



UNDERSTANDING
SACRIFICE

Activity: The War of Logistics



Guiding question:

What are military logistics and what role does the Quartermaster Corps play to facilitate, supply, and maintain an army on the move?

DEVELOPED BY AMY PAGE

Grade Level(s): 9-12

Subject(s): Social Studies

Cemetery Connection: Luxembourg American Cemetery

Fallen Hero Connection: Private First Class Joaquin Madril



NHD
NATIONAL
HISTORY DAY

Overview

Using interactive technology from the American Battle Monuments Commission and primary and secondary source analysis, student groups will evaluate the challenges of supplying an army on the move including public perception, homefront operations, procurement, manufacturing and transportation. Each group will explore a unique angle to help the whole group understand the vast network of the Quartermaster and the complexity of integrating all of the elements into an effective supply system.

Historical Context

Supplying the military during World War II required Americans to increase production of war-related materials including food, clothing, fuel, and munitions and to drastically decrease personal consumption to support the expanding military needs. The Quartermaster Corps managed the massive network for procurement, testing, production, packaging, transportation and delivering necessary supplies.

“One of the most critical aspects of a successful offensive campaign is access to necessary supplies. Logistics are often overlooked in the importance of a successful military campaign and the backbone of keeping an army on the move. Students need to develop an understanding of the vast efforts required to fulfill supply needs and maintain an army on the move.” —Amy Page

Page teaches at Moriarty High School in Moriarty, New Mexico.

Objectives

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

- Describe the role the U.S. Quartermaster Corps played in supplying an army on the move; and
- Demonstrate demonstrate understanding of the importance of the Quartermaster Corps mission based on specific examples from the primary sources.

Standards Connections

Connections to Common Core

CCSS.ELA_Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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.

Connections to C3 Framework

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

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Documents Used ★ indicates an ABMC source

Primary Sources

Alvin P. Stauffer, *United States Army in World War II: The Technical Services: The Quartermaster Corps: Operations in the War Against Germany*, 1965 (excerpt)

U.S. Army Center of Military History

<https://archive.org/details/quartermastercor00ross>

Erna Risch, *The United States Army in World War II, The Technical Services, The Quartermaster Corps: Supply and Services, Chart 9 Supply Pipeline*, 1953 (excerpt)

http://www.ibiblio.org/pha/USA-in-WWII/Set-5-of-7/Disk-3/ServV_I.pdf

Photograph, *Chow is served to American Infantrymen on their way to La Roche, Belgium. 347th Infantry Regiment*, January 13, 1945

National Archives and Records Administration (111-SC-198849)

<https://catalog.archives.gov/id/531241>

Poster, *Don't Let This Happen to You - Take Care of Your Shoes*, 1944

Hennepin County Library (MPW00804)

<https://digitalcollections.hclib.org/digital/collection/p17208coll3/id/1569/rec/220>

Poster, *Do With Less - So They'll Have Enough!*, 1943

Hennepin County Library (MPW00219)

<https://digitalcollections.hclib.org/digital/collection/p17208coll3/id/1554/rec/206>

Poster, *Fuel Fights! Save Your Share*, 1943

Hennepin County Library (MPW00173)

<https://digitalcollections.hclib.org/digital/collection/p17208coll3/id/1355/rec/271>

Poster, *Pass the Ammunition - the Army Needs More Lumber*, 1943

Hennepin County Library (MPW00187)

<https://digitalcollections.hclib.org/digital/collection/p17208coll3/id/1466/rec/3>

Preston Stilling, *The 9th Infantry Division In WWII As Told By The Men*, 1986 (excerpt)

Theodore Draper, *The 84th Infantry Division In The Battle Of Germany, November 1944-May 1945*, 1946 (excerpt)

<https://archive.org/details/84thInfDivBattleOfGermany>

War Department Field Manual FM 9-6 Ordnance Department, Ammunition Supply, 1944 (excerpt)
U.S. War Department

<https://archive.org/details/Fm9-6-nsia>

Secondary Sources

★ *World War II: A Visual History*

American Battle Monuments Commission

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

Materials

- Quartermaster Vocabulary List
- Logistics Group Packets (Food, Clothing, Ammunition, Fuel)
- Logistics Assessment
- Computers with internet capability

Lesson Preparation

- Divide students into four groups of four to six students each. Larger classes can have more than one group for any of the four topics.
- Print enough copies of the Logistics Group Packets so that each group has individual copies of one packet.
- Print one copy of the Quartermaster Vocabulary List for each student.
- Set up and test classroom technology.

Procedure

Activity One: Warm-up Activity (15 minutes)

- Seat students into assigned groups.
- Explain to the students that they are going to be evaluating the logistics of a school day. For this exercise they will identify and discuss elements required for the school community to function. Ask students, *What mode of transportation do you typically use to get to and from school?* Poll the class.

- Ask students, *In your groups, decide what one supply is necessary for motorized vehicles to be able to transport students to school?* Have one student in each group report back to the class. Most students will say gasoline. Other forms of energy may be listed; if not, mention electric cars. Write the answers on the board.
- Ask the students, *In your small groups take a few minutes to discuss the daily needs of people in our school community. Come up with a list of four other supplies (not services) that are absolutely necessary to the functioning of each school day.*
- Have student groups share their supply list. Write the supplies mentioned on the board and ask the other groups to raise their hand if they included the same item. Ask the next group to share a different supply item and repeat the process for all of the groups. Answers should include clothing, food, and school supplies.
- Ask students to independently rank the categories from most to least important and briefly explain their answer.
- Explain to the students that all of these items require logistics or planning by students, parents/guardians, staff, and administration. Have each student think of one item they personally used that day that falls under one of the identified categories.
 - **Teacher Tip:** Consider the example of buying an apple for lunch in the school cafeteria. Someone had to have it in the cafeteria at the right time, which means it had to be delivered to the school. If it was sliced, who sliced it and with what? Where did the slicer come from? Where was the apple purchased? Who purchased it? How did it get to the school? Who was involved in transportation? How was it harvested? How was it grown? What items were needed to grow the apple?
- Inform the students that their next activity will be evaluating the needs and logistics of supplying an army on the move.

Activity Two: Military Logistics (45 minutes)

- Pass out the Quartermaster Vocabulary List to students. Introduce the terms to the students and explain that the list can be used for reference during the lesson.
- Project the [World War II: A Visual History](#) interactive timeline. Click “enter,” “1944,” and then “Northern France Campaign.” Read the summary and watch the 58 second video, which depicts an army on the move.
- Distribute one Logistics Packet to each group of students (one group gets food, one ammunition, etc.). Explain that each group will analyze three sources and respond to a set of questions.
- Give each group time to analyze their three sources before reporting back to the larger group. Circulate and provide support as needed.
- Ask each group to provide a brief summary of the sources and explain the importance of their supply item for an army on the move.
- Direct each group to complete the Group Activity Analysis in their packets.

Assessment

Logistics Assessment (30 minutes)

- Re-group students such that each new group contains at least one member from each original group (food, clothing, ammunition, and fuel).
- Project the Logistics Assessment and review the instructions.
- Allow the students time to discuss and gather evidence.
 - **Teacher Tip:** This assessment can be completed individually or in groups at teacher discretion.

Methods for Extension:

- Students with more interest in the role of the United States Quartermaster Corps may research their role in providing other resources and fulfilling other tasks including burials.
- Students can create a drawing to depict each word on the Quartermaster Vocabulary List.
- Teachers can enhance students' interest in the role of military logistics by exploring these related lesson plans on ABMCEducation.org:
 - [20,000 Miles a Month - To Ensure Victory](#)
 - [Riding Along the Red Ball Express](#)
 - [Supplies and Logistics: Problem Solving Alternatives to Japanese Occupation of the Burma Road](#)

Adaptations:

- Teachers can adapt the project by decreasing the number of sources assigned to fit individual learning accommodations.
- Exit slips can be pre-printed and questions could be modified for individual needs.
- Length of answers can be modified for individual students.

Quartermaster Vocabulary List

Frontlines: a military line formed by the most advanced tactical combat units; an area of potential or actual conflict or struggle.

Logistics: the detailed coordination of moving, supplying, housing and maintaining a military force.

Mechanized Warfare: employment of modern mobile attack and defense tactics that depend upon machines, more particularly upon vehicles powered by gasoline engines.

Propaganda: information, especially of a biased or misleading nature, used to promote or publicize a particular cause or point of view.

Quartermaster: a military officer or unit that provides ammunition, clothing, food, fuel, housing and other supplies.

Ration: a fixed amount of a commodity officially allowed to each person during a time of shortage, as in wartime.

Supply: a stock of a resource from which a person or place can be provided with the necessary amount of that resource (food, fuel, ammunition, clothing).

Tactics: the techniques for using weapons or military units in combination for engaging and defeating an enemy in battle.

Logistics Group One: Clothing

Meeting the physical needs for members of the armed forces is a fundamental challenge for all military organizations. Clothing an army on the move requires extensive logistical planning and coordination. Seasonally appropriate clothing has to be secured, transported, sized, and distributed to ensure the well-being of service members.

As a group, discuss the following questions:

What do you think it takes to clothe an army on the move? (Consider amounts, delivery, seasons, etc.)

What systems or supports would need to be in place to provide seasonally appropriate clothing?

What are some specific challenges you could predict for clothing an army on the move?

Predict what consequences could result if an army on the move has inadequate clothing.

Early Finisher Vocabulary Challenge! Write a three or four word definition for the word logistics.

Next Steps: As a group, examine each of the following sources to answer the prompts for each. Remember your assigned role during this activity. When you answer the prompts, cite evidence from the sources.

Logistics Group One: Source A

Review the “Clothing For The ETO Enlisted Man” table from *United States Army in World War II: The Technical Services: The Quartermaster Corps: Operations in the War Against Germany* and answer the following prompts. Note: ETO stands for European Theater of Operations.

CLOTHING FOR THE ETO ENLISTED MAN

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TABLE 18—SUMMARY OF FIRST WINTER CLOTHING PROGRAM, 7 SEPTEMBER 1944

Item	Basis	Estimated requirements by 1 October	Weight per unit, packed	Total weight, lbs.
Overcoats or mackinaws.....	1 per man not equipped on arrival	750,000	9.00	6,750,000
Gloves, wool (pair).....	1 per man not equipped on arrival	750,000	.36	270,000
Undershirts, wool.....	1 per man to Army troops	750,000	1.06	795,000
Drawers, wool.....	1 per man to Army troops	750,000	.86	645,000
Blankets, wool.....	1 per man	1,500,000	4.65	6,975,000
Cap, wool, knit.....	1 per man not equipped on arrival	750,000	.18	135,000
Socks, wool (pair) ^a	2 per man	2,600,000	.38	988,000
Laces, shoe (pair) ^a	1 per 2 men in Armies	350,000	.02	7,000
Laces, legging (pair) ^a	1 per 2 men in Armies	350,000	.02	7,000
Shoes, service (pair) ^a	1 per man in Armies	750,000	4.83	3,622,500
Shirts, wool ^a	1 per man in Armies	515,000	1.50	772,500
Trousers, wool ^a	1 per man in Armies	515,000	2.20	1,133,000
Totals—pounds.....			25.06	22,100,000
Totals—long tons.....				9,866

^a Represents estimated necessary replacements to troops now on the Continent. These are not considered as initial issues.

Logistics Group One: Source A

What type of information is provided in the chart?

Who do you think this information was intended for?

What conclusions can you draw about the clothing needs of the troops?

How might soldiers be impacted by inadequate clothing supplies?

What challenges might the army face delivering these supplies?

Logistics Group One: Source B

Poster, *Don't Let This Happen to You - Take Care of Your Shoes*, 1944

Hennepin County Library (MPW00804)



Logistics Group One: Source B

What type of source is this? _____ When was it created? _____

Who created it? _____

What repository is the source housed in? _____

(Where can you find this source?)

Images	Words
List people, places and objects depicted on the poster.	Are there printed words on the poster? If so, what is written?
What symbols are depicted on the poster?	What is the message that the words are trying to portray?
What do you notice about the colors and design?	Who published the source? When it was published?

What emotions does the poster generate? Cite evidence to support your position.

What can you infer about clothing an army on the move from this source? Cite evidence to support your position.

Logistics Group One: Source C

“When the rains first came in November with a blast of wintry cold, our troops were ill-prepared for winter-time campaigning. This was traceable in part to the September crisis in supply for, during our race to the Rhine, I had deliberately by-passed shipments of winter clothing in favor of ammunition and gasoline. As a consequence, we now found ourselves caught short, particularly in bad-weather footgear. We had gambled in our choice and now we’re paying for the bad guess.”

General Omar Bradley quoted in *United States Army in World War II: The Technical Services: The Quartermaster Corps: Operations in the War Against Germany*

What type of source is this? _____ Who is credited with this quote? _____

Summarize the excerpt in your own words:

What does the individual’s rank tell you about their influence in decision making related to clothing an army on the move. Cite evidence to support your position.

This quote provides a personal perspective. What can you infer about the choices officers must make when supplying their army? Cite evidence to support your position.

What can you infer about the logistical challenges of clothing an army on the move from this source? Cite evidence to support your position.

Logistics Group One: Group Activity Analysis

Reflect on all three sources and answer the following prompts. As a group discuss how you will share these sources with the class.

What types of sources did you evaluate?

How did the sources relate to each other?

After analyzing all three sources how would you explain the challenges of clothing an army on the move?

Based on your analysis, what logistical planning and systems are required for clothing an army on the move?

Rank the following supply lines from most important to least important for maintaining an army on the move.

Ammunition _____	Clothing _____	Food _____	Gas _____	Water _____
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Explain your reasons for the ranking.

Logistics Group Two: Fuel

Meeting the transportation needs for members of the armed forces is a fundamental challenge for all military organizations. Fueling an army on the move requires extensive logistical planning and coordination. Gasoline is required to move motorized vehicles into battle as well for transporting supplies to the front lines. Fuel sources are highly flammable and clear enemy targets.

As a group, discuss the following questions:

What do you think it takes to fuel an army on the move? (Consider amounts, storage, delivery, changing locations).

What systems or supports would need to be in place to provide fuel?

What are some specific challenges you could predict for fueling an army on the move?

Predict what consequences could result if an army on the move has inadequate fuel supply.

Early Finisher Vocabulary Challenge! Write a three or four word definition for the word logistics.

Next Steps: As a group, examine each of the following sources to answer the prompts for each. Remember your assigned role during this activity. When you answer the prompts, cite evidence from the sources.

Logistics Group Two: Source A

Study the photograph from *United States Army in World War II: The Technical Services: The Quartermaster Corps: Operations in the War Against Germany* and answer the following prompts.



What type of source is this? _____ When was it created? _____

Who created it? _____

What repository is the source housed in? _____

(Where do they keep it?)

Logistics Group Two: Source A

Visual elements	Inferences
Who is pictured in this image?	What emotions have been captured by this image? Cite your evidence.
What objects do you see in the image?	Based on the objects depicted, what do you know about this moment in time? Cite your evidence.
What actions are captured in the image?	Based on the actions you see, what observations do you have about fueling an army? Cite your evidence.

What can you infer about fueling an army on the move from this source? Cite evidence to support your position.

Logistics Group Two: Source B

Poster, *Fuel Fights! Save Your Share*, 1943

Hennepin County Library (MPW00173)

Fuel Fights!
SAVE YOUR SHARE

- 1** Keep temperature at 65° F. during day - lower at night.
- 2** Don't heat unused rooms.
- 3** Keep windows closed.
- 4** Draw window shades at night.
- 5** Shut off heat when weather permits.
- 6** Keep heating plant in top condition.
- 7** Use less hot water.

Saving fuel also saves manpower, material, equipment
CONSERVE COAL, OIL, GAS... FOR WAR



© U. S. GOVERNMENT PRINTING OFFICE: 1943 - O - 354712

Logistics Group Two: Source B

What type of source is this? _____ When was it created? _____

Who created it? _____

What repository is the source housed in? _____

(Where can you find this source?)

Images	Words
List people, places and objects depicted on the poster.	Are there printed words on the poster? If so, what is written?
What symbols are depicted on the poster?	What is the message that the words are trying to portray?
What do you notice about the colors and design?	Who published the source? When it was published?

What emotions does the poster generate? Cite evidence to support your position.

Logistics Group Two: Source C

“Around 1 April [1945], increasing distances and congestion on the floating bridges across the Rhine caused the turnaround time of trucks moving between Trier and the advanced areas of the Third Army to reach thirty-six hours. Colonel Busch of Third Army was hesitant about setting up a Class II and IV depot at Frankfurt. It would probably be too far to the rear before it began to operate. He summarized his view in a letter to General Littlejohn: ‘Only God and General Patton know where the Army is and whither bound.’ Meanwhile the First and Ninth Armies were no better off; trucks were traveling 400 miles to pick up and deliver gasoline, and the monthly mileages reported were the highest in the history of continental operations. Divisions were calling for gasoline deliveries to the forward truck-heads, and to help make this possible a pipeline was laid under the Rhine behind each army and ADSEC decanting farms were opened east of the Rhine. But these expedients quickly proved inadequate as the supply lines lengthened. The armies having run far beyond the limits of the pipelines, their receipts of gasoline were threatened by a shortage of jerricans, an almost inevitable byproduct of rapid pursuit. Jerricans were not only dispersed; they were wearing out from hard usage. In March, Littlejohn estimated that 50 percent of all jerricans would have to be replaced by June.”

Excerpt from *United States Army in World War II: The Technical Services: The Quartermaster Corps: Operations in the War Against Germany*

What type of source is this? _____ Who is credited with this quote? _____

Summarize the excerpt in your own words:

What was Littlejohn’s biggest concerns? Cite evidence to support your position.

This quote provides a unique perspective. What can you infer about the importance of fuel to the from the perspective of an officer? Cite evidence to support your position.

What can you infer about fueling an army on the move from this source? Cite evidence to support your position.

Logistics Group Two: Group Activity Analysis

Reflect on all three sources and answer the following prompts. As a group discuss how you will share these sources with the class.

What types of sources did you evaluate?

How did the sources relate to each other?

After analyzing all three sources how would you explain the challenges of fueling an army on the move?

Based on your analysis, what logistical planning and systems are required to fuel an army on the move?

Rank the following supply lines from most important to least important for maintaining an army on the move.

Ammunition _____	Clothing _____	Food _____	Gas _____	Water _____
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Explain your reasons for the ranking.

Logistics Group Three: Ammunition

Ensuring that troops have enough ammunition is critical for successful missions. Transportation and delivery of ammunition to the front lines requires extensive logistical planning and coordination.

As a group, discuss the following questions:

What do you think it takes to arm an army on the move? (Consider amounts, delivery, seasons, etc.)

What systems or supports would need to be in place to provide ammunition?

What are some specific challenges you could predict for arming an army on the move?

Predict what consequences could result if an army on the move has inadequate ammunition supply.

Early Finisher Vocabulary Challenge! Write a three or four word definition for the word logistics.

Next Steps: As a group, examine each of the following sources to answer the prompts for each. Remember your assigned role during this activity. When you answer the prompts, cite evidence from the sources.

Logistics Group Three: Source A

“Meanwhile, our artillery and all the supporting weapons, which meant practically everything we had and could commandeer, were thundering away in that tremendous 45-minute preparation. It started at 2:45 a.m. The effect was a thick, continuous curtain of fire close to the river bank of the far shore. A total of 8400 rounds of field artillery ammunition was expended. The 557th Anti-Aircraft Artillery Battalion fired a total of 272,736 rounds of .50 caliber ammunition, wearing out 125 barrels. The crews of the 771st Tank Battalion supported the crossing and the follow-up for about 15 hours, firing so much ammunition that they often became sick from the fumes in the tanks and had to get out to relieve their nausea. A total of 120,000 rounds were fired by 24 multiple-mount 50 caliber machine guns, and 4000 rounds were sent off by 24 60 mm. mortars in 15 minutes. T/Sgt. George H. Hale, Company C, said the barrage ‘was so heavy that as we approached the water to man the boats, we were nearly shocked ourselves.’”

Excerpt from Lieutenant Theodore Draper, *The 84th Infantry Division In The Battle Of Germany, November 1944-May 1945*

What type of source is this? _____ When was it created? _____

Who created it? _____

Summarize the excerpt in your own words:

Logistics Group Three: Source A

What was Drapper's biggest concern? (Cite evidence from the document to support your position.)

This quote provides a personal perspective. What can you infer about the importance of ammunition to the individual soldier? Cite evidence to support your position.

What can you infer about fueling an army on the move from this source? Cite evidence to support your position.

Logistics Group Three: Source B

Poster, *Pass the Ammunition - the Army Needs More Lumber*, 1943

Hennepin County Library (MPW00187)



Logistics Group Three: Source B

What type of source is this? _____ When was it created? _____

Who created it? _____

What repository is the source housed in? _____

(Where can you find this source?)

Images	Words
List people, places and objects depicted on the poster.	Are there printed words on the poster? If so, what is written?
What symbols are depicted on the poster?	What is the message that the words are trying to portray?
What do you notice about the colors and design?	Who published the source? When it was published?

What emotions does the poster generate? Cite evidence to support your position.

What can you infer about arming an army on the move from this source? Cite evidence to support your position.

Logistics Group Three: Source C

"IMPORTANCE OF AMMUNITION SUPPLY. Adequate and timely supply of ammunition to combat troops is indispensable to the successful prosecution of any military operation. No other single item of supply is SO vital to combat.

b. Cardinal principles of supply. The cardinal principles of any supply system are —

(1) Simplicity. Simplicity, properly applied, reduces the likelihood of mistakes and increases the speed and efficiency of supply. Every administrative and operational detail should serve some essential or useful purpose, and should be as simple as possible without impairing efficiency and control.

(2) Mobility. The ammunition supply system must provide sufficient mobility to deliver ammunition to the using units at the time and in the amounts needed to accomplish the tactical mission. Ammunition in storage is only a potential asset. It does not become a real asset until it is in the hands of combat troops.

(3) Flexibility. The ammunition supply system must be flexible in order to adjust itself to the requirements of a changing tactical and strategic situation. It must be capable of expansion or adjustment to meet the widely varying demands of rapidly moving warfare and frequently changing missions.

(4) Continuity. An uninterrupted supply of ammunition to combat troops is essential.

(5) Security. The ammunition supply system must provide for the safeguarding of ammunition supplies against loss from any cause, including enemy action.

(6) Forward, movement. The impetus of supply must be from rear to front. It is the duty of each higher echelon of command to push supplies forward within reach of subordinate units. However, there is a concurrent duty of each subordinate commander to make the requirements of his unit known to the higher echelon, and to follow through diligently to see that such requirements are filled."

Excerpt from the 1944 War Department Field Manual FM 9-6 Ordnance Department, Ammunition Supply

Logistics Group Three: Source C

Summarize the excerpt in your own words:

What are the cardinal principles of ammunition supply?

This excerpt from a manual provides a technical perspective. What can you infer about the importance of logistics in ammunition supply? Cite evidence to support your position.

What can you infer about providing ammunition to an army on the move from this source? Cite evidence to support your position.

Logistics Group Three: Group Activity Analysis

Reflect on all three sources and answer the following prompts. As a group discuss how you will share these sources with the class.

What types of sources did you evaluate?

How did the sources relate to each other?

After analyzing all three sources how would you explain the challenges of providing ammunition to an army on the move?

Based on your analysis, what logistical planning and systems are required for providing ammunition to an army on the move?

Rank the following supply lines from most important to least important for maintaining an army on the move.

Ammunition _____	Clothing _____	Food _____	Gas _____	Water _____
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Explain your reasons for the ranking.

Logistics Group Four: Food

Meeting the physical needs for members of the armed forces is a fundamental challenge for all military organizations. Feeding an army on the move requires extensive logistical planning and coordination. Food has to be secured, transported, prepared, and distributed.

As a group, discuss the following questions:

What do you think it takes to feed an army on the move? (Consider amounts, delivery, menu, preparation, etc.)

What systems or supports would need to be in place to provide those meals?

What are some specific challenges you could predict for feeding an army on the move?

Predict what consequences could result if an army on the move has an inadequate food supply.

Early Finisher Vocabulary Challenge! Write a three or four word definition for the word logistics.

Next Steps: As a group, examine each of the following sources to answer the prompts for each. Remember your assigned role during this activity. When you answer the prompts, cite evidence from the sources.

Logistics Group Four: Source A

*Photograph, Chow is served to American Infantrymen on their way to La Roche, Belgium.
347th Infantry Regiment, January 13, 1945*

National Archives and Records Administration (111-SC-198849)



What type of source is this? _____ When was it created? _____

Who created it? _____

What repository is the source housed in? _____

(Where do they keep it?)

Logistics Group Four: Source A

Visual elements	Inferences
Who is pictured in this image?	Based on what you see, what emotions are captured in this image? Cite your evidence.
What objects do you observe in the image?	Based on the objects depicted, what do you know about this moment in time? Cite your evidence.
What actions are captured in the image?	Based on the objects depicted, what do you know about this moment in time? Cite your evidence.

What can you infer about feeding an army on the move from this source? Cite evidence to support your position.

Logistics Group Four: Source B

Poster, *Do With Less - So They'll Have Enough!*, 1943

Hennepin County Library (MPW00219)



Logistics Group Four: Source B

What type of source is this? _____ When was it created? _____

Who created it? _____

What repository is the source housed in? _____

(Where can you find this source?)

Images	Words
List people, places and objects depicted on the poster.	Are there printed words on the poster? If so, what is written?
What symbols are depicted on the poster?	What is the message that the words are trying to portray?
What do you notice about the colors and design?	Who published the source? When it was published?

What emotions does the poster generate? Cite evidence to support your position.

What can you infer about feeding an army on the move from this source? Cite evidence to support your position.

Logistics Group Four: Source C

"...Near the end of the war, our quartermaster got lost or was on vacation. One morning our top sergeant announced that the MP Platoon was without Rations. The Platoon had its own kitchen, but usually it was near division headquarters. I asked my sergeant for permission, while on patrol that morning to find or hunt available rations...He told me he could not authorize me to do this. My jeep driver went by the name Trybala. Along about midmorning that jeep led us to a farm. Most farm hands were Poles. Guess who could speak Polish? We soon learned that the owners of the farm had not turned in all their weapons. Among these was a beautiful shotgun. The owner consented for us to turn his weapons in. We also learned that there were 26 hens and 1 turkey that had not surrendered. We took all of them prisoner and went back to the CP. Now it happened that our kitchen was acting as a POW cage for this type of Prisoner. After turning them over to the proper authorities we left. Shortly afterward the prisoners tried to escape and were killed. We heard later that our kitchen had a lot of visits from division headquarters for lunch...."

Excerpt from Preston Stillings, *9th Infantry Division in World War II as told by the Men*

What type of source is this? _____

Who created it? _____

Summarize the sequence of events that is being recounted in the excerpt:

How did Stillings tell the story and explain why you think it was told in this way.

Logistics Group Three: Source C

This quote provides a personal perspective. What can you infer about the importance of rations to the individual soldier? Cite evidence to support your position.

Why do you think the command staff responded to the situation in the way that they did?

What can you infer about feeding an army on the move from this source? Cite evidence to support your position.

Logistics Group Four: Group Activity Analysis

Reflect on all three sources and answer the following prompts. As a group discuss how you will share these sources with the class.

What types of sources did you evaluate?

How did the sources relate to each other?

After analyzing all three sources how would you explain the challenges of feeding an army on the move?

Based on your analysis, what logistical planning and systems are required for feeding an army on the move?

Rank the following supply lines from most important to least important for maintaining an army on the move.

Ammunition _____	Clothing _____	Food _____	Gas _____	Water _____
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Explain your reasons for the ranking.

Logistics Assessment

In December 1944, the German Army attacked the Allies in the Ardennes, an area bordered by Germany, Belgium, and Luxembourg. Supply lines, which were already challenged, were stretched very thin.

You are a group of Quartermaster Corps officers, each with a specialty in a certain type of supply. Considering what you have learned, your group now needs to decide which supplies will be prioritized and which will be deprioritized to support the U.S. Army fighting this winter battle. Come to an agreement and write a paragraph explaining to your front line officers which supplies you will prioritize and why. Justify your answer with at least three pieces of evidence from any of the sources.
