and Mortars</b>		
Rifles and Carbines	11,507	9,069
Pistols	1,228	1,981
Submachine Guns	295	1,503
Light Machine Guns and Automatic Rifles	539	566
Heavy Machine Guns	90	90
60mm Mortars	90	0
81mm Mortars	54	48
120mm Mortars	0	28
<b>Infantry Served Anti-Tank Weapons*</b>	558	108
<b>Crew Served Weapons</b>		
Flamethrowers	0	20
50cal Machine Guns	237	0
20mm AA Guns	0	12
<b>Crew Served Anti-Tank Weapons</b>		
37mm	13	0
57mm	57	0
75mm	0	35
<b>Artillery</b>		
75mm Infantry Howitzers	0	18
105mm Howitzers	54†	36
150mm Howitzers	0	18‡
155mm Howitzers	12	0

\* Either bazookas or antitank rifles.

† Eighteen were found in the cannon companies of the infantry regiments.

‡ Six were infantry howitzers, two in an infantry howitzer company. Additionally, each howitzer company had six 75mm howitzers.

- Which nation had more men per division during Operation Overlord?  
*The United States by 1,268 men.*
- Which infantry troops had greater artillery support?  
*The German Division had 72 howitzers ranging in caliber from 75mm to 150mm. The U.S. Division is deployed with 66 howitzers.*
- Which division do you think had an advantage in combat against the other? Defend your position with information from the chart.  
*Answers will vary. Students may argue that the greater size and number of weapons in a U.S. Division would give them an advantage in combat. However, the greater number of submachine guns and light machine guns in a German Division would provide them with a higher rate of fire during combat.*
- What questions does this chart leave you with and how would you discover the answers to your questions?  
*Student questions will vary. However, students should be able to identify at least three areas where answers can be found such as libraries, the internet, and veteran's organizations.*

**OPERATION OVERLORD: CHARTS AND GRAPHS**

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2. Which infantry troops had greater artillery support?
3. Which division do you think had an advantage in combat against the other? Defend your position with information from the chart.
4. What questions does this chart leave you with and how would you discover the answers to your questions?

# TEACHER PAGE

## OPERATION OVERLORD: NEWSPAPER REPORTS

**OBJECTIVE:** At the end of this activity, you will be able to use news reports to explain the activities and conditions of U.S. soldiers engaged in urban combat after the Allied landings at Normandy.

**ACTIVITY:** Read the article *Americans Battle Germans Man to Man in Two Towns*, and answer the following questions.

1. When was this article written or published?  
*1:10 P.M., June 13, 1944*
2. Who was the author?  
*Henry T. Gorrell, United Press Correspondent*
3. Where was he when he reported the story?  
*With the American Fourth Division near Montebourg, France*
4. How close were the combatants?  
*The U.S. and German soldiers were so closely engaged that the artillery is not firing into the town and Allied aircraft are limited to hunting for targets on the roads outside of the town.*
5. What signal did the U.S. troops have that the Germans had rallied?  
*The Germans unleashed a “vicious barrage by artillery and mortars” followed by tanks and infantry.*
6. How did the reporter describe the German counterattack?  
*He called it an intense battle. He stated that the German tanks and infantry “rammed into the streets.” Also, he reports that the Germans are taking significant casualties in “their stubborn fight.”*
7. How did he describe the areas surrounding the cities being fought over?  
*The dead litter the roads leading into Montebourg. German troops and cavalry horses lie in the orchards alongside the cows and sheep of the French peasants. Farmhouses in the area show signs of damage and have been abandoned*
8. How did the French civilians react?  
*Men, women, and children cried out and joyfully and welcomed the Americans as liberators. They showered them with flowers and pinned red, white, and blue ribbons to their uniforms.*
9. What is the mood of the article? Explain your position with details from the article.  
*The mood of this article is upbeat. Details that support this are:*
  - *The German attacks have been limited in size indicating weakness in troop strength or an inability to get troops into the fight effectively.*
  - *German casualties in the battle have been significant while U.S. losses have been less than expected.*
  - *U.S. forces have control of the highest ground in the area.*
  - *U.S. forces have been making steady advances and have reached the east coast of the Cherbourg Peninsula.*
  - *The Germans have been forced to retreat or be captured.*
  - *The World War One victory monument in Montebourg is still standing in a relatively undamaged state.*
  - *The monument is draped in American and French flags.*
  - *The reporter was toasting the German defeat*
  - *A German officer reportedly stated that they will lose the war.*

# Americans Battle Germans Man to Man in Two Towns

By HENRY T. GORRELL  
United Press Correspondent

WITH AMERICAN FOURTH DIVISION, Near Montebourg, 1:10 P. M., June 13—The Germans fought their way back into Montebourg and Carentan this morning, and the infantrymen of the old Fourth Division, which helped write history in France in

the last war, are battling them in the streets.

It is man to man, here at Montebourg, with deadly infighting from house to house. So closely are the sweating, unshaven men locked in their grim fight that the artillery has ceased fire as I write.

The planes are flying low overhead, under heavy clouds and a drizzling rain, but all they dare do is look for German armored reinforcements on the death-strewn roads outside town.

## Barrage Starts Foe's Rally

The German rally started under cover of a vicious barrage by artillery and mortars, and then the enemy tanks came in. It was sudden. I was half a mile away, making for Montebourg, when it started. Our own artillery, as I watched, put down a white smoke-screen to shield our positions as the German tanks, followed by the infantry, rammed into the streets.

Then house-to-house fighting developed, and the staccato of the German machine pistols and carbines and our own infantry weapons told of the intensity of the battle.

The Germans are paying dearly for their stubborn fight, and it should be noted that their counter-attacks have been made so far in limited strength.

We occupied Montebourg yesterday afternoon, a few hours after I saw the fall of Carentan.

Our own casualties to date have been less than half those expected. About 2,000 German dead lie

Continued on Page 5

## AMERICANS BATTLE FOE IN THE STREETS

Continued From Page 1

strewn over this area, along with 1,200 wounded.

Our infantrymen have reached the east coast of the Cherbourg peninsula near Fontenay-sur-Mer, about five miles to our east. Our men captured Pont l'Abbé, four miles southwest of Ste. Mère-Eglise. The Germans had to pull out during the night from three villages northeast of Montebourg. They had been practically surrounded for two days in a non-stop fight.

There is not a living thing on the last half mile of the macadam road leading into Montebourg. The road is heavily mined. The orchards are littered with the corpses of German soldiers and cavalry horses and the cows and sheep of the peasants.

### Farmhouses Abandoned

All the farmhouses have been abandoned. Most of them are damaged. We found two cases of cognac and red wine in an abandoned German command post. We turned it over to the field hospital, which is speeding the evacuation of our wounded.

Our setback due to the German counter-attack is an episode in a big fight. We are taking new territory and our capture of the Fontenay-sur-Mer area gives us control of the highest ground between Montebourg and the sea. From there we will be able to move on northward, toward Cherbourg, across low country.

But to thousands of French people this setback is a tragedy. Twenty-four hours ago I was in Carentan. For days the people left in it had covered in their cellars while the battle raged round them. They came out—men, women and children—shrieking their joy. They greeted the doughboys with cheers and tears and laughter, brought out champagne they had hidden for four years, pelted them and their trucks, jeeps and tanks with flowers and pinned red, white and blue ribbons on the breasts of the soldiers.

The crack of rifle and machine gun and the crash of the 88-mm. shells fired by the German rear-guard could still be heard; the town fire trucks were still fighting fires, and Red Cross men were piling into captured German trucks the dead of both sides.

But the World War victory monument in the town square, nicked by bullets and shrapnel, was draped with American and French flags, and the women cried "Vive les Americans!" and "What would have happened to us had it not been for you!"

I drank to the German defeat with one of the leading citizens. As we lifted our champagne glasses in his study, ruined by our D-day bombardment, he told me that a high-ranking German officer said to him just before he fled:

"Germany is kaput, gone. Our air force is destroyed. We have no protection. We haven't eaten for three days because our communications have been destroyed."

### OPERATION OVERLORD: NEWSPAPER REPORTS

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6. How did the reporter describe the German counterattack?
7. How did he describe the areas surrounding the cities being fought over?
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the last war, are battling them in the streets.

It is man to man, here at Montebourg, with deadly infighting from house to house. So closely are the sweating, unshaven men locked in their grim fight that the artillery has ceased fire as I write.

The planes are flying low overhead, under heavy clouds and a drizzling rain, but all they dare do is look for German armored reinforcements on the death-strewn roads outside town.

## Barrage Starts Foe's Rally

The German rally started under cover of a vicious barrage by artillery and mortars, and then the enemy tanks came in. It was sudden. I was half a mile away, making for Montebourg, when it started. Our own artillery, as I watched, put down a white smoke-screen to shield our positions as the German tanks, followed by the infantry, rammed into the streets.

Then house-to-house fighting developed, and the staccato of the German machine pistols and carbines and our own infantry weapons told of the intensity of the battle.

The Germans are paying dearly for their stubborn fight, and it should be noted that their counter-attacks have been made so far in limited strength.

We occupied Montebourg yesterday afternoon, a few hours after I saw the fall of Carentan.

Our own casualties to date have been less than half those expected. About 2,000 German dead lie

Continued on Page 5

## AMERICANS BATTLE FOE IN THE STREETS

Continued From Page 1

strewn over this area, along with 1,200 wounded.

Our infantrymen have reached the east coast of the Cherbourg peninsula near Fontenay-sur-Mer, about five miles to our east. Our men captured Pont l'Abbé, four miles southwest of Ste. Mère-Eglise. The Germans had to pull out during the night from three villages northeast of Montebourg. They had been practically surrounded for two days in a non-stop fight.

There is not a living thing on the last half mile of the macadam road leading into Montebourg. The road is heavily mined. The orchards are littered with the corpses of German soldiers and cavalry horses and the cows and sheep of the peasants.

## Farmhouses Abandoned

All the farmhouses have been abandoned. Most of them are damaged. We found two cases of cognac and red wine in an abandoned German command post. We turned it over to the field hospital, which is speeding the evacuation of our wounded.

Our setback due to the German counter-attack is an episode in a big fight. We are taking new territory and our capture of the Fontenay-sur-Mer area gives us control of the highest ground between Montebourg and the sea. From there we will be able to move on northward, toward Cherbourg, across low country.

But to thousands of French people this setback is a tragedy. Twenty-four hours ago I was in Carentan. For days the people left in it had covered in their cellars while the battle raged round them. They came out—men, women and children—shrieking their joy. They greeted the doughboys with cheers and tears and laughter, brought out champagne they had hidden for four years, pelted them and their trucks, jeeps and tanks with flowers and pinned red, white and blue ribbons on the breasts of the soldiers.

The crack of rifle and machine gun and the crash of the 88-mm. shells fired by the German rear-guard could still be heard; the town fire trucks were still fighting fires, and Red Cross men were piling into captured German trucks the dead of both sides.

But the World War victory monument in the town square, nicked by bullets and shrapnel, was draped with American and French flags, and the women cried "Vive les Americans!" and "What would have happened to us had it not been for you!"

I drank to the German defeat with one of the leading citizens. As we lifted our champagne glasses in his study, ruined by our D-day bombardment, he told me that a high-ranking German officer said to him just before he fled:

"Germany is kaput, gone. Our air force is destroyed. We have no protection. We haven't eaten for three days because our communications have been destroyed."

# TEACHER PAGE

## OPERATION OVERLORD: PHOTOGRAPHS

**OBJECTIVE:** At the end of this activity, you will be able to compare and contrast news reports and images from the Overlord Landings in Normandy.

**ACTIVITY:** After reading the article *Americans Battle Germans Man to Man in Two Towns*, examine this photograph of the town of Montebourg and answer the questions below the image.



1. Does this photograph match the image of the town you expected after reading the article? If so, how? If not, why not?

*Answers will vary. However, most responses should agree that the article prepared the students for destruction shown in the photograph. Students should be able to explain for the destruction since the Germans had launched their attack after a “vicious artillery barrage.” Also, German tanks and infantry had aggressively driven home their assaults. All of these would have resulted in significant military casualties as well as damage to the town and surrounding countryside.*

2. Does this image change the way a historian would evaluate the article’s truthfulness? Explain your position fully.

*This image would lend credence to the accuracy of the author’s comments in the article. When he states U.S. casualties are half of what had been expected this could be quite true. Furthermore, the welcome given by the French is easily believed. Additionally, when he mentions hearing of a German officer saying that “Germany is kaput” (finished) it could also be true. It must be stated that the accuracy of the description of the fighting and the destruction shown in the picture are used to pass on propaganda and to make it more acceptable. The idea that a German officer would make such a comment to a French civilian is not easily believed. However, it can be more readily accepted if the author’s truthfulness is by a photograph.*

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2. Does this image change the way a historian would evaluate the article's truthfulness? Explain your position fully.



# TEACHER PAGE

## OPERATION OVERLORD: JOURNAL ENTRY

**OBJECTIVE:** At the end of this activity you will be able to express the feelings, thoughts, worries, and hopes of a soldier that was about to participate in Operation Overlord.

**ACTIVITY:** Imagine that you are the soldier in the picture and that you have just finished reading the "Order of the Day" statement issued to men of the Allied Expeditionary Force by Gen. Eisenhower on June 6, 1944. Write a diary entry describing what you think about the upcoming invasion, your role in it, the purpose of it, and the chances for success.

### SUPREME HEADQUARTERS ALLIED EXPEDITIONARY FORCE



Soldiers, Sailors and Airmen of the Allied Expeditionary Force!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.

Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely.

But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The United Nations have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to Victory!

I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory!

Good Luck! And let us all beseech the blessing of Almighty God upon this great and noble undertaking.

*Dwight D. Eisenhower*

*Answers will vary. However, students should include some or all the following points:*

- *the idea that the war was a crusade for freedom and liberty against slavery and tyranny*
- *the invasion will not be easy, however everything has been done to ensure the secrecy and success of the invasion*
- *the enemy has been defeated and driven out of previously conquered lands*
- *other Allied troops are involved in this invasion as well as in combat in other theaters*
- *the U.S. fighting services were the most lavishly equipped in history*
- *an invasion of France would be a more direct route into the heart of Germany and would lead to an earlier victory.*

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# TEACHER PAGE

## CREATIVE WRITING: LETTER HOME

**OBJECTIVE:** After completing this activity, you will be able to express the ideas, thoughts, feelings, and experiences of the average soldier during the Second World War.

**ACTIVITY:** Using what you have learned about Operation Overlord, imagine that you are the soldier in this picture and you are writing a letter home.



*Content and subjects in student letters will vary.*

*Before writing, the students will research the following:*

- *With what unit is the student fighting? This will have a direct impact on the experiences about which the student can write.*
  - *The 29<sup>th</sup> U.S. Infantry was made up of National Guardsmen from Maryland and Virginia.*
  - *This unit was one of the first ashore at Omaha Beach during the D-Day landings and took heavy casualties.*
- *Events that occurred in other combat areas such as:*
  - *allied landings*
  - *allied victories/defeats*
  - *enemy victories/defeats*
  - *assassination attempts or deaths of significant enemy leaders*

*Direct students to think about the following before deciding on the content of their letter:*

- *Who will receive the letter?*
  - *Parents*
  - *Relatives*
  - *Friends*
  - *Significant other*
- *What parts of their service life should be included in the letter?*
  - *How can the tone of the letter not adversely affect the fears/concerns/worries of the people at home?*
  - *What details can be included without attracting the notice of the censors?*
  - *How can the soldier get around the censors?*
- *What is the date of the letter?*
  - *Information in the letter needs to be chronologically correct.*
  - *Questions and concerns of the writers should be relevant to the date of the letter.*

**CREATIVE WRITING: LETTER HOME**

**OBJECTIVE:** After completing this activity, you will be able to express the ideas, thoughts, feelings, and experiences of the average soldier during the Second World War.

**ACTIVITY:** Using what you have learned about Operation Overlord, imagine that you are the soldier in this picture and you are writing a letter home.

**V . . . - MAIL**



## JOURNAL / LETTER RUBRIC

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Article: \_\_\_\_\_ Instructor: \_\_\_\_\_

	1	2	3	4	SCORE
<b>FIRST PERSON WRITING</b>	Journal/Letter is not written in first person form.	Approximately 50% of the Journal/Letter is written in first person point of view.	More than 50% of the Journal/Letter is written in first person point of view.	The Journal/Letter is written entirely in first person format.	
<b>CONTENT</b>	Journal/Letter has minimal details about the life/experiences of the soldier and includes at least 3 historical inaccuracies	Journal/Letter provides some details about the life/experiences of the soldier and includes 2 historical inaccuracies	Journal/Letter provides significant details about the life/experiences of the soldier and includes 1 historical inaccuracies	Journal/Letter excellent details about the life/experiences of the soldier and includes 0 historical inaccuracies	
<b>EMOTION and REALISM</b>	Journal/Letter does not allow reader to make an emotional connection with the "soldier author"	Journal/Letter does not allow reader to make a significant emotional connection with the "soldier author"	Journal/Letter allows the reader to make an emotional connection with the "soldier author"	Journal/Letter allows the reader to make a significant emotional connection with the "soldier author"	
<b>LANGUAGE AND GRAMMAR</b>	Choppy sentence structure and poor grammar make the Journal/Letter difficult to read	Journal/Letter contains no more than 2 language or grammar errors.	Journal/Letter contains no more than 1 language or grammar errors.	Journal/Letter contains no language or grammar errors.	
<b>VOCABULARY</b>	Many words used incorrectly or out of historical context throughout Journal/Letter	Some words used incorrectly or out of historical context in the Journal/Letter	Few words used incorrectly or out of historical context in the letter	No words used incorrectly or out of historical context in the letter	
<b>TEACHER COMMENTS</b>				<b>TOTAL</b>	

### POSTER ANALYSIS FORM

What colors are used in this poster?

---

Is there any significance to the color choices? Why or why not?

---

What images are used in this poster?

---

If an image is used, is it:

Easy to understand &/or interpret

---

Striking &/or unforgettable

---

Are the images used symbolic or factual? If symbolic, what do they represent?

---

Is the message that the poster conveys:

Visual

---

Verbal

---

Both visual and verbal

---

Who is the poster's target audience?

---

What is the purpose of the poster?

---

How does the purpose of the poster help the war effort?

---

Effective posters attract notice, are memorable, get people to do what the creators want, and provide clear, simple, and direct symbols &/or phrases. Is this an effective poster? Explain your answer.

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### PHOTOGRAPH ANALYSIS FORM

Examine the photograph for between two and three minutes and develop an impression of the image. Write what you think this photograph is showing.

Now, divide the photo into four equal sections. Carefully examine each section and see if details in the photograph become apparent. Complete the chart below and list people, objects, scenery, and activities seen in the photograph.

PEOPLE	OBJECTS	SCENERY	ACTIVITIES

After examining this image, what conclusions can you reach about the event that was photographed?

What questions does this photograph create or leave unanswered?

How and where could you find answers for the questions raised by the image?

### IMAGE ANALYSIS FORM

Where possible, give the title, artist, and date of the image.

TITLE: \_\_\_\_\_

ARTIST/PUBLISHER: \_\_\_\_\_

DATE CREATED/PUBLISHED \_\_\_\_\_

After examining the image, complete the chart below:

PEOPLE	ANIMALS	ITEMS	ACTIVITIES	LOCATION and SCENERY

List words or phrases that are used to identify people, items, or ideas shown in the image.

---

---

What important symbols are used in the image? Explain what the symbols mean.

---

---

Explain the purpose &/or message of the image.

---

---

What techniques does the artist use to make his point? (Satire, emotional appeal, logic, etc.)

---

---

Is the artist's point clearly expressed? Why or why not?

---

---



**DOCUMENT ANALYSIS FORM**

Type of document (check one):

- Letter
- Speech
- Magazine
- Newspaper

- Journal/Diary
- Government Document
- Song Lyrics
- Legal Document

Name/Title of Document:	
Date of Document:	
Author (if known):	
Where document was created:	
Summary of document:	
What is the document's purpose? Give examples to support your answer.	

	Statement	Importance
1		
2		
3		

List three statements from the document and explain why they are important.

## WHAT MAKES AN EFFECTIVE POSTER?

The following information will help you better understand the components of an effective poster. Part 1 describes what an effective poster will do. Part 2 lists the essential elements of an effective poster. Examples of the elements listed in Part 2 are pointed out and described in the poster at the bottom of the page.

1. An effective poster will do the following:

- Attract attention
- Be remembered by the viewer
- Get the viewer to do what the poster asks

2. A poster is viewed by people in a short period of time and from distance. Therefore, an effective poster will include the following:

- A. Verbal communication that is uncomplicated
- B. Images and text that are clear and easy to distinguish as well as understand from a distance
- C. Limited colors are used in order to get the viewer's attention but not become confusing
- D. The message is relevant to the viewer
- E. Images are clear and striking
- F. The viewer's eyes are directed through the poster's text and images in an orderly manner

**A:** Three bold words clearly state the message of this poster.

**B:** A charging soldier makes up the central part of the image. The other soldiers are clear and easily distinguishable. The Japanese soldiers are positioned below and losing to the British soldiers.

**C:** Shades of brown and black are used. This allows for great detail in the drawing but keeps the images easy to view and understand.

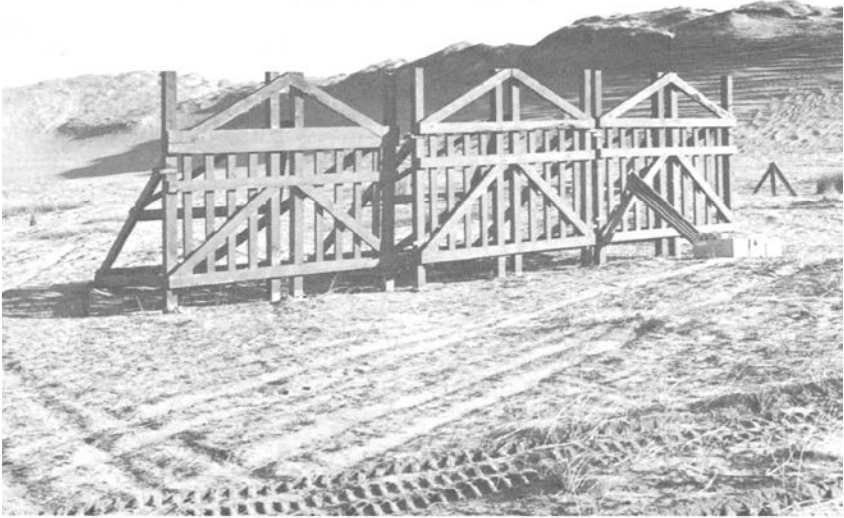


**D:** The message of the poster is relevant to the target audience of British civilians and military personnel.

**F:** The central soldier's pose draws the viewer's eye from the top right corner of the poster down the soldier's body to the text at the bottom of the poster.

**E:** The first image the viewer sees is a soldier charging the enemy. His foot almost looks as if it is stomping on the Japanese soldier below him. In addition, the soldier in the background attacking a Japanese soldier with a bayonet draws the viewer's eye towards the slogan at the bottom of the poster.

A



B



C



D



**German Obstacles Used  
in the  
Atlantic Wall**

- A. Belgium Gate  
(Cointent Gitter)  
Designed to roll with the tide so that the sharp ends of the gates are just above the waterline, to penetrate the bottom of landing craft.
- B. Mined Stake  
(Holzpfählen)  
Place at an angle so that the mines would be detonated if a landing craft hit it. These were placed so that they would be just below the surface at high tide.
- C. Czech Hedgehog  
(Tsjechenigel)  
Primarily an anti-tank obstacle but also used to prevent landing craft from approaching the beach.
- D. Beam Breaker  
(Hemmbalken)  
Placed so that their tops would be just below the surface at high tide, these were designed to rip the bottoms out of landing craft.