



UNDERSTANDING
SACRIFICE

Activity: Resistance Rising: Fighting the Shadow War against the Germans



Guiding question:

What, if any, impact did the French Resistance have on the Allied invasion of France?

DEVELOPED BY MATTHEW POTH

Grade Level(s):

6-8, 9-12

Subject(s):

**Social Studies, English/Language Arts,
Journalism**

Cemetery Connection:

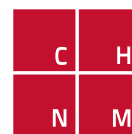
Rhone American Cemetery

Fallen Hero Connection:

Sergeant Charles R. Perry



NHD
NATIONAL
HISTORY DAY



ROY ROSENZWEIG
Center FOR
History AND
New Media

Overview

Using primary and secondary sources and interactive maps from the American Battle Monuments Commission, students will learn about the impact of the French Resistance on the battle for France and the overall outcome of the war. Students will critically analyze documents to learn about the ways in which the Resistance operated. Students will create a newspaper to inform the public and recruit potential members to the movement.

Historical Context

The French Resistance was a collection of French citizens who united against the German occupation. In addition to the German military, which controlled northern France, many French people objected to the Vichy government, the government of southern France led by World War I General Marshal Philippe Pétain. The Resistance played a vital role in the Allied advancement through France. With the aid of the men and women of the Resistance, the Allies gathered accurate intelligence on the Atlantic Wall, the deployment of German troops, and the capabilities of their enemy. Additionally, the Resistance assisted Allied POWs and downed airmen to escape from enemy controlled territory. The Office of Strategic Services, or OSS, worked closely with the Resistance to help pave the way for major Allied activities in the area. The OSS, which was the precursor to the CIA, conducted clandestine missions throughout Europe supplying weapons, training, and other war making materials to resistance fighters. The OSS also conducted direct attacks on German forces at key areas.

“Often, civilians and members of the military in non-traditional roles are overlooked when teaching World War II. To more fully understand the impact and scale of the war, students must hear the stories of these men and women.”
— Matthew Poth

Poth is a teacher at Park View High School in Sterling, Virginia.

Objectives

At the conclusion of this lesson, students will be able to

- Describe the role the French Resistance had in the liberation of France;
- Analyze primary documents; and
- Create a newspaper to help the Resistance recruit new members.

Standards Connections

Connections to Common Core

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Connections to C3 Framework

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

Documents Used ★ indicates an ABMC source

Primary Sources

Testimony of Jacqueline Pery Alincourt (translated)

Extract from Morin-Rotureau, Evelyne. 1939-1945: *Combats de femmes: Françaises et allemandes, les oubliées de la guerre*. Paris: Autrement, 2001.

English translation by Alison Browning.

Office of Strategic Service Intelligence Bulletin, June 14, 1944

National Archives and Records Administration (Record Group 226)

Appeal of General Charles de Gaulle, BBC Radio, June 18, 1940 (excerpt)

Original French transcription available at the Charles de Gaulle Foundation.

English translation by Alison Browning.

Escape and Evasion Report for Flight Officer Charles (Chuck) E. Yeager, October 19, 1942
(excerpt)

National Archives and Records Administration (Escape & Evasion Report 660)

<https://research.archives.gov/id/305272>

Secondary Sources

World War II: A Visual History Interactive Timeline ★

American Battle Monuments Commission

https://www.abmc.gov/sites/default/files/interactive/interactive_files/WW2/index.html

Materials

- Profile of the Resistance Handout
- World War II Interactive Timeline Station Handout
- Primary Document Station Questions Handout
- Vocabulary Station Activity Handout
- Coded Message Station Handout
- Coded Message Station Answer Key
- Resistance Newspaper Activity
- Resistance Newspaper Activity Rubric
- Computer with internet capability to access the *ABMC World War II Interactive Timeline*

Lesson Preparation

- Review the options below and set up materials for the desired stations.
 - Station One - Vocabulary
 - Print one Vocabulary Station Activity for each student.
 - Station Two - Coded Messages
 - Print one Coded Message Station Handout for each group of students.
 - Print one Coded Message Station Answer Key to verify student work.
 - Station Three - Primary Documents
 - Print one Primary Document Station Questions Handout for each student.
 - Print two to three copies of the primary sources for students to share.
 - Station Four - World War II Interactive Timeline
 - Print one World War II Interactive Timeline Station Handout for each student.
- Print one copy of the Resistance Newspaper Activity and Rubric for each student.

- Divide students into groups of four students each and arrange desks into distinct table groups.
- Set up classroom technology, if necessary.
- Test all online resources before class.

Procedure

Activity One: Introducing the Resistance (90 minutes)

- Group students into groups of four to complete station activities.
- Distribute the Profile of the Resistance Handout to each student.
 - The teacher can either ask students to read on their own, in their group, or as a class.
- Ask students:
 - *Have you heard of the French Resistance before?*
 - *Does the French Resistance remind you of other groups in history?*
 - *Do you think that small groups like the Resistance can make a major impact in an occupied country, or are they just a nuisance to the occupying forces?*
- Introduce the station activities.
 - *Teacher Tip:* This lesson sets out four station possibilities, choose the stations that best meet the needs of your students. Based on class size, teachers may select to make larger student groups or duplicates of stations. Stations are designed to last 15-25 minutes each (adjust as needed to meet the needs of your students). It is understood that some students will struggle to accomplish these tasks in the time allotted.
- Station One, Vocabulary: Students will define each term and draw a picture to help remember the word. Students will write a brief paragraph using the vocabulary to tie the terms together.
- Station Two, Coded Messages: Teams will decipher a message, construct a response to it, and then recode it.
 - *Teacher Tip:* If desired, groups could leave a message for the next group to decipher. This activity could be timed for speed and accuracy.
- Station Three, Primary Documents: Students will read selected primary accounts, respond to questions, and make predictions.
- Station Four, World War II Interactive Timeline: Students will use the *World War II: A Visual History Interactive Timeline* from the ABMC to learn about the Normandy, Northern France, and Southern France campaigns.
- Teacher will direct students to wrap up and synthesize material learned at each station.

Assessment

- Distribute copies of the Resistance Newspaper Activity and Rubric. Decide if students will work alone or in pairs to complete the task.
- Explain that students are going to write an underground newspaper to help recruit new members to the Resistance.
- The final product can be scored using the Resistance Newspaper Activity Rubric.

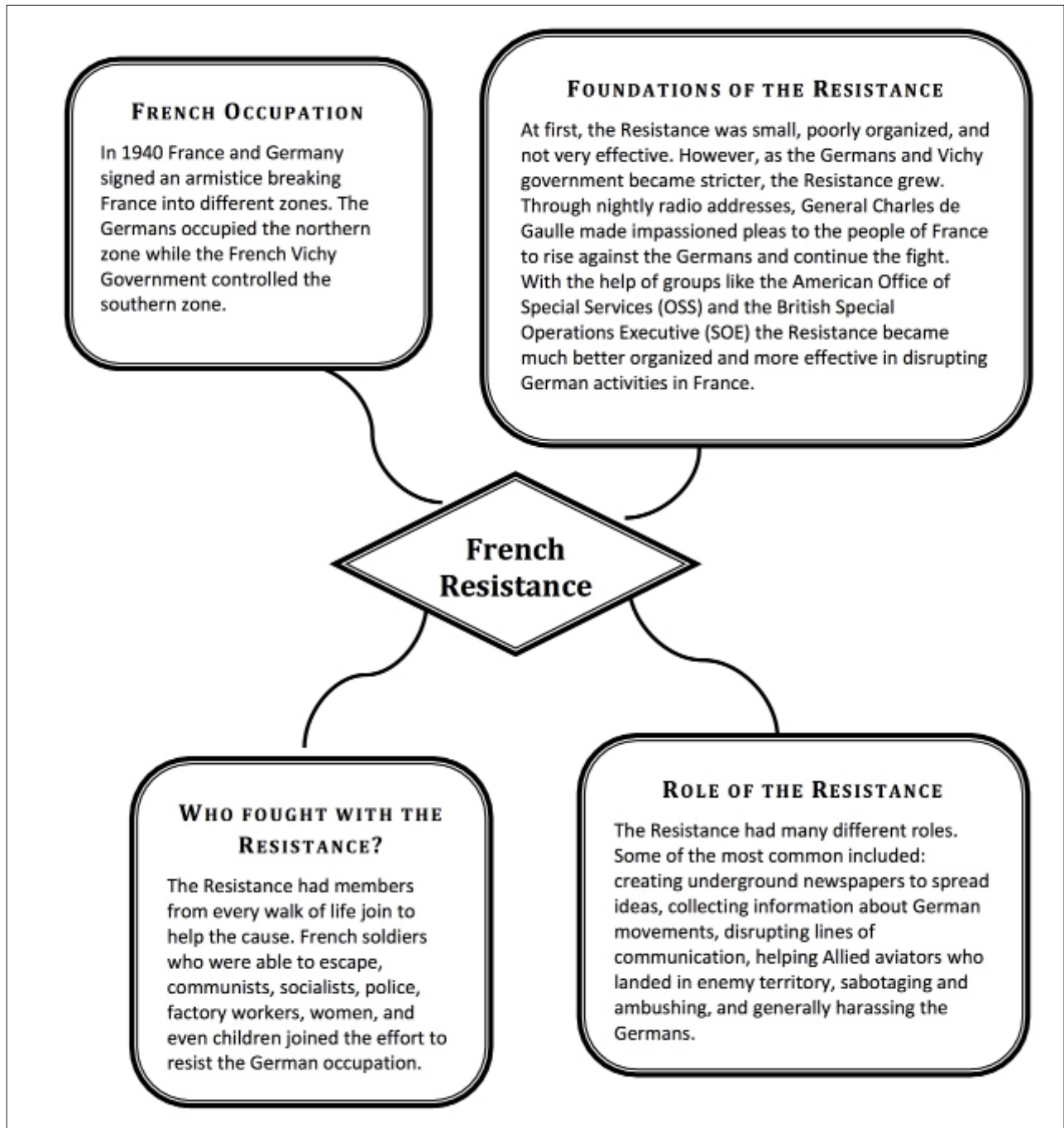
Methods for Extension

- Students could research key members of the Resistance and create presentations highlighting important information.
- Students could research other resistance movements in World War II to compare and contrast their actions and impact.
- Students could explore the counter-resistance actions taken by the Vichy French Government and German authorities.
- Students can collaborate with lessons in English or French class to expand lessons learned and to investigate daily life in occupied France.
- The American Battle Monuments Commission maintains U.S. military cemeteries overseas. These cemeteries are permanent memorials to the fallen, but it is important that students know the stories of those who rest here. To learn more about the stories of some of the men and women who made the ultimate sacrifice, visit www.abmceducation.org/understandingsacrifice/abmc-sites.

Adaptations

- The stations can be done as a whole class with the teacher walking students through each step of the process.
- For higher achieving classes, students can become an “expert” at one station. The teacher can then re-adjust the groups so that students can then teach their peers about the station they mastered.

Profile of the Resistance Handout



World War II Interactive Timeline Station Handout

Navigate to https://www.abmc.gov/sites/default/files/interactive/interactive_files/WW2/index.html.
On the main page, select the year 1944.

A. Click on the Normandy Campaign

1. Why was Operation Overlord so important to the Allies' war efforts?
2. What were some of the issues the Allies faced?
3. After watching the video, write a few sentences summarizing the campaign.

B. Click on the Northern France Campaign

1. What allowed the Allies to break through the German lines?
2. What was the "Falaise Pocket" and why was it important?
3. After watching the video, write a few sentences describing the importance of Allied air power and armored vehicles.

C. Click on the Southern France Campaign

1. What were the Allied objectives for the Southern France Campaign?
2. What were some of the issues that the Allies faced during the campaign?
3. After watching the video, summarize all three campaigns and the importance of the Allies liberating France.

Primary Document Station Questions Handout

View the questions below, then read each primary document. Answer the questions to the fullest of your ability and write in complete sentences. As you read, if you do not know what a word means, write it in the space provided, look it up, and write a definition.

Unfamiliar words:

- 1.
- 2.
- 3.
- 4.
- 5.

Document 1: Testimony of Jacqueline Pery Alincourt

1. Based on the document, why did Jacqueline join the French Resistance?
2. What were Jacqueline's responsibilities?
3. What does it mean when she says, "people put their heads in the sand"? Can you think of an instance where this is true today?
4. Predict what you think happened when the Gestapo showed up at Jacqueline's house.

Document 2: Appeal of General Charles de Gaulle, BBC Radio, June 18, 1940

1. What government is General de Gaulle talking about in the first paragraph?
2. Who are some of the allies that stand with France? How can they help?

Primary Document Station Questions Handout cont.

3. What, specifically, is General de Gaulle asking the French people to do?
4. Predict what you think happened after this speech.

Document 3: Escape and Evasion Report of Flight Officer Charles Yeager, October 19, 1942

1. What happened to Flight Officer Charles Yeager during his mission?
2. Who came to help Yeager after his plane crashed?
3. How did Yeager move from location to location and where did he stay?
4. Predict if you think Yeager evaded capture or became a Prisoner of War.

Document 4: Office of Strategic Service Intelligence Bulletin, June 14, 1944

1. Who provided the information on the report?
2. Describe some of the issues that the Germans are having. Who was providing labor for the Germans?
3. According to this report, what is the general opinion about General de Gaulle?
4. Predict: Do you think that the Allies will plan a second invasion of France?

Vocabulary Station Activity Handout

| Term | Definition | Draw a Picture |
|------------------------------------|--------------------|----------------|
| guerrilla warfare | Definition: | |
| | Original sentence: | |
| sabotage | Definition: | |
| | Original sentence: | |
| Resistance | Definition: | |
| | Original sentence: | |
| collaboration | Definition: | |
| | Original sentence: | |
| Vichy France | Definition: | |
| | Original sentence: | |
| Office of Strategic Services (OSS) | Definition: | |
| | Original sentence: | |
| propaganda | Definition: | |
| | Original sentence: | |

Vocabulary Station Activity Handout cont.

| Term | Definition | Draw a Picture |
|---------|--------------------|----------------|
| ambush | Definition: | |
| | Original sentence: | |
| covert | Definition: | |
| | Original sentence: | |
| Gestapo | Definition: | |
| | Original sentence: | |

Write a paragraph using the ten words from your vocabulary sheet. Your paragraph should explain the French Resistance in detail and show how all of these words tie together. Be sure to underline each vocabulary word.

Coded Message Station Handout

Members of the Resistance needed to be able to send and receive messages without the Germans being able to read them. This forced members of the Resistance to rely on coded messages that would not make any sense unless you had the key to decipher it (change into normal language). The Resistance, however, often used several layers of code in case a member was caught. At this station, you will work with your partners to decipher a message and respond to it. Each member will have a different decipher layer and will need to work together to understand the message. Once the code is deciphered, write a response and go back through the previous steps to code your response.

- Group member one- Use the code on the next sheet to break the first code. Hand the new code to member two.
- Group member two- Use the code on “member two” page to break the code. Hand the new code to member three.
- Group member three- Use the code on “member three” page to break the code. Hand the fully deciphered code to member four.
- Group member four- Read the deciphered code to the group and write a response. Hand the message to group member three to recode.
- Member three hands coded message to member two to recode.
- Member two hands the message to member one to recode. Leave the code behind for the next group.

Coded Message Station Handout cont.

Group Member One - Use the code on this page to break the first code. Hand the new code to member two.

| | | |
|---|---|---|
| & | = | ξ |
| ι | = | ο |
| À | = | π |
| Ä | = | ρ |
| Æ | = | ς |
| ∅ | = | σ |
| Ó | = | τ |
| Ñ | = | υ |
| Ð | = | φ |
| Î | = | χ |
| Ì | = | ψ |
| Ê | = | ω |
| È | = | ϊ |

| | | |
|----|---|---|
| ç | = | α |
| £ | = | β |
| α | = | γ |
| ¥ | = | δ |
| ı | = | ε |
| § | = | ζ |
| © | = | η |
| ₐ | = | θ |
| μ | = | ι |
| ¶ | = | κ |
| # | = | λ |
| \$ | = | μ |
| % | = | ν |

ç α ı §,

© ı Æ % ç & ∅ % ; Ð μ & © Ó ₐ Æ ; Ñ © ₐ ¥ Æ ç © Ñ μ © & ç & Ó ; % ; Æ Æ ; Î.

£ \$; Î Ñ À £ Æ μ ¥ © ı & ; ∅ Ñ Æ Ð μ Ð ; Æ ∅.

∅ ı & ¥ Æ ı À ; Æ Ó.

§ ç & ¥ μ ∅

Coded Message Station Handout cont.

Group Member Two - Use the code on this page to break the code. Hand the new code to the third group member.

| | | |
|---|---|----|
| α | = | 1 |
| β | = | 2 |
| γ | = | 3 |
| δ | = | 4 |
| ε | = | 5 |
| ζ | = | 6 |
| η | = | 7 |
| θ | = | 8 |
| ι | = | 9 |
| κ | = | 10 |
| λ | = | 11 |
| μ | = | 12 |
| ν | = | 13 |

| | | |
|---|---|----|
| ξ | = | 14 |
| ο | = | 15 |
| π | = | 16 |
| ρ | = | 17 |
| ς | = | 18 |
| σ | = | 19 |
| τ | = | 20 |
| υ | = | 21 |
| ϕ | = | 22 |
| χ | = | 23 |
| ψ | = | 24 |
| ψ | = | 25 |
| ϊ | = | 26 |

Coded Message Station Handout cont.

Group Member Three - Use the code on this page to break the code. Hand the fully deciphered code to member four.

| | | |
|----|---|---|
| 1 | = | A |
| 2 | = | B |
| 3 | = | C |
| 4 | = | D |
| 5 | = | E |
| 6 | = | F |
| 7 | = | G |
| 8 | = | H |
| 9 | = | I |
| 10 | = | J |
| 11 | = | K |
| 12 | = | L |
| 13 | = | M |

| | | |
|----|---|---|
| 14 | = | N |
| 15 | = | O |
| 16 | = | P |
| 17 | = | Q |
| 18 | = | R |
| 19 | = | S |
| 20 | = | T |
| 21 | = | U |
| 22 | = | V |
| 23 | = | W |
| 24 | = | X |
| 25 | = | Y |
| 26 | = | Z |

Coded Message Station Handout cont.

Group Member Four - Read the deciphered code to the group and write a response. Hand the message to each group member to re-code.

Coded Message Station Answer Key

Member One Code

ç ¤ ! \$,

© ! Æ % ç & Ø % ; Ð µ & © Ó ª Æ ; Ñ © ª ¥ Æ ç © Ñ µ © & ç & Ó ; % ; Æ Æ ; Î.

£ \$; Î Ñ Æ £ Æ µ ¥ © ! & ; Ø Ñ Æ Ð µ Ð ; Æ Ø.

Ø ! & ¥ Æ ! Æ ; Æ Ó.

\$ ç & ¥ µ Ø

Member Two Code

α γ ε μ,

η ε σ ν α ξ σ ν ο φ ι ξ η τ θ ρ ο υ η θ δ ρ α η σ ι η ξ α ξ τ ο ν ο ρ ρ ο χ.

β μ ο χ υ π β ρ ι δ η ε, ξ ο σ υ ρ φ ι φ ο ρ σ.

σ ε ξ δ ρ ε π ο ρ τ.

μ α ξ δ ι σ

Member Three Code

1 3 5 12,

7 5 18 13 1 14 19 13 15 22 9 14 7 20 8 18 15 21 7 8 4 18 1 7 21 9 7 14 1 14

20 15 13 15 18 18 15 23.

2 12 15 23 21 16 2 18 9 4 7 5, 14 15 19 21 18 22 9 22 15 18 19.

19 5 14 4 18 5 16 15 18 20.

12 1 14 4 9 19

Member Four Code

Acel, Germans moving through Draguignan tomorrow. Blow up bridge, no survivors. Send report.-Landis

Resistance Newspaper Activity

You are the editor of a local Resistance newspaper and need to get the next issue out. Your newspaper needs to keep the local community informed of your group's activities and of the Allied progress throughout France and the rest of Europe. Choose the date and region of France in which you operate. Based on that decision, explain your impact on the region and the campaign while recruiting new members to join your cause.

Your task is to complete the front page of your newspaper. Include headlines and subheadlines, at least two articles, and at least two images (political cartoons, advertisements, etc).

In your paper, be sure to use the *ABMC World War II: A Visual History Interactive Timeline* and other materials from class to support your choices.

Resistance Newspaper Activity Rubric

| | Advanced | Proficient | Basic | Emerging |
|-------------------------------|--|--|---|--|
| Headline | Newspaper contains headlines that capture attention and accurately describe the content. | Newspaper contains headlines that accurately describe the content. | Newspaper contains headlines that do not accurately describe the content. | Newspaper does not contain headlines. |
| Written Articles | The written articles apply specific content from the lesson used in a creative way. | The written articles apply specific content from the lesson. | The written articles apply little specific content from the lesson. The content may be confusing or hidden. | The written articles are off-topic and contain little or no content from the lesson. |
| Images | The newspaper contains two images that serve a purpose to help recruit new resistance members. | The newspaper contains two images that serve a clear purpose. | The newspaper contains one image that serves a purpose or two images that are unclear. | The newspaper does not contain images or includes unrelated images. |
| Historical Perspective | The article contains specific historical details like dates, statistics, and facts. | The article contains some historical details, including dates and facts. | The article contains some historical details but fails to include dates and specific facts. | The article fails to include historical facts. |
| Spelling and Grammar | No spelling or grammar errors. | No more than two spelling or grammar errors. | No more than three spelling or grammar errors. | Multiple spelling and grammar errors. |

Testimony of Jacqueline Pery Alincourt

Extract from Morin-Rotureau, Evelyne. 1939-1945: *Combats de femmes: Françaises et allemandes, les oubliées de la guerre*. Paris: Autrement, 2001.

English translation by Alison Browning.

"I was 22 years old in the spring of 1942 in Occupied Paris. Men, women and children were disappearing every day. How could people put their heads in the sand? I understood that I would rather die than do this. This shock helped me find a resolution within myself to help that could not be destroyed.

"I was totally involved- first as a member of BOA [Air Operations Office], then as a member of the general delegation- to fight with them against an enemy who was evil incarnate, to save the honor of man. One had to make sure there were lodgings and to organize materials needed for everyday life- identity papers, ration cards, jobs for the agents coming from London. You had to find 'drop points' (to collect clandestine mail and messages from all of France.) We had to find apartments. Fear was permanent. It was dangerous. On September 24, 1943, the Gestapo was waiting for me at my house."

Office of Strategic Service Intelligence Bulletin, June 14, 1944

National Archives and Records Administration (Record Group 226)

SECRET

OFFICE OF STRATEGIC SERVICES
WASHINGTON, D. C.

14 June 1944

FRANCE: Notes on Normandy

The following information comes from an entirely reliable source who spent 24 hours in a British-occupied sector of the Normandy front. He interviewed many local Frenchmen, including the Mayor of a recently captured town, and spoke with a dozen natives who had just come through the German lines.

According to source, there is overwhelming evidence that the Germans were caught completely by surprise. Preparations for defense were incomplete, and bore evidence of having been started, on any large scale, during the past 90 days. Some mine fields, for instance, still were marked with the warning "Achtung".

It is generally believed by both French and Germans that this landing is only the first of a series, and that the next one will be at Pas de Calais.

Source received information from all sides regarding the Germans' severe gasoline shortage, which has tied up mechanized units in many sectors.

There was evidence that the German Army had experienced a great deal of trouble with the local labor supply, and were forced to employ children 9 and 10 years old in building glider obstructions.

While there has been no forced or voluntary evacuation of civilians from this particular area, the noise of continuous firing has "put the French in a bad state mentally". Otherwise the local population appears well clothed and fed. There is no food shortage apparent in the restaurants, although prices are very high, especially under the new rate of exchange. Source states that the wine cellar of the Lion D'Or hotel is excellent.

No men of military age were seen except for several groups of foreigners, Poles and Czechs, who had just arrived, stating that they had been employed by the Germans as forced labor behind the lines and had taken advantage of the confusion to escape. Many young children and infants were in evidence, suggesting mixed German-French parentage, but source reports that the conduct of the German soldiers in general was considered extremely correct.

DeGaulle is regarded as a symbol of French resistance, but does not seem to arouse much enthusiasm as an individual or as a political leader. Pe-tain is not hated by the majority of persons with whom source spoke; he is regarded merely as a poor, tired, old man. A picture of him in the Mayor's office had been replaced by one of Marshal Foch.

(OSS Official Dispatch, London, 13 June)

FOR VICTORY
BUY
UNITED STATES
WAR
BONDS AND
STAMPS

SECRET

DECLASSIFIED
By Authority of _____
CIA 006687
By SR Date MAY 5 1975

Appeal of General Charles de Gaulle, BBC Radio, June 18, 1940

Original French transcription available at the Charles de Gaulle Foundation.

English translation by Alison Browning.

“The leaders who, for many years past, have been at the head of the French armed forces, have set up a government. Alleging the defeat of our armies, this government has entered into negotiations with the enemy with a view to bringing about a cessation of hostilities. It is quite true that we were, and still are, overwhelmed by enemy mechanized forces, both on the ground and in the air.

“It was the tanks, the planes, and the tactics of the Germans, far more than the fact that we were outnumbered, that forced our armies to retreat. It was the German tanks, planes, and tactics that provided the element of surprise which brought our leaders to their present plight. But has the last word been said? Must we abandon all hope? Is our defeat final and irremediable? To those questions I answer? No! Speaking in full knowledge of the facts, I ask you to believe me when I say that the cause of France is not lost.

“The very factors that brought about our defeat may one day lead us to victory. For, remember this, France does not stand alone. She is not isolated. Behind her is a vast Empire, and she can make common cause with the British Empire, which commands the seas and is continuing the struggle. Like England, she can draw unreservedly on the immense industrial resources of the United States. This war is not limited to our unfortunate country. The outcome of the struggle has not been decided by the Battle of France. This is a world war. Mistakes have been made, there have been delays and untold suffering, but the fact remains that there still exists in the world everything we need to crush our enemies some day. Today we are crushed by the sheer weight of mechanized force hurled against us, but we can still look to a future in which even greater mechanized force will bring us victory.

“The destiny of the world is at stake. I, general de Gaulle, now in London, call on all French officers and men who are at present on British soil, or may be in the future, with or without their arms; I call on all engineers and skilled workmen from the armaments factories who are at present on British soil, or may be in the future, to get in touch with me. Whatever happens, the flame of French resistance must not and shall not die. Tomorrow I shall broadcast again from London.”

Escape and Evasion Report of Flight Officer Charles Yeager, October 19, 1942, p. 1

National Archives and Records Administration (E&E Report 660)

YEAGER

Flying # 4 on mission to Bordeaux 3 FW190 came in from rear. Seared elevator cables. Snapped rudder with rudder + popped canopy + tried to get out I got out at 18000 ft. I took off dinghy pack, oxygen mask + helmet in air. I was whirling on back as I pulled cord at 8000 ft. An FW190 above me started towards me. As he was about 200 yds from me a GI came in on his tail + blew him up. I floated over g.ignols + landed in clearing in oak woods. There was one pine sapling about 20 ft tall. I grabbed sapling + swung down. Clute being up walked SE after hiding in w. About 200 ft 1/2 a dozen Finen ran up to me. They ran over + pulled Clute down + came back to me. One of them took me by my arm. (I took off A2 jacket + flying suit - was in O.D. trousers + shirt) and took me to house 200 yds away + gave me civilian clothes. Led me here. A gendarme came up road, so they hid me in barn. When gend. left. Meanwhile one of the other

Young man
+ his sister
about 23 +
(8)

Escape and Evasion Report of Flight Officer Charles Yeager, October 19, 1942, p. 2

National Archives and Records Administration (E&E Report 660)

men came back with note from Eng-speaking
 French woman telling me to trust my helpers.
 They took me by bicycle to hotel
 about 1 km away outside of Gaignols
 to this Eng. sp. French woman (60 yrs old)
 who has daughter (30) and grand daughter.
 The man who brought me to the hotel
 took me by bike to CASTELJALOUX to
 a house of fleshy, white haired man
 (40), [wife, son (19), daughter (17)]. Stayed
 overnight. Next morning the same man
 came back + took me to a farmhouse
 off N 133 near the lake at Font Guillem
 au Pujo bet. Pompage + Hausilles on
 left side of road going south. Stayed
 7 days. A farmer from Hausilles on 12th
 took me to Nerac. There I was put
 in house ~~was~~ 1/2 km from Nerac, house of
 regional chief (Gabriel - wife, Marie Rose
 wife's brother, Leon, an old lady (Gabriel's
 mother). This is house where Dr. Henri
 stays when he is in the neighborhood.
 After a few days Dr. Henri came in Frankel
 truck + went to the Maguis and got
 Hall + six sergeants + took them to
 the Maguis near Nerac. Then went back to
 Casteljaloux + picked up Seidel.
 On 25 we went to farmhouse + km 5 of
 Nerac.

35
 next
 wife +
 small boy
 (AFAM)
 5 yrs old

Here
 unpacked
 grenades
 +
 machine guns
 which
 RAF
 dropped by
 chute.
 Had
 37mm
 AT guns
 here!

Transcription, Escape and Evasion Report of Flight Officer Charles Yeager, October 19, 1942

National Archives and Records Administration (E&E Report 660)

Flying #4 on mission to Bordeaux 3 FW190s came in from rear. Severed elevator cables. Snap-rolled with rudder and popped canopy and tried to get. I got out at 18000 ft. I took off dinghy pack, oxygen mask and helmet in air. I was whirling on back as I pulled cord at 8000 ft. A FW190 above me, started towards me. As he was about 2000 yards from me a 51 came in on his tail and blew him up. I floated over Grignols and landed in clearing in oak woods. There was one pine sapling about 20 ft tall. I grabbed sapling and swung down. Chute hung up. Walked SE after hiding M.W. About 200 ft, ½ a dozen French ran up to me [young men and two sisters (about 23 and 18)]. They ran over and pulled chute down and came back to me. One of them took me by my arm. (I took off A2 Jacket and flying suit--was in O.D. trousers and shirt) and took me to house 200 yds. away and gave me civilian clothes. Fed me here. A gendarme came up road, so they hid me in farm. When gend. left. Meanwhile one of the other men came back with note from Eng-speaking French woman telling me to trust my helpers.

They took me by bicycle to hotel about 1 km away outside of Grignols to this Eng.sp. French Woman (60 yrs old) who has daughter (30) and granddaughter.

The men who brought me to the hotel took me by bike to CASTELVALLOUX to a house of fleshy, white haired man (40), [wife, son (19), daughter (17)]. Stayed overnight. Next morning the same man came back and took me to a farmhouse off N 133 near the lake at Fort Guillem au Pujo bet. Pompogne and Houeilles on left side of road going south. Stayed 7 days. A farmer from Houeilles on 12th took me to Nerac. There I was put in house ½ km from Nerac, house of regional chief (Gabriel-wife, Marie Rose wife's brother, Leon; and old lady (Gabriel's mother: this is house where Dr. Henri stays when he is in the neighborhood. [Here unpacked grenades and machine guns which RAF dropped by chute. Had 37mm A-T guns here.] After a few days Dr. Henri came in Franbel trucks and went to the Maquis and got Nahl and six sergeants and took them to the Maquis near Nerac. They went back to Castelvaloux and picked up Seidel.

On 25 we all went to farm house 4kms S. of Nerac.