

VOICES OF WAR: WORLD WAR II DELAWARE  
PRIMARY SOURCE ACTIVITIES

# OPERATION DETACHMENT

THE BATTLE FOR IWO JIMA  
19 FEBRUARY TO 26 MARCH 1945



BY  
MARK GIANANTI



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



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PRIMARY SOURCE ACTIVITIES**

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19 FEBRUARY TO 26 MARCH 1945**



**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 DETACHMENT: 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 Detachment.

**ACTIVITY:** Listen to the remembrances from Vaughn Russell, a participant in Operation Detachment, and answer the following questions.

1. What was the pattern of Japanese Mortar fire?  
*The mortars were fired in groups of three.*
2. Why did Mr. Russell say that the mortar was fired in this pattern?  
*The first round was fired towards the target. They Japanese would correct their aim with the second. This meant that the third round would be on target. According to Mr. Russell, "you better not be there when that third one came in."*
3. What kind of positions were the Japanese fighting from?  
*The Japanese were firing from well camouflaged caves that could not be seen from the American positions.*
4. What happened to the stretcher team that made Mr. Russell leave cover and help them?  
*The man carrying the rear of a stretcher was hit by Japanese fire while trying to get a wounded Marine to airfield Motoyama 2.*
5. What phrase did Mr. Russell use to describe the battle?  
*He said that it was "men against metal."*
6. How did his experiences on Iwo Jima change Mr. Russell's understanding of the past?  
*Mr. Russell says that he has understands the examples from history where units fought against the enemy and impossible odds. He references two famous battles from history, The Charge of the Light Brigade and the Battle of Cold Harbor.\**
7. When Mr. Russell says he understands what these historic battles were about what do you think he means?  
*He now understands that the desire to not let your friends, unit, command, or nation down can override fear and the instinct for self-preservation. As he says, he "never saw a man take a backwards step. That took guts."*
8. How can an oral history such as this one help you gain a deeper understanding of the Battle of Iwo Jima as well as the Second World War?  
*Answers will vary but could focus on the following:*
  - *First hand accounts of the battle give information that is not usually found in textbooks.*
  - *Unit movements can be traced. For example, we know that Mr. Russell was near airfield Moyotama 2 when he assisted the stretcher bearers. If we find out when his company was in the area we can pinpoint his unit.*
  - *The view of the enemy and his actions and the American responses gives us a broader grasp of the war.*

*\*During the Crimean War, the British Light Brigade of cavalry, charged into the valley between the Fedyukhin Heights and the Causeway Heights (dubbed the "Valley of Death" by Tennyson) on 25 October 1854. The charge was a disaster and the Light Brigade suffered heavy casualties. French Marshal Pierre Bosquet, after viewing the assault, is quoted as saying, "C'est magnifique, mais ce n'est pas la guerre." ("It is magnificent, but it is not war.")*

*The Battle of Cold Harbor was an assault by three Union Corps against entrenched Confederate positions during the United States Civil War on 3 June 1864. The assault was a complete disaster and is the only attack that General Grant stated that he regretted. Federal casualties were nearly 7,000 men in three hours of combat with most of these casualties occurring in the first 30 minutes.*

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# TEACHER PAGE

## OPERATION DETACHMENT: PACIFIC BATTLES

**OBJECTIVE:** At the end of this activity, you will be able to identify where significant battles fought during the island hopping campaign fought by the United States against Japan in the Pacific Theater of Operations.



**Activity 1:** Place the appropriate number from the map next to the correct battle name.

- |               |            |                |          |
|---------------|------------|----------------|----------|
| 5 CORAL SEA   | 7 IWO JIMA | 8 OKINAWA      | 6 SAIPAN |
| 4 GUADALCANAL | 2 MIDWAY   | 1 PEARL HARBOR | 3 TINIAN |

**Activity 2:** Answer the following questions.

1. What is Arrow A designating?  
*It is showing the greatest extent of Japanese control in the Pacific.*
2. What do the darker areas on the map represent?  
*They show the territories occupied by the Japanese during the war.*
3. Why are Battles 2 and 5 significant?  
*They are the battles that halted Japanese expansion.*
4. Which battles do you consider not to be part of the island hopping campaign? Explain your answer fully.  
*Battle 1, the Japanese attack on Pearl Harbor is the engagement that brought the United States into the war. Battle 4, Guadalcanal is not part of the island hopping campaign. It was fought mainly in an effort to stop Japanese expansion. Battles 2 and 5 also are not part of the island hopping campaign, as they are defensive battles fought entirely by aircraft. It was not until after these battles were fought and won that the island hopping campaign truly began. Battles 3, 6, 7, and 8 were all fought in order to bring the war closer to Japan while leaving other islands held by the Japanese behind.*

**OPERATION DETACHMENT: PACIFIC BATTLES**

**OBJECTIVE:** At the end of this activity, you will be able to identify where significant battles fought during the island hopping campaign fought by the United States against Japan in the Pacific Theater of Operations.



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

- |                   |                |                    |              |
|-------------------|----------------|--------------------|--------------|
| _____ Coral Sea   | _____ Iwo Jima | _____ Okinawa      | _____ Tarawa |
| _____ Guadalcanal | _____ Midway   | _____ Pearl Harbor |              |

**Activity 2:** Answer the following questions.

1. What is Arrow A on the map designating?
2. What do the darker shaded areas on the map represent?
3. Why are Battles 2 and 5 significant?
4. Which battle do you not consider part of the island hopping campaign? Explain your answer fully.

# TEACHER PAGE

## OPERATION DETACHMENT: POSTER

**OBJECTIVE:** At the end of this activity, you will be able to use visual images in order to explain the significance of the Battle for Iwo Jima during the Second World War.

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

1. What does this poster show?

*It shows the second flag raising on Mt. Suribachi. Additionally, the words "7<sup>th</sup> WAR LOAN NOW...ALL TOGETHER" are printed at the bottom of the poster.*

2. What is the purpose of this poster?

*The poster was part of a government campaign, the 7<sup>th</sup> War Loan, designed to raise money for the purchase of war material.*

3. What is the significance of this image?

*This image became the most reproduced image from the Second World War. It became a symbol for tenacity, courage, and determination as was instantly recognizable as such by any U.S. citizen.*

4. 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:*

- *The U.S. public saw this image as an example of American determination and eventual victory against a tenacious foe.*
- *The idea that the flag was not raised by one man but a team shows that victory against the enemy is a team effort.*
- *The text at the bottom of the poster reinforces the team idea in order to get Americans to subscribe to the 7<sup>th</sup> War Loan.*
- *The use of the image and text is designed to get Americans to see their contributions to the war loan as just as significant as the marines in the poster.*



5. Do you feel that this poster would have been successful? Explain your position fully.

*Answers will vary. However, the use of the image as well as news and reports about the battle would have counteracted war weariness at home and convinced a good number of Americans to participate in the loan.*

### OPERATION DETACHMENT: POSTER

**OBJECTIVE:** At the end of this activity, you be able will to use visual images in order to explain the significance of the Battle for Iwo Jima during the Second World War.

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

1. What does this poster show?

2. What is the purpose of this poster?

3. What is the significance of this image?

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



5. Do you feel that this poster would have been successful? Explain you position fully.

# TEACHER PAGE

## OPERATION DETACHMENT: 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.

*U.S. Marines of the 5<sup>th</sup> Division are landing on Iwo Jima. Mt. Suribachi is shown rising in the background.*

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>Marines scattered on the beach (P1)</i>	<i>Landing craft at water's edge (O1)</i>	<i>Mt. Suribachi in the background (S1)</i>	<i>Some men are looking at each other (A1)</i>
<i>There is at least one Marine with a flamethrower (P2)</i>	<i>Debris litters the beach (O2)</i>	<i>The sand is dark compared to Marine uniforms (S2)</i>	<i>Some marines are looking toward the top of the rise (A2)</i>
	<i>Writing identifies the photo location and date (O3)</i>	<i>The sand looks very loose and hard to move in (S3)</i>	
	<i>A rifle lays unattended next to a marine (KIA?) (O4)</i>	<i>Smoke is drifting over the area of the photograph (S4)</i>	

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

*Student answers will vary but should focus on the following:*

- *There are a significant number of men on the beach.*
- *Since there are few wounded or killed shown in the image it is possible that the landings have just begun. The date on the image is for the first day of OPERATION DETACHMENT.*
- *Movement over the beach will be difficult since the sand looks very loose and deep.*
- *Digging foxholes in the sand will also be difficult. This means that casualties may increase.*

What questions does this photograph create or leave unanswered?

*Student responses will vary. Possible responses are:*

- *At what point in the invasion was the photograph taken?*
- *How long had the men been on the beach when the photograph was taken?*
- *Who is the person that wrote on the image?*

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

*Student responses should focus on avenues of research such as libraries, internet resources, local veterans and veterans' groups.*

### OPERATION DETACHMENT: 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.

*Feb. 19, 1945*  
*Marines of the 5th Division*  
*landing on Iwa Jima, Mt Suribachi*  
*in background.*  
*Law Lawery*



**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?



# TEACHER PAGE

## ANALYSIS AND INTERPRETATION: PHOTOGRAPHS

**OBJECTIVE:** After examining the photograph from the Second World War, you will be able to use photographs to gain a broader understanding of the conflict.

**ACTIVITY:** Examine the photograph of a U.S. soldier standing next to Japanese tank that was carved in the soft volcanic ash of Iwo Jima, and answer questions 1 through 3.



1. What does this picture show?  
*It shows a full-scale replica of a Japanese tank that was found on Iwo Jima.*
2. Why did the Japanese create this tank on Iwo Jima?  
*The Japanese used this tank to draw fire during the preliminary bombardment of the island by U.S. forces. Also, if the Marine infantry fired on the tank after the landings it would give away their position to any Japanese in the area.*
3. Do you think that the Japanese had been successful in doing what they wanted? Explain your answer fully.  
*The Japanese had been somewhat successful in their use of this “tank.” There are numerous holes in and chunks knocked out of the tank. In addition, the tank is partially destroyed on top. All of this damage suggests that the “tank” was found on reconnaissance photographs, targeted by, and received fire from U.S. guns. This fire was therefore, not hitting actual Japanese positions.*
4. What questions does this picture raise in your mind? How would you find answers for them?  
*Questions will vary. Standard research methods such as searching online databases and libraries will be a good place to start any research.*

### ANALYSIS AND INTERPRETATION: PHOTOGRAPHS

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**ACTIVITY:** Examine the photograph of a U.S. soldier standing next to Japanese tank that was carved in the soft volcanic ash of Iwo Jima, and answer questions 1 through 3.



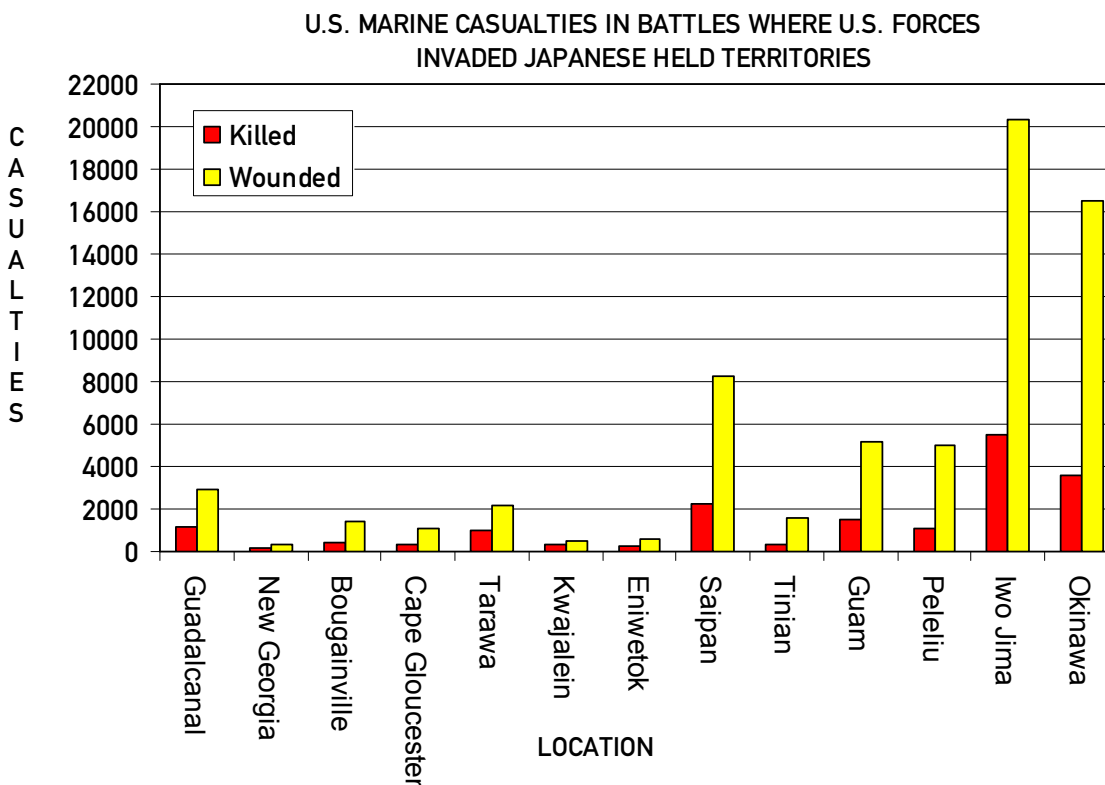
1. What does this picture show?
2. Why did the Japanese create this tank on Iwo Jima?
3. Do you think that the Japanese had been successful in doing what they wanted? Explain your answer fully.
4. What questions does this picture raise in your mind? How would you find answers for them?

# TEACHER PAGE

## OPERATION DETACHMENT: 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.



1. What does the chart tell you about the Battle for Iwo Jima compared to other battles the U.S. Marines fought the Japanese?

*This chart shows that the Marines took many more casualties in the Battle for Iwo Jima than any other battle. There were over 5,000 killed and 20,000 wounded. The Battle for Iwo Jima is the only battle in which there were more Marine casualties than Japanese.*

2. How does the chart tell us about the level of resistance faced by the Marines in their battles against the Japanese?

*The chart shows the increased levels of resistance offered by Japanese forces as U.S. Marines began assaults on islands closer to the Japanese Home Islands.*

3. When the United States flag was raised on Mt. Suribachi, Secretary of the Navy James Forrestal told the commander of the invasion forces, "The raising of the flag on Iwo Jima, means a Marine Corps for the next 500 years." After the battle Admiral Chester Nimitz stated that, "The battle of Iwo Jima has been won. Among the Americans who served on Iwo, uncommon valor was a common virtue." How does this chart help you to understand these two quotes.

*Answers will vary but should reflect the following:*

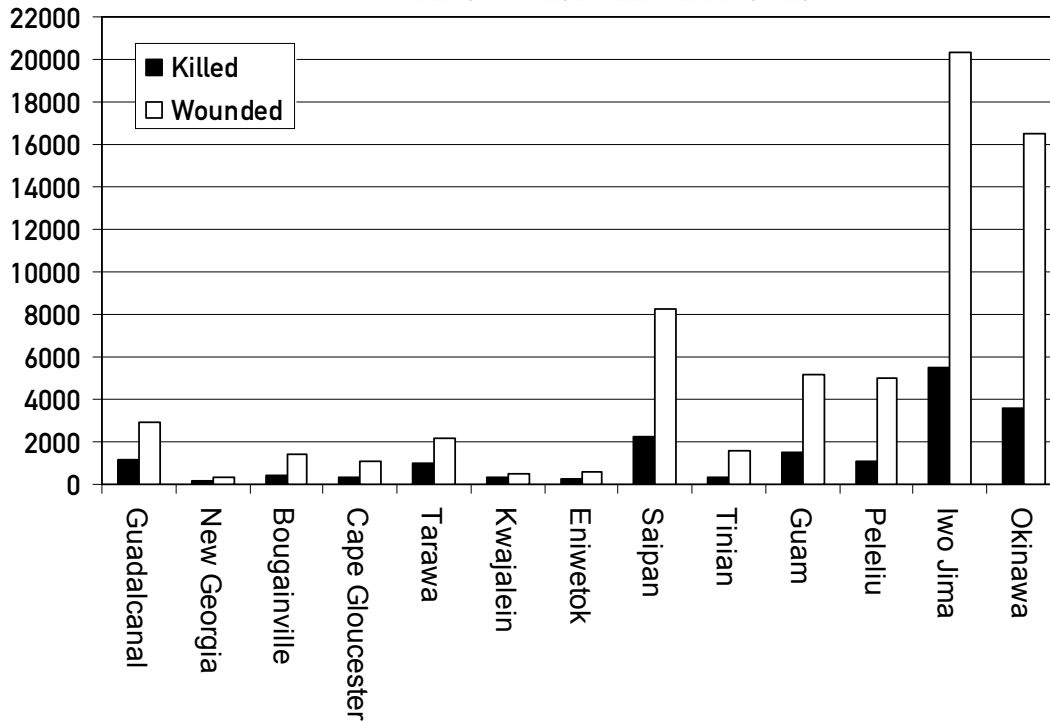
*The number of killed and wounded during the fighting for Iwo Jima shows how fierce the Japanese resistance was and how determined the Marines were in their attempts to take the island. By looking at the chart we can see that Iwo Jima was the most intense battle of the Pacific War. In his quote Forrestal is pointing out the importance and need the United States has and would continue to have for the United States Marine Corps. The quote by Admiral Nimitz recognizes the bravery of every Marine, living and dead, that had fought for the Iwo Jima.*

**OPERATION DETACHMENT: CHARTS AND GRAPHS**

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

**U.S. MARINE CASUALTIES IN BATTLES WHERE U.S. FORCES  
INVADED JAPANESE HELD TERRITORIES**



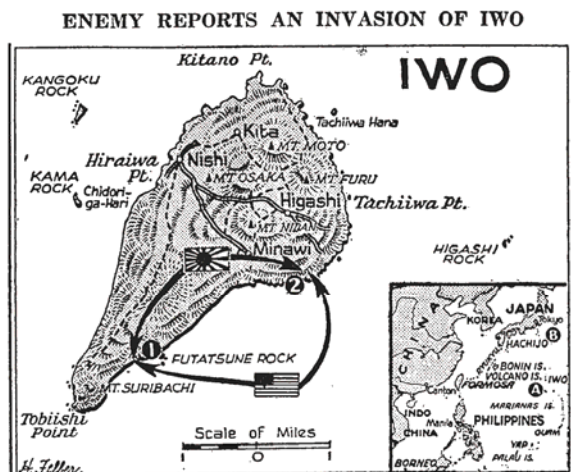
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## OPERATION DETACHMENT: NEWSPAPER REPORTS

**OBJECTIVE:** At the end of this activity, you will be able to use news reports to explain how the Battle for Iwo Jima was presented in newspapers of the time.

**ACTIVITY:** Read the article *Iwo a Strategic Prize*, and answer the following questions.



Although Admiral Nimitz' communiqué said merely that our battleships and cruisers were still bombarding Iwo, the Japanese claimed to have repulsed American landings at Futatsune beach (1) and on the southeastern shore of the island (2). In addition to action around Iwo (A on inset), the foe said carrier planes had attacked Hachijo (B), an island 200 miles south of Tokyo.

### *Iwo a Strategic Prize*

*Isle Offering Fighter and Bomber Base  
For Attacking Japan Is Rocky Fortress*

By HANSON W. BALDWIN

- After reading the complete article, describe Iwo Jima.  
*The island is approximately 5 miles long. It is located 750 miles south of Tokyo and 725 miles north of Saipan. It is the largest of the Volcano Islands and has enough flat land for two airstrips. It is described as a layers of rock which, occasionally, emits sulphur and black smoke. The periodic release of sulphur means that the island has a distinct "rotten egg" smell. The most significant physical feature of the island is 546 foot high Mount Suribachi. This is described as either an active volcano or an extinct volcanic cone.*
- How large of a Japanese garrison does the U.S. believe is on the island?  
*There are approximately 10,000 to 15,000 troops prepared to defend the island with, possibly 1,000 civilians.*
- What difficulties do the U.S. planners have when trying to determine the invasion beaches?  
*The coast of Iwo Jima is rugged and has only a few beaches that are acceptable for landings. However, those beaches will be able to be defended by plunging and enfilade fire.*

The five-mile long Iwo Island in the Volcanos, now under American assault, is some 750 miles south of Tokyo and 725 miles north of our nearest base at Saipan in the Marianas.

Iwo Jima (Jima means island) is the site of a Japanese air base, which during our early occupation of Guam, Saipan and Tinian was much used by the Japanese for raids on our B-29 concentrations in the Marianas. Persistent and repeated bombing attacks by our planes and some naval bombardments partially neutralized the enemy air strips on Iwo, and there had been no recent raids on our Marianas bases from Iwo. The strips there, however, are believed to be still usable.

Iwo, also sometimes known as "Sulphur Island," is the only important island of the Volcano Islands (also known as Kazan Retto), of which group it is the central and largest. The island looks a little like a miniature South America and is rugged and rocky, with some outlying reefs and heavy surf. Unlike any of the other Volcano Islands or most of the islands of the near-by Bonin group, Iwo has enough flat land, however, for air strips.

Iwo presents peculiar and difficult problems. It lies in an area where the earth's crust is subject to frequent volcanic disturbances; indeed in this strange region islands sometimes are "born" and "die" quickly. The seas are generally rough and sometimes roiled by typhoons. Sulphur gas is expelled from fissures in the earth's crust under the sea.

#### **Strong Garrison Indicated**

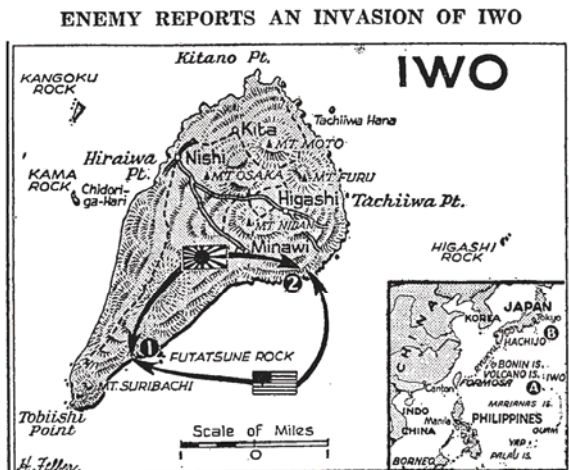
Iwo is probably garrisoned by 10,000 to 15,000 Japanese—a strong garrison for such a small island. A few civilian inhabitants—there were some 1,000 before the war—may still remain on the island. The small town of Nishi lies on the western coast, and there are two tiny villages in the eastern part of the island. In general the coast is rugged and precipitous, and there are only a few fairly good landing beaches which are commanded by plunging and enfilading fire from guns sited in the adjacent cliffs and mountains.

The most prominent feature of Iwo Jima is Mount Suribachi, a truncated cone of volcanic origin, described in the Japan Pilot as an active volcano, but by the National Geographic Society as an extinct cone. This rises to a height of 546 feet at the southern end of Iwo Jima and is joined to the rest of the island by a somewhat nar-

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 Although Admiral Nimitz' communiqué said merely that our battleships and cruisers were still bombarding Iwo, the Japanese claimed to have repulsed American landings at Futatsune beach (1) and on the southeastern shore of the island (2). In addition to action around Iwo (A on inset), the foe said carrier planes had attacked Hachijo (B), an island 200 miles south of Tokyo.

***Iwo a Strategic Prize***

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By HANSON W. BALDWIN

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2. How large of a Japanese garrison does the U.S. believe is on the island?
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1. Where are the possible invasion beaches located?  
*There are two possible landing beaches.*
  - a. *Where Mt. Suribachi connects with the rest of the island is an isthmus of volcanic sand which is a possible site for an American landing.*
  - b. *South of Hiraiwa-saki near the town of Nishi is another site where U.S. forces could land.*
  - c. *The reporter mentions two beaches at Tachiiwa Hana that could be used but have surf conditions that could "imperil landing operations."*
  
2. Where are the airfields located?  
*Inland, near the center of the island*
  
3. How does the information in questions four and five help the defenders?  
*If the enemy is limited to where he can come ashore and the airfields are the only important targets on the island then the Japanese commander can deploy his men and defensive positions accordingly.*
  
4. Why is this island important to the United States?  
*U.S. authorities plan to use this island as an advanced airfield. Long-range fighter aircraft would be able to accompany/escort B-29 bombers from their bases in the Marianas as they fly to Japan. Also, control of this island would protect the Marianas bases against Japanese air attacks. Lastly, if there was enough room, airfields capable of handling bombers could be built. This would allow shorter ranged bombers to join in on the raids against Japan.*
  
5. Define the following terms and explain why they are a concern for U.S. planners.

**plunging fire**

*fire onto enemy troops and positions from an elevated position*

**enfilade fire**

*gunfire that is directed along the length of an enemy formation, in this case troops that are landing at water's edge before advancing inland*

*Both of these types of fire would cause severe damage to U.S. forces that were attempting to invade Iwo Jima. Plunging fire would reduce the cover available to the Americans. The Japanese would be able to see and fire on the Americans. Enfilade fire would allow the Japanese defenders to maximize the casualties they would inflict.*

row but progressively widening isthmus of volcanic sand, which offers a possible landing beach. Another possible landing beach is near Nishi, just south of the rocky point of Hiraiwa-saki, where the sandy beach of Chidori-ga-Hara, fringed by a reef for part of its length, stretches for a few hundred yards. Tachiiwa Hana is a point about one and three-quarter miles southeastward of the north point of Iwo and has two small sandy beaches with high cliffs near them. A heavy swell at any of these beaches might imperil landing operations.

The island as a whole is a dreary place, particularly the northeastern part of it, which the Japan Pilot describes as consisting of "layers of rock \* \* \* a barren tableland through which in many places sulphur gas or black smoke is emitted."

"The northeastern coast is mostly of cliffs which alternate with stony or sandy beaches," the Pilot adds.

The Japanese air strips are inland, about in the center of the island.

The island under attack, situated in a sea where underwater disturbances frequently cause strange phenomena, and where bubbles of sulphur boil above the surface, is thus a drab place, made even more unpleasant by the "rotten-egg smell" of sulphur gas.

But it has some redeeming features. Sugar cane and vegetables are grown; the inhabitants do a little fishing, and there is, or was, a sugar refinery on the island. Vegetation in some parts of the island is luxuriant, for the climate is semi-tropical. The temperature at this time of year may drop, however, to less than 50 degrees, though it is apt to be quite warm in the daytime. Palms, great ferns, and banyan trees are found and bats of many kinds, including the "slit-faced" bat, the "flying fox" bat, and the "trumpet-eared" bat, are plentiful. Rain water is the principal drinking supply.

The strategic advantage of this island to the United States would be as an advanced airfield. Long-range fighter planes based on it could probably accompany B-29's, based on the Marianas on their raids against Japan, and could also protect our Marianas bases against Japanese air attacks from the north. It might also be possible, if the area of flat ground is large enough, to build bomber strips on the island. Iwo Jima is close enough to Tokyo to permit the use, if desired, of B-24 Liberators in the raids against Japan.

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# TEACHER PAGE

## OPERATION DETACHMENT: NEWSPAPER REPORTS

**OBJECTIVE:** At the end of this activity, you will be able to use news reports to explain how the Battle for Iwo Jima was presented in newspapers of the time.

**ACTIVITY:** Read the article *MARINES' ADVANCE ON IWO IS SLOWED*, and answer the following questions.

1. How large are the gains made by the Marines?  
*The Marines have made gains of 50 to 100 yards.*
2. What Japanese action are most Marine casualties attributed to?  
*Hand-to-hand fighting between Japanese soldiers and U.S. Marines is the main cause of casualties.*
3. How many casualties do the American authorities claim the Japanese have suffered? Is this number reliable? Why or why not?  
*The U.S. authorities claim 12,864 Japanese killed and wounded to this point in the battle. The report is probably not accurate since "the enemy is adept at concealing his losses." Additionally, 81 prisoners had been taken with 45 of the prisoners being Koreans serving in the Imperial Japanese Army.*
4. How much of Iwo Jima was still in Japanese hands when this article was written?  
*One third of the island was still held by the Japanese when this article was written.*
5. According to the report, where does Japanese resistance seem the strongest?  
*Japanese resistance appears to be strongest against the 5<sup>th</sup> Marines on the left flank of the U.S. lines.*
6. What are the types of weapons that are most effective against the Japanese defenses?  
*Flamethrowers and grenades eliminate Japanese positions in a "matter of minutes."*
7. What kind of support are the Marines receiving? How are they using it?  
*The Marines are being supported by ships of the U.S. Navy which surround Iwo Jima. These ships provide "call fire" for the Marines. Also, aircraft of the U.S. 7<sup>th</sup> Air Force have been dropping supplies. U.S. Navy and Marine aircraft are bringing in supplies and mail as well as evacuating wounded.*
8. How would you describe the Japanese resistance on Iwo Jima?  
*Answers will vary but should describe the resistance as fierce, determined, strong, etc.*
9. How does this article support the information presented in the veterans' stories?  
*Answers will vary but should state that the article is supported by the stories.*

## MARINES' ADVANCE ON IWO IS SLOWED

**They Hack Out Gains of 50 to  
100 Yards in Fierce Fighting  
—Japanese Dead at 12,864**

**By BRUCE RAE**

**By Wireless to THE NEW YORK TIMES.**

**GUAM, Monday, March 5—** Japanese resistance on Iwo continues to mount, Admiral Chester W. Nimitz' communiqué announced today, and as a result the marine lines on the barren island are substantially unchanged, although gains of fifty to 100 yards were made in some sectors, notably in the Minami-Higashi area, where a Japanese strong point was wiped out.

While numerous marine casualties are an inevitable outcome of the hand-to-hand fighting, the Japanese dead increase day by day

**Continued on Page 9, Column 3**

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**Continued on Page 9, Column 3**

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Continued From Page 1

even if the enemy is adept at concealing losses. Headquarters reported that up to 6 P. M. Saturday a total of 12,864 enemy dead had been counted and eighty-one prisoners taken. Of those captured forty-five were Koreans in Japanese uniforms.

The effort of the enemy to hold the less than one-third of Iwo still in his hands was particularly concentrated, it seemed, on the front assigned to the Fifth Marine Division on the left flank. There the volume of Japanese fire reached a new high, but it was noticed that mortars were at a minimum, while rifle fire increased.

Yesterday, under an overcast sky, the Japanese in this area attempted a counter-attack. It was not of the "banzai" type, but strong, nevertheless. They rushed the marine lines, but the Americans poured out a devastating fire and the enemy ranks broke and the remnants retreated. Several hundred Japanese dead were left behind and many wounded.

### Flame-throwers Rout Enemy

The elimination of the Japanese pocket just beyond Minami followed more than two days of concentrated marine fire. Several times the Leathernecks attempted to advance through difficult terrain against terraced defensive fortifications but were unable today to register results. Finally they got up where flame-throwers and grenades could be used and then it was only a matter of minutes before we had the point.

Supporting the marines Saturday night were guns of the strong fleet lying off Iwo. Parties sent ashore wiggled into positions to spot Japanese nests. Then "call fire" was sent into the enemy hold-outs, the gunners of the ships responding to the phoned requests of those ashore for fire here or there. As fast as the nests were flattened, the marines rushed them and mopped up.

Back in the rear area of Iwo—perhaps a misnomer, "rear," since the Japanese can still drop artillery fire when they choose on virtually any point on the island, marine detachments were engaged in sealing caves. In many cases Japanese were buried alive when they

refused to come out and surrender. Dynamite was used to lodge earth over cave entrances.

Many caves are extensive, one sealed yesterday is described as "enormous."

Most of the caves are used for Japanese mausoleums, but these must be closed since enemy survivors sneak back to snipe.

The only place, seemingly, where mortars still are employed by the Japanese is in an attempt to disrupt air traffic on the southern airfield. Whenever transport planes landed to take on wounded the Japanese lobbed shells over, but the medics calmly ignored the shells.

Elsewhere in the vast Pacific area Admiral Nimitz reported activities against the Japanese. Carrier aircraft and the Seventh Air Force attacked Chichi Island in the Bonins with bombs and rockets. The results were not known.

Corsairs and Hellcats of the Fourth Marine Wing hit the enemy in the Palaus on Saturday, and one of our planes was lost to anti-aircraft fire. Marine fighters the same day struck Yap, and also strafed and bombed Ponape. The Navy neutralizing attack on Japanese bases in the Marshalls continued unabated.

A fleet of ten C-47's flew over Iwo late Saturday at less than 100 feet altitude, dropping 3,300 pounds of mortar shells in parachute packs to the marines. The Seventh Air Force planes flew in line at timed intervals to make the delivery. Lieut. Peter Book of Perth Amboy, N. J., navigator of the first plane, said:

"We flew low over the landing strip and dropped a message that floated down on a streamer like a yellow kite tail. We couldn't radio for fear of tipping off the Japs on the nature of the cargo we were carrying. As the message streamer hit the ground behind us the whole landing strip was struck by Jap fire and bulged up under us in a cloud of dust. Then we saw quick streaks of white darting across the ground. The Japs were firing rockets. Our radio told us to get out of there, and we did. We flew over again, dumped our loads out of our side door and saw them land. There were puffs of white around the parapaks on the field, but the marines ran out and hustled the bundles off the field, and I don't think any of them were hit."

### Transport Planes Land

IWO ISLAND, March 3 (Delayed) (P)—The first transport

planes landed today on the American-won southern airfield while a marine engineer battalion was still putting it into shape.

The planes were carrying supplies from Guam. Plenty of supplies are coming in from the beach, but these consignments were sent for speed.

The first to land was a Douglas C-47 piloted by Navy Comdr. C. A. Keller of Topeka, Kan., a graduate of Annapolis, class of '33. He landed about 11:30 A. M., and shortly afterward a Marine Curtiss Commando came in with Lieut. Col. M. S. Macakay, Far Hills, N. J.

The Japanese apparently spotted the first plane from the high points still in their hands, for shortly after it landed they lobbed in three mortar shells. The shots fell wide of the mark and no harm was done.

Transport planes from Saipan have been flying over the field regularly the last three days, dropping mail by parachute. Today's mail-drop totaled 8,000 pounds.

A V-mail laboratory now is in full operation and homebound mail is going out daily via seaplane.

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# TEACHER PAGE

## OPERATION DETACHMENT: SPEECHES

**OBJECTIVE:** At the end of this activity, you will be able to understand and explain how the sacrifices made during the Battle of Iwo Jima and the hopes for the future were related to the survivors of the battle.

**ACTIVITY:** Read the sermon, and answer the following questions.

1. What is the purpose of this speech?  
*This is a sermon dedicating the 5<sup>th</sup> Marine Cemetery on Iwo Jima.*
2. The speaker describes the undertaking faced by himself and his audience as the “hardest task...faced since D-Day.” What is the task and why is it difficult?  
*The Marines that had survived the fighting on Iwo Jima were dedicating a cemetery to those Marines that had not survived the fighting. It was a difficult task since:*
  - A. *Comrades and friends that had been alive up to the day before.*
  - B. *Those that had died may have lost their lives within view of their friends.*
  - C. *Those that had survived might be alive due to the supreme sacrifice made by those Marines that had died.*
3. What is the ultimate cost of war?  
*The cost of the war is the possible loss of a man who could have discovered the cure for cancer or would have found a way to eliminate want, poverty and hardship.*
4. What great American speech is used within this sermon?  
*Chaplain Gittelsobn quotes the Gettysburg Address when he says, “The world will little note nor long remember what we say here. It can never forget what they did here.”*
5. What lesson does the Chaplain Gittelsobn want the men listening to him to take home from the sermon?  
*He wants the survivors of the battle, and the war, “to show the same selfless courage in peace that they did in war.” He wants the living to insure that future generations will live free and never suffer these pain and horror of war again.*
6. How does he define the “purest democracy?”  
*The purest democracy is the one where there is no prejudice or hatred. He is referring to the cemetery as, at the time of the sermon, it was the only place where all, “officers and men, Negroes and whites, rich men and poor...Protestants, Catholics, and Jews...” were together. And “...where no man prefers another because of his faith or despises him because of his color.” And “...there were no quotas of how many from each group are admitted or allowed.”*
7. What dangers does the chaplain warn his audience about?  
*Chaplain Gittelsobn cautions against the danger posed by those that will be satisfied with the world as it is and not with what it could be. He warns that there will be those that would rather maintain the status quo, and allow the “seeds of war” to grow and bear fruit. He also counsels his audience to not listen to those who will insist that it will be better to do business with the enemies of mankind than to destroy them.*
8. What does he want to see America do?  
*He wanted the United States, once the war ended, to unite with the other allied nations, especially Britain, China, and Russia to create a world in which peace and freedom would be available to all.*
9. What elements of this speech do you fee; have the most impact? Explain your position fully.  
*Answers will vary, but could focus on the following:*
  - A. *Chaplain Gittelsobn’s use of forceful descriptions of what he dead had died defending.*
  - B. *The linking of the survivors’ future actions to a sense of debt owed to the dead.*
  - C. *The dire warnings of what could happen if the living did not work to for change.*
  - D. *The use of the Gettysburg Address places the Battle for Iwo Jima on a level with the Battle of Gettysburg as a pivotal moment in United States History.*

## TEACHER PAGE

10. Do you believe that the tone of this sermon was appropriate considering when, where, and to whom it was directed. Why or why not?

*Answers should be that the tone of the sermon was appropriate. The battle was the most horrific in Marine Corps history. More Marines became casualties in this battle than in any other battle fought by them during the Second World War. Additionally, this was the only battle in which Marine casualties were greater than the total number of enemy on the island. This battle was recognized at the time as a defining moment in Marine Corps history. The men who had fought the battle knew it as did Chaplain Gittelsohn. Furthermore, by taking the tone he did, the chaplain was able to give his warnings and wishes that much more significance.*

11. Do you feel that the role Chaplain Gittelsohn wanted the United States to play in the post war world was acceptable? Defend your position with appropriate examples from events that occurred after the Battle for Iwo Jima.

*Answers will vary. Student responses should focus on how U.S. economic, military, and political resources have been used between 1945 and the present day.*

12. Chaplain Gittelsohn was supposed to present his sermon in an interdenominational service. However, other chaplains argued against any joint Service of Memorial. These chaplains felt that since few of the Marine dead were Jewish there was no reason for a rabbi to preside over the service. The Division Chaplain, who had originally asked Chaplain Gittelsohn to preside over the service, gave in to the protests. Chaplain Gittelsohn gave his sermon at a small Jewish service instead. His sermon received wide attention due to the efforts of three Protestant chaplains that came to the Jewish sermon instead of their own. One of these men distributed copies of the sermon. How does this reflect on the fears of Chaplain Gittelsohn about the future? Explain your position fully using details from the sermon.

*The refusal by certain members of the clergy, which had been witness to the horrors of Iwo Jima, to allow Chaplain Gittelsohn to preside at an interdenominational service showed that intolerance was still in existence. However, the fact that certain chaplains felt strongly enough to distribute the sermon shows that people would not accept intolerance. When Chaplain Gittelsohn talks about those that would "insist with the voice of sweet reasonableness and appeasement that it is better to trade with the enemies of mankind than, by crushing them, to lose their profit" he is talking about the situation he was faced with.*



## TEACHER PAGE

**The Purest Democracy: Dedication of 5th Marine Division Cemetery on Iwo Jima**  
**Chaplain Roland B. Gittelsohn, USN**  
**26 March 1945**

This is perhaps the grimmest, and surely the holiest task we have faced since D-Day. Here before us lie the bodies of comrades and friends. Men who until yesterday or last week laughed with us, joked with us, trained with us. Men who were on the same ships with us, and went over the sides with us, as we prepared to hit the beaches of this island. Men who fought with us and feared with us. Somewhere in this plot of ground there may lie the man who could have discovered the cure for cancer. Under one of these Christian crosses, or beneath a Jewish Star of David, there may rest now a man who was destined to be a great prophet to find the way, perhaps, for all to live in plenty, with poverty and hardship for none. Now they lie here silently in this sacred soil, and we gather to consecrate this earth in their memory.

It is not easy to do so. Some of us have buried our closest friends here. We saw these men killed before our very eyes. Any one of us might have died in their places. Indeed, some of us are alive and breathing at this very moment only because men who lie here beneath us, had the courage and strength to give their lives for ours. To speak in memory of such men as these is not easy. Of them, too, can it be said with utter truth: "The world will little note nor long remember what we say here. It can never forget what they did here."

No, our poor power of speech can add nothing to what these men and the other dead of our division who are not here have already done. All that we can even hope to do is follow their example. To show the same selfless courage in peace that they did in war. To swear that, by the grace of God and the stubborn strength and power of human will, their sons and ours shall never suffer these pains again. These men have done their job well. They have paid the ghastly price of freedom. If that freedom be once again lost, as it was after the last war, the unforgivable blame will be ours, not theirs. So it be the living who are here to be dedicated and consecrated.

We dedicate ourselves, first, to live together in peace the way they fought and are buried in war. Here lie men who loved America because their ancestors, generations ago helped in her founding, and other men who loved her with equal passion because they themselves or their own fathers escaped from oppression to her blessed shores. Here lie officers and men, Negroes and whites, rich men and poor...together. Here are Protestants, Catholics, and Jews...together. Here no man prefers another because of his faith or despises him because of his color. Here there are no quotas of how many from each group are admitted or allowed. Among these men there is no discrimination. No prejudice. No hatred. Theirs is the highest and purest democracy.

Any man among us the living who fails to understand that, will thereby betray those who lie here dead. Whoever of us lifts his hand in hate against a brother, or thinks himself superior to those who happen to be in the minority, makes of this ceremony and of the bloody sacrifice it commemorates, an empty, hollow mockery. To this, then, as our solemn, sacred duty, do we the living now dedicate ourselves: to the right Protestants, Catholics, and Jews, of white men and Negroes alike, to enjoy the democracy for which all of them have here paid the price.

### NOTES

## TEACHER PAGE

To one thing more do we consecrate ourselves in memory of those who sleep beneath these crosses and stars. We shall not foolishly suppose, as did the last generation of America's fighting men, that victory on the battlefield will automatically guarantee the triumph of democracy at home. This war, with all its frightful heartache and suffering, is but the beginning of our generation's struggle for democracy. When the last battle has been won, there will be those at home, as there were last time, who will want us to turn our backs in selfish isolation on the rest of organized humanity, and thus to sabotage the very peace for which we fight. We promise you who lie here; we will not do that. We will join hands with Britain, China, Russia—in peace, even as we have in war, to build the kind of world for which you died.

When the last shot has been fired, there will still be those eyes that are turned backward not forward, who will be satisfied with those wide extremes of poverty and wealth in which the seeds of another war can breed. We promise you, our departed comrades: this, too, we will not permit. This war has been fought by the common man; its fruits of peace must be enjoyed by the common man. We promise, by all that is sacred and holy, that your sons, the sons of miners and millers, the sons of farmers and workers—will inherit from your death the right to a living that is decent and secure.

When the final cross has been placed in the last cemetery, once again there will be those to whom profit is more important than peace, who will insist with the voice of sweet reasonableness and appeasement that it is better to trade with the enemies of mankind than, by crushing them, to lose their profit. To you who sleep here silently, we give our promise: we will not listen: We will not forget that some of you were burnt with oil that came from American wells, that many of you were killed by shells fashioned from American steel. We promise that when once again men seek profit at your expense, we shall remember how you looked when we placed you reverently, lovingly, in the ground.

This do we memorialize those who, having ceased living with us, now live within us. Thus do we consecrate ourselves, the living, to carry on the struggle they began. Too much blood has gone into this soil for us to let it lie barren. Too much pain and heartache have fertilized the earth on which we stand. We here solemnly swear: this shall not be in vain. Out of this, and from the suffering and sorrow of those who mourn this, will come—we promise—the birth of a new freedom for the sons of men everywhere. Amen.

### NOTES



### OPERATION DETACHMENT: SPEECHES

**OBJECTIVE:** At the end of this activity, you will be able to understand and explain how the sacrifices made during the Battle of Iwo Jima and the hopes for the future were related to the survivors of the battle.

**ACTIVITY:** Read the sermon, and answer the following questions.

1. What is the purpose of this speech?
2. The speaker describes the undertaking faced by himself and his audience as the “hardest task...faced since D-Day.” What is the task and why is it difficult?
3. What is the ultimate cost of war?
4. What great American speech is used within this sermon?
5. What lesson does the Chaplain Gittelson want the men listening to him to take home from the sermon?
6. How does he define the “purest democracy?”
7. What dangers does the chaplain warn his audience about?
8. What does he want to see America do?
9. What elements of this speech do you feel; have the most impact? Explain your position fully.

10. Do you believe that the tone of this sermon was appropriate considering when, where, and to whom it was directed. Why or why not?
  
  
  
  
  
  
  
  
  
  
11. Do you feel that the role Chaplain Gittelsohn wanted the United States to play in the post war world was acceptable? Defend your position with appropriate examples from events that occurred after the Battle for Iwo Jima.
  
  
  
  
  
  
  
  
  
  
12. Chaplain Gittelsohn was supposed to present his sermon in an interdenominational service. However, other chaplains argued against any joint Service of Memorial. These chaplains felt that since few of the Marine dead were Jewish there was no reason for a rabbi to preside over the service. The Division Chaplain, who had originally asked Chaplain Gittelsohn to preside over the service, gave in to the protests. Chaplain Gittelsohn gave his sermon at a small Jewish service instead. His sermon received wide attention due to the efforts of three Protestant chaplains that came to the Jewish sermon instead of their own. One of these men distributed copies of the sermon. How does this reflect on the fears of Chaplain Gittelsohn about the future? Explain your position fully using details from the sermon.



**The Purest Democracy: Dedication of 5th Marine Division Cemetery on Iwo Jima  
Chaplain Roland B. Gittelsohn, USN  
26 March 1945**

This is perhaps the grimmest, and surely the holiest task we have faced since D-Day. Here before us lie the bodies of comrades and friends. Men who until yesterday or last week laughed with us, joked with us, trained with us. Men who were on the same ships with us, and went over the sides with us, as we prepared to hit the beaches of this island. Men who fought with us and feared with us. Somewhere in this plot of ground there may lie the man who could have discovered the cure for cancer. Under one of these Christian crosses, or beneath a Jewish Star of David, there may rest now a man who was destined to be a great prophet to find the way, perhaps, for all to live in plenty, with poverty and hardship for none. Now they lie here silently in this sacred soil, and we gather to consecrate this earth in their memory.

It is not easy to do so. Some of us have buried our closest friends here. We saw these men killed before our very eyes. Any one of us might have died in their places. Indeed, some of us are alive and breathing at this very moment only because men who lie here beneath us, had the courage and strength to give their lives for ours. To speak in memory of such men as these is not easy. Of them, too, can it be said with utter truth: "The world will little note nor long remember what we say here. It can never forget what they did here."

No, our poor power of speech can add nothing to what these men and the other dead of our division who are not here have already done. All that we can even hope to do is follow their example. To show the same selfless courage in peace that they did in war. To swear that, by the grace of God and the stubborn strength and power of human will, their sons and ours shall never suffer these pains again. These men have done their job well. They have paid the ghastly price of freedom. If that freedom be once again lost, as it was after the last war, the unforgivable blame will be ours, not theirs. So it be the living who are here to be dedicated and consecrated.

We dedicate ourselves, first, to live together in peace the way they fought and are buried in war. Here lie men who loved America because their ancestors, generations ago helped in her founding, and other men who loved her with equal passion because they themselves or their own fathers escaped from oppression to her blessed shores. Here lie officers and men, Negroes and whites, rich men and poor...together. Here are Protestants, Catholics, and Jews...together. Here no man prefers another because of his faith or despises him because of his color. Here there are no quotas of how many from each group are admitted or allowed. Among these men there is no discrimination. No prejudice. No hatred. Theirs is the highest and purest democracy.

Any man among us the living who fails to understand that, will thereby betray those who lie here dead. Whoever of us lifts his hand in hate against a brother, or thinks himself superior to those who happen to be in the minority, makes of this ceremony and of the bloody sacrifice it commemorates, an empty, hollow mockery. To this, then, as our solemn, sacred duty, do we the living now dedicate ourselves: to the right Protestants, Catholics, and Jews, of white men and Negroes alike, to enjoy the democracy for which all of them have here paid the price.

**NOTES**

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**NOTES**

## TEACHER PAGE

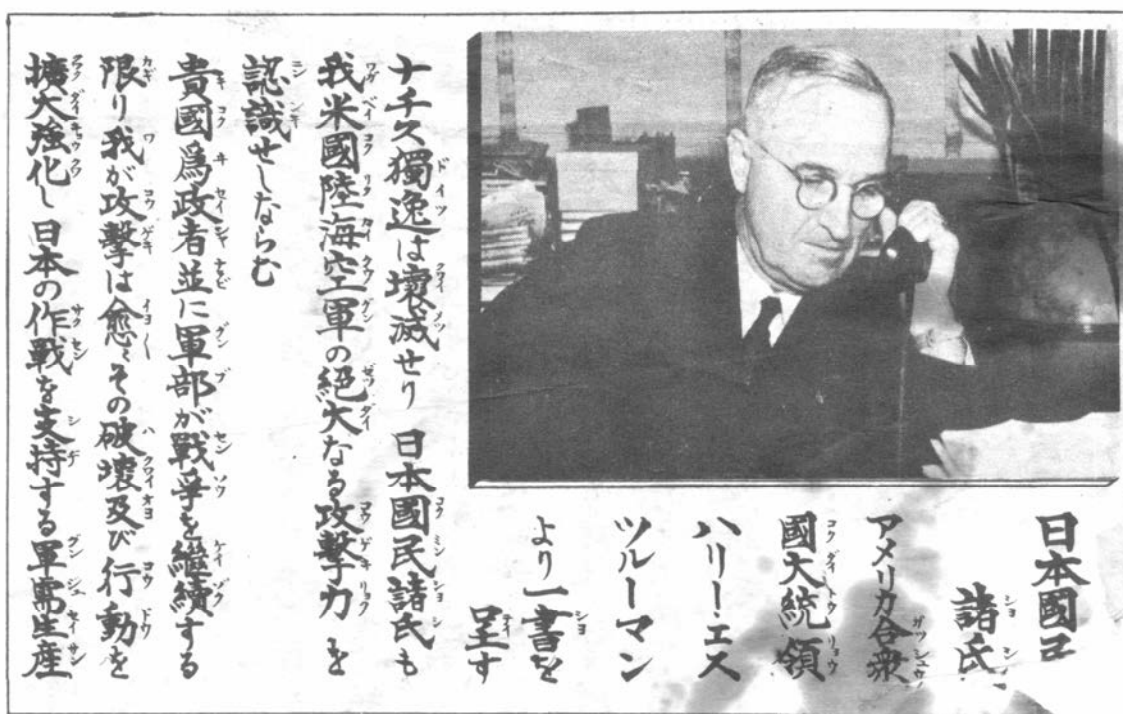
### CREATIVE WRITING ACTIVITY: PERSUASIVE LEAFLET

**OBJECTIVE:** At the end of this activity, you will be able to present concise and convincing arguments to convince an enemy to surrender in leaflet form.

**ACTIVITY:** Create a persuasive leaflet that could be dropped on enemy military positions.

**EXAMPLE:** The pilot of a B-29 Superfortress bomber retained the leaflet below after dropping similar leaflets on Yokohama, Japan in 1945. The leaflet describes the situation facing the Japanese at the time and included the following information:

- The Imperial Japanese Navy has been driven from the seas.
- The Imperial Japanese Army has been unable to hold onto their conquests from the early years of the war.
- The air forces of the Japanese Army and Navy are incapable of stopping the raids by U.S. bombers.
- The Allied attacks on Japanese ships, possessions, and cities will continue until Japan surrenders.



**ASSIGNMENT:** Create a leaflet that will help convince the enemy to stop fighting.

1. Think about the following points before creating your leaflet:
  - Is the target audience the enemy civilians?
  - What points will you make to show the futility of continuing the war?
  - What proof will you provide?
  - What, if any, images will you include on the leaflet?
2. After you have answered the above points, you can create a rough draft of your leaflet.
3. Proof the text for your leaflet and search for images that will add impact to your final product.
4. Create a second draft with all images in place, review the text and make any final changes you feel are needed.
5. Create a final version of your leaflet.

*Student projects will vary. A grading rubric is provided in the appendix.*

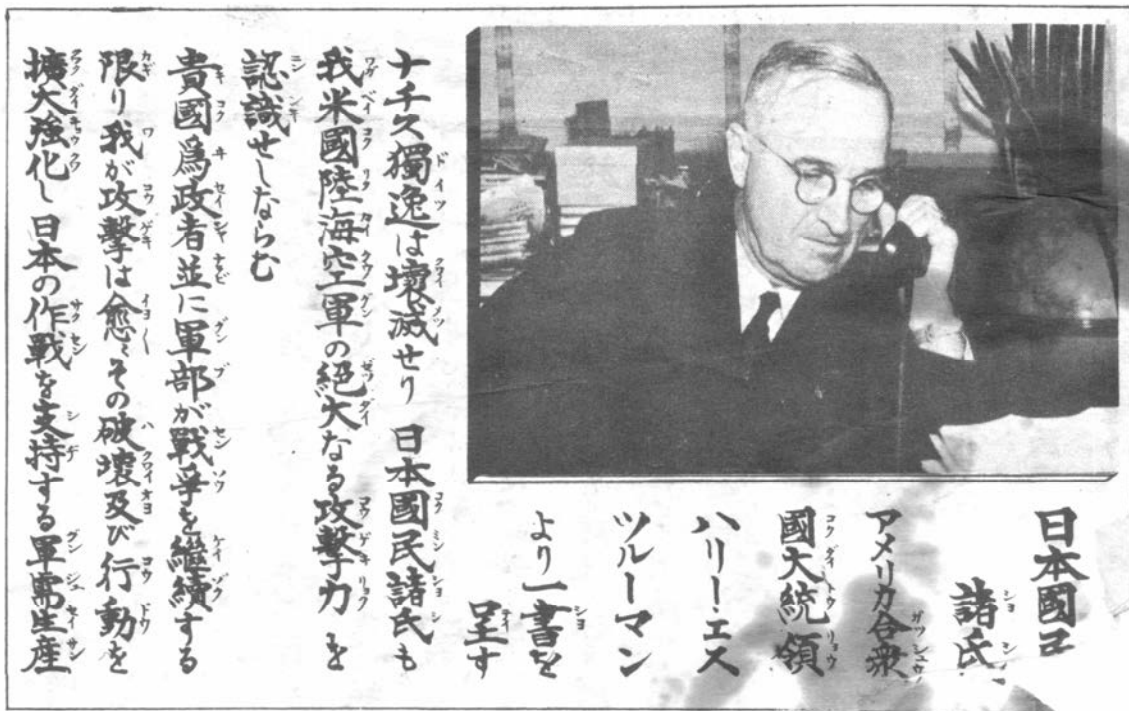
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## LEAFLET RUBRIC

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

Leaflet Title: \_\_\_\_\_ Instructor: \_\_\_\_\_

	1	2	3	4	SCORE
<b>GRAPHICS</b>	Graphics are not clearly related to the leaflet OR no graphics were used.	Graphics are somewhat related to the theme of the leaflet	Graphics are in focus and clearly related to the theme of the leaflet	Graphics are in focus, are well-cropped and clearly related to the theme of the leaflet	
<b>LEAFLET - PURPOSE</b>	The written portion of the leaflet establishes a clear purpose from the start and maintains that purpose for less than half of the essay	The written portion of the leaflet establishes a clear purpose from the start and maintains that purpose for approximately half of the essay	The written portion of the leaflet establishes a clear purpose from the start and maintains that purpose for most of the essay	The written portion of the leaflet establishes a clear purpose from the start and maintains that purpose throughout	
<b>LEAFLET - DETAILS</b>	The details in the leaflet are clear and pertinent none of the time.	The details in the leaflet are clear and pertinent some of the time.	The details in the leaflet are clear and pertinent most of the time.	The details in the leaflet are clear, effective, and vivid all of the time.	
<b>SPELLING AND GRAMMAR</b>	More than 3 spelling or grammar errors were present in the leaflet	No more than 3 spelling or grammar errors were present in the leaflet	No more than 2 spelling or grammar errors were present in the leaflet	No spelling or grammar errors were present in the leaflet	
<b>CONTENT KNOWLEDGE</b>	The student could answer none of the questions about the subjects, ideas, and themes shown in the leaflet	The student could answer half of the questions about the subjects, ideas, and themes shown in the leaflet	The student could answer most questions about the subjects, ideas, and themes shown in the leaflet	The student could answer all questions about the subjects, ideas, and themes shown in the leaflet	
<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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Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

### 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?

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

### 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?

---

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### DOCUMENT ANALYSIS FORM

Type of document (check one):

- |   |   |
|---|---|
| <input type="checkbox"/> Letter<br><input type="checkbox"/> Speech<br><input type="checkbox"/> Magazine<br><input type="checkbox"/> Newspaper | <input type="checkbox"/> Journal/Diary<br><input type="checkbox"/> Government Document<br><input type="checkbox"/> Song Lyrics<br><input type="checkbox"/> 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.

**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.

**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.

## ***Press Photo Proposed As Model for Monument***

By The Associated Press.

WASHINGTON, March 1—Use of a war picture taken by an Associated Press photographer as a model for a monument was proposed in Congress today.

Representative Hendricks, Democrat, of Florida, introduced a bill authorizing erection of the monument here as a tribute to "the heroic action of the Marine Corps as typified by the marines in this photograph."

Explaining his bill to the House, Mr. Hendricks declared:

"Never have I seen a more striking photograph.

"I have provided in the bill that this picture be a model for the monument, because I do not believe any product of the mind of the artist could equal this photograph in action."

The photograph, taken by Joe Rosenthal, and distributed through the wartime still picture pool, shows a group of marines of the Fifth Division's Twenty-eighth Regiment planting the American flag atop Mount Suribachi on Iwo Jima.



### Battle of Iwo Jima Quotes

**"The battle of Iwo Jima has been won. Among the Americans who served on Iwo, uncommon valor was a common virtue."**

Fleet Admiral Chester W. Nimitz, 17 March 1945.

**"The raising of the flag on Iwo Jima, means a Marine Corps for the next 500 years."**

James Forrestal, Secretary of the Navy, 23 February 1945.