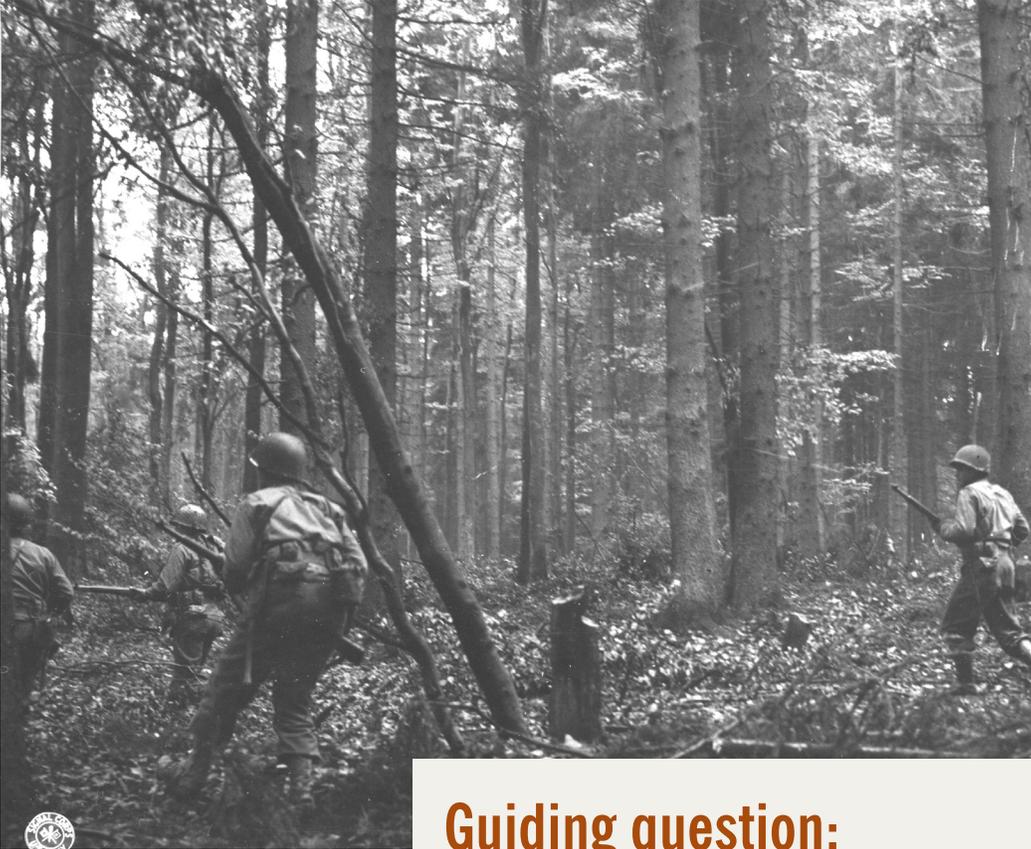




UNDERSTANDING
SACRIFICE

Activity: Confidence and Concerns: Allied Advances into Germany



Guiding question:

As 1944 was winding down and the Allies were pushing to get to Berlin to defeat the Axis, what were the reasons for both confidence and concern?

DEVELOPED BY CHRISTINA O'CONNOR

Grade Level(s): 9-12

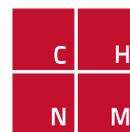
Subject(s): Social Studies

Cemetery Connection: Henri-Chapelle American Cemetery

Fallen Hero Connection: Private First Class Clark B. Allen, Jr.



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New Media

Overview

This lesson asks students to put themselves in the context of late fall/early winter 1944 as advisors to military planners. Students will determine what the Allies could consider their biggest strengths but also their largest concerns as they crafted their strategy to defeat Germany. Students will analyze a variety of primary sources and draft a memo with their strategic recommendations for Allied military planners.

Historical Context

Following Operation Market Garden, Allied forces faced more and more German resistance as they closed in on the German border. As winter 1944 approached there was little doubt that the Allies were winning the war and Germany was struggling to defend itself and reduce its losses, however there was still a significant amount of fighting strength left in the German high command and its forces. This lesson encourages students to consider causes for confidence and concern as the Allies strategized about the final phase of the war in Europe. Henri-Chapelle American Cemetery is the final resting place for many men, like Private First Class Clark B. Allen Jr., who lost their lives fighting in the push into Germany.

“Primary sources are our best shot at time travel. I wanted students to use sources that place them “in the moment” to consider the same factors decision makers were weighing while formulating war strategy. Students will recognize that while the ultimate outcome of the war might have been clear, the path to victory was not.”
— Christina O’Connor

O’Connor is a teacher at Hingham High School in Hingham, Massachusetts.

Objectives

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

- Determine the fighting conditions that existed in western Germany in the early winter of 1944;
- Analyze a group of primary sources;
- Assemble a list of strengths and concerns facing the Allied forces in late 1944; and
- Recommend a strategy for Allied military planners.

Standards Connections

Connections to Common Core

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Connections to C3 Framework:

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

The Fight for the Hurtgen Forest

U.S. Army Medical Department

<http://history.amedd.army.mil/booksdocs/wwii/HuertgenForest/HF.htm>

Primary Source Packet

Photograph, *Infantrymen Pushing through the Hurtgen Forest in Germany*, 1944

National Archives and Records Administration (6928094)

Photograph, *The procession of German prisoners captured with the fall of Aachen marching through the ruined city streets to captivity*, October 1944

National Archives and Records Administration (541597)

Photograph, *American soldiers look down on the Siegfried Line*, 1944

Department of the Army, National Archives and Records Administration (292569)

Annex No. 4 to After Action Report, 104th Infantry Division, November 1944
National Archives and Records Administration

Annex No. 5 to After Action Report, 104th Infantry Division, November 1944
National Archives and Records Administration

United States Strategic Bombing Survey Summary Report (excerpts), September 30, 1945
National Archives and Records Administration

Secondary Sources

ABMC Burials and Memorializations Search ★
American Battle Monuments Commission
<http://www.abmc.gov/search-abmc-burials-and-memorializations>

Henri-Chapelle American Cemetery and Memorial Visitor Booklet ★
American Battle Monuments Commission
http://www.abmc.gov/sites/default/files/publications/Henri-Chapelle_Booklet.pdf

Henri-Chapelle American Cemetery Website ★
American Battle Monuments Commission
<https://www.abmc.gov/cemeteries-memorials/europe/henri-chapelle-american-cemetery>

World War II Interactive Timeline ★
American Battle Monuments Commission
http://www.abmc.gov/sites/default/files/interactive/interactive_files/WW2/index.html

Materials

- Computer access for students to view the ABMC interactive timeline
- Primary Source Packet
- Primary Source Organizer (with Teacher Answer Key)
- Small Group Discussion Organizer (with Teacher Answer Key)
- Strategy Memo

Lesson Preparation

- Secure access to computers (if you are viewing the ABMC interactive timeline online).
- Print one Primary Source Packet per student. You can print out one copy of the packet per group if necessary.
- Print one copy of each handout (Primary Source Organizer, Small Group Discussion Organizer, and Strategy Memo Assignment) per student.
- Print one grading rubric for each student.

Procedure

Confidence and Concern (75 minutes)

- Introduce the lesson and objectives.
- Divide students into small groups of three to four students each.
- Distribute to each student one copy of the Primary Source Packet, the Primary Source Organizer, and the Small Group Discussion Organizer.
- Direct students to divide up the documents. Some are easier to analyze than others (for example, the photographs might take less time than the excerpts from the Strategic Bombing Survey) so teachers and students should take this into account.
- Ask each student to read and analyze his or her primary source document(s) and then fill in the corresponding row on the Primary Source Organizer. Students may need teacher assistance with outside knowledge. Refer to the Primary Source Organizer Teacher Key as needed.
- Direct students to share with the rest of their group.
 - While each group member is sharing, the other members should record the findings in the corresponding row the Primary Source Organizer.
- Direct students to look at Small Group Discussion Organizer. As a group, they should fill in this T-chart.
- Debrief as a whole class. Create a master T-chart on the whiteboard. Students should add to their own T-charts any new information. Refer to the Small Group Discussion Organizer Teacher Key as needed.
- Direct students to examine the remaining secondary sources and add to the T-chart:
 - Henri-Chapelle American Cemetery and Memorial Visitor Booklet excerpt
 - World War II Interactive Timeline
- *Teacher Note:* Direct students to click on 1944 at the bottom of the timeline, then to look specifically for the Ardennes-Alsace Campaign and the Rhineland Campaign. If there is extra time, students should explore the many resources on this site.

Assessment

- Distribute the Strategic Memo assignment and rubric.
- Ask individual students to write a memo as if they were military advisors in early 1944 giving recommendations to the decision makers about how to proceed. In their memos, students must take a stand with a clearly written thesis and defend it using historical evidence.

Methods for Extension

- Students can do in-class oral presentations (PowerPoint, Prezi, etc.) instead of writing a memo.
- Students can select an additional primary source they would have added to the set in this lesson and explain why they think it would enhance understanding of the reasons for Allied confidence and concern.
- Teachers can share casualty numbers from the U.S. Army Medical Department with students so students can assess the accuracy of their memos.
- Students can use the Henri-Chapelle American Cemetery Website to learn more about the cemetery and search those buried there.
- If you do not review the *ABMC World War II Interactive Timeline* in class, you could assign students to view it at home.
- 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 Strategic Bombing Survey is the most difficult primary source to analyze as it is the longest section of text. Be sure to assign it accordingly. You may consider assigning this one primary source as homework in advance of this activity.
- Teachers can provide a list of defined key terms.
- Teachers can add guiding questions for analysis of photographs and charts.
- Teachers can add more information to the photographs and charts (dates, titles, etc.).
- Teachers can project the entirety of the lesson and guide class discussion while observing the videos, interactives, and primary sources together.

Confidence and Concern: Late 1944

Primary Source Organizer

	Description: What is the source?	Date/Author	What is the source telling you? What is the main idea?	Outside knowledge that helps you understand this document	Does this document give reason for Allied confidence or concern? Include your reasoning.
Source #1					
Source #2					
Source #3					

Confidence and Concern: Late 1944

Primary Source Organizer

	Description: What is the source?	Date/Author	What is the source telling you? What is the main idea?	Outside knowledge that helps you understand this document	Does this document give reason for Allied confidence or concern? Include your reasoning.
Source #4					
Source #5					
Source #6					

Confidence and Concern: Late 1944

Primary Source Organizer Teacher Key

	Description: What is the source?	Date/Author	What is the source telling you? What is the main idea?	Outside knowledge that helps you understand this document	Does this document give reason for Allied confidence or concern? Include your reasoning.
Source #1 Photograph of Infantrymen pushing through the Hurtgen Forest	Photograph of American soldiers in dense woods.	Unknown date, but students might reasonably guess 1944. This photograph is from the Department of the Army. Students might also guess it is from a journalist.	The terrain was difficult. Hard to see where your enemies are. Heavy armor could not make it through. Hard for air support to see from above.	Late fall/early winter would lead to concerns about the weather. Supply lines were long and it was hard to resupply.	
Source #2 Photograph of the endless procession of German prisoners	Photograph of long lines of men in uniforms. They do not have guns. There are individual soldiers walking alongside the lines. Students might also note the damage to buildings in the photo.	Students will not know, but guide them in making an educated guess as to when and where they think this might have happened. Reveal that it was in Aachen in October 1944.	German soldiers have been captured. This means the Allies are making positive strides. Prompt students to think about the challenges of taking in so many prisoners of war.	Geography of Aachen (inside German borders).	
Source #3 Photograph of American soldiers look down the Siegfried Line	American soldiers look over the dragon's teeth obstacles laid out by the Germans.	1944, Department of the Army	There are obstacles that would preclude tanks and vehicles from getting through. Students should reason that the Germans set these up.	Siegfried Line Style of helmets is American Dragon's teeth	
Source #4 Annex No. 4 to After Action Report, 104th Infantry Division	Records of 104th Infantry Division from November 1944	December 7, 1944 104th Infantry Division	Replacement soldiers are lacking in combat training. Officer replacements are scarce.	Late in war and numbers of drafted and enlisted soldiers were comparatively low. Little time to train replacements on the line.	

	Description: What is the source?	Date/Author	What is the source telling you? What is the main idea?	Outside knowledge that helps you understand this document	Does this document give reason for Allied confidence or concern? Include your reasoning.
Source #5 Annex No. 5 to After Action Report, 104th Infantry Division	Records of 104th Infantry Division from November 1944	December 7, 1944 (though this is not clear if you are only looking at this one document) 104th Infantry Division	It is getting cold. Soldiers need more blankets and overshoes. There is a lot of organization required for basic necessities for the soldiers. If students look beyond the highlighting, they will notice the high number of casualties and especially the issues of exhaustion and trench foot.	The weather in Germany in November 1944 was awful with lots of rain and cold. Mental health services for soldiers were nonexistent.	
Source #6 United States Strategic Bombing Survey Summary Report	Review of the effects of Allied air power/ bombings during WWII.	September 30, 1945, commissioned by Secretary of War. While produced after the fall/winter of 1944, this source is so close to the time and refers so much to the Allied efforts of late 1944, it should help students see what military planners at that time were seeing.	There were some challenges to the success of Allied bombing over Germany, but overall it was very effective in limiting Germany's ability to wage war.	Germany was fighting on two fronts with extended supply lines.	

Confidence and Concern: Late 1944

Small Group Discussion Organizer

Together with your group members and using notes from your primary source analysis, draft a set of reasons the Allies could feel confident as well as a set of concerns the Allies should have had entering into the winter of 1944.

Reasons for Confidence	Reasons for Concern

Confidence and Concern: Late 1944

Small Group Discussion Teacher Key

Together with your group members and using notes from your primary source analysis, draft a set of reasons the Allies could feel confident as well as a set of concerns the Allies should have had entering into the winter of 1944.

Reasons for Confidence	Reasons for Concern
<p>Student responses might include:</p> <ul style="list-style-type: none"> Manufacturing dominance Liberating more and more land Quick arrivals of replacement soldiers Stable supply lines to front Success of aerial bombings Almost complete defeat of German industry Strong alliance Squeezing Germany from both fronts Etc. 	<p>Student responses might include:</p> <ul style="list-style-type: none"> Harsh weather Difficult terrain Replacement troops not well trained Not enough replacement officers Etc.

Confidence and Concern: Late 1944

Strategy Memo Assignment

Write a memo as if you are a military advisor in the early winter of 1944 giving recommendations to the decision makers about how to proceed. In your fully developed, one paragraph memo, you must take a stand (thesis) and defend it with examples (historical evidence).

Confidence and Concern: Fall/Early Winter 1944

Strategy Memo Rubric

	Advanced	Proficient	Basic	Emerging
Thesis/Argument	You have taken a stand and included a clearly defined argument.	You have taken a stand and included a mostly defined argument.	You attempt to take a stand yet have an only somewhat defined argument.	Your memo is more summary than analysis and has a largely unclear or unidentifiable argument.
Historical Evidence	In your memo you have included at least four identifiable and well-integrated references to the primary source documents.	In your memo you have included at least three identifiable and integrated references to the primary source documents.	In your memo you have included at least two identifiable references to the primary source documents.	In your memo you have not included sufficient textual evidence from the primary sources to support your argument.
Accuracy	Your memo reveals a deep understanding of the reasons for confidence and concern on behalf of the Allies in the fall of 1944. There are no factual errors or major omissions.	Your memo reveals a strong understanding of the reasons for confidence and concern on behalf of the Allies in the fall of 1944. There are few factual errors and/or significant omissions.	Your memo reveals a general understanding of the reasons for confidence and concern on behalf of the Allies in the fall of 1944. There are some factual errors and/or omissions.	Your memo reveals a weak understanding of the reasons for confidence and concern on behalf of the Allies in the fall of 1944. There are several factual errors and/or omissions.
Professional Product	Your memo is coherent and convincing with no spelling or grammatical mistakes.	Your memo is coherent and convincing with few spelling or grammatical mistakes.	Your memo is generally coherent and convincing with some spelling or grammatical mistakes.	Your memo lacks coherence and may not support an argument. There are several spelling or grammatical mistakes.

Confidence and Concerns: Allied Advances into Germany

Primary Source Packet

Source 1

Photograph, *Infantrymen Pushing through the Hurtgen Forest in Germany*, 1944
National Archives and Records Administration (6928094)

Source 2

Photograph, *The procession of German prisoners captured with the fall of Aachen marching through the ruined city streets to captivity*, October 1944
National Archives and Records Administration (541597)

Source 3

Photograph, *American soldiers look down the Siegfried Line*, 1944
Department of the Army, National Archives and Records Administration (292569)

Source 4

Annex No. 4 to After Action Report, 104th Infantry Division, November 1944
National Archives and Records Administration

Source 5

Annex No. 5 to After Action Report, 104th Infantry Division, November 1944
National Archives and Records Administration

Source 6

United States Strategic Bombing Survey Summary Report (excerpts), September 30, 1945
National Archives and Records Administration

Source 1



Source 2



Source 3



Source 4

DECLASSIFIED
Authority NND 735017

S E C R E T

SECRET
:Auth: CG, 104 Inf Div;
:Init: _____;
:Date: 7 Dec 44

ANNEX NO. 4

PERSONNEL AND PW ANNEX,
TO AFTER ACTION REPORT, 104TH INFANTRY DIVISION, 1-30 NOV 44

1. Awards and Decorations: During the period 1-30 Nov, 1944 the following awards and decorations were published in General Orders of the Division:

<u>Silver Star</u>	<u>Soldier's Medal</u>	<u>Bronze Star</u>
39	1	52

At the close of the period, approximately 70 additional Silver and Bronze Star awards were in the hands of the Division Decorations Board, in process of being approved. Two awards requiring approval of higher headquarters were sent forward through channels.

2. Prisoners of War: During the period the following totals of PW were evacuated through the Division cage (collecting point).

<u>Officers</u>	<u>NCOs</u>	<u>Privates</u>	<u>Total</u>
19	130	1188	1337

A day by day summary of PW captured and evacuated is furnished on Report No. 2 of this annex. This report was compiled daily in the G-1 office from information obtained from the Division Provost Marshal. Subordinate units also submitted daily reports of prisoners captured. The evacuation of PW was accomplished with little difficulty. Subordinate units promptly evacuated prisoners through the next higher headquarters to the Division PW collecting point. Search and interrogation of PW, supervised by G-2, was carried out in each echelon with little delay, so that prisoners were usually evacuated to corps or Army the same day as captured by front line units.

3. Replacements: During the period 1-30 November, 1944, the Division received the following replacements:

<u>Officers</u>	<u>Enlisted Men</u>	<u>Total</u>
104	3468	3572

A daily breakdown of replacements received is tabulated on report No. 3 of this annex. Replacements were requisitioned the day after casualties occurred, based upon the G-1 daily report and records of the Adjutant General. Replacements were then obtained from a replacement battalion and returned to the division. Enlisted replacements have, on the whole, been of fair quality. However, subordinate units have reported that, in some instances, men have been sent up who were woefully lacking in combat training. Some officer replacements have proven themselves in combat as having been excellently trained. Others have not had sufficient training prior to combat. Higher headquarters had advised the division of the scarcity of officer replacements for the current period. In line with this, every effort was made to process appointments to officer grade from the enlisted ranks. By the close of the period, four (4) battlefield appointments to grade of 2d Lieutenant had been secured, with another thirty (30) recommendations for appointment in process.

- 1 -

S E C R E T

Incl No 5

Source 5

DECLASSIFIED
 Authority NND 735017

SECRET

ANNEX NO. 5 (Cont'd)

During the month a captured German disinfecter was obtained from the First Canadian Army, was inspected and test-operated by the division sanitary inspector, and turned over to Division Quartermaster. The blanket allotment was raised to four per man and some sleeping bags were issued on the basis of two blankets and one sleeping bag per man. Many overshoes were supplied, with 90 per cent of the division now so equipped. A bath and laundry platoon began operating in the division area during the month. Showers were available to the men when they came out of the front lines, and woolen underwear, OD shirts and trousers, and socks were exchanged for clean ones. Water DP's, obtaining water from rivers, began presettling with flocculation before filtering and this proved very satisfactory.

Medical supplies are being obtained from First Army Medical Supply Depots, and no problems have been encountered in procuring items requisitioned.

STATISTICS:

A study of battle casualties admitted to the Clearing Station for the period 1 November to 30 November (Incl) has been made, and statistics compiled are as follows:

2007 battle casualties were admitted to Clearing Station, of which 38 were returned to duty. An additional 1587 non-battle casualties were admitted, of which 247 were returned to duty. Of these non-battle casualties, 438 were battle exhaustion cases and 369 were trench foot.

Breakdown of casualties admitted to 104th Clearing Station for period 1-30 November, Incl:

(NOTE: This report includes attached units- 692nd TD En, 555 AAA, and 750 Tank En)

104TH INFANTRY DIVISION AND ATTACHED UNITS

	<u>DISEASE</u>		<u>Injury</u>	<u>WOUNDED</u>		<u>Total</u>
	<u>NP</u>	<u>Other</u>		<u>Light</u>	<u>Serious</u>	
Admitted	444	1143	218	1396	393	3594
Transferred	341	954	202	1366	392	3255
Duty	78	169	15	23	0	285

ALLIED, ENEMY, CIVILIAN

	<u>Allied</u>	<u>Enemy</u>	<u>Civilian</u>	<u>Total</u>
Admitted	7	103	30	140
Transferred	7	102	30	139
Died	0	1	0	1

DEATHS

10 EM died in all stations of 104th Infantry Division.

- 4 -

SECRET

Source 6

Excerpts from The United States Strategic Bombing Survey Summary Report, 30 September 1945

The United States Strategic Bombing Survey was established by the Secretary of War on November 3, 1944, pursuant to a directive from the late President Roosevelt...¹

Commencing in the autumn of 1944, the tonnage dropped on city areas, plus spill-overs from attacks on transportation and other specific targets, mounted greatly. In the course of these raids, Germany's steel industry was knocked out, its electric power industry was substantially impaired and industry generally in the areas attacked was disorganized...

Before the war, the U.S. Army Air Forces had advanced bombing techniques to their highest level of development and had trained a limited number of crews to a high degree of precision in bombing under target range conditions, thus leading to the expressions "pin point" and "pickle barrel" bombing. However, it was not possible to approach such standards of accuracy under battle conditions imposed over Europe. Many limiting factors intervened; target obscuration by clouds, fog, smoke screens and industrial haze, enemy fighter opposition which necessitated defensive bombing formations, thus restricting freedom of maneuver, anti-aircraft artillery defenses, demanding minimum time exposure of the attacking force in order to keep losses down, and finally, time limitations imposed on combat crew training after the war began...

The culminating attacks on the German aircraft industry began in the last week of February 1944. With the protection of long-range fighter escort, 3,636 tons of bombs were dropped on German aircraft plants...In that and succeeding weeks every known aircraft plant in Germany was hit.

Detailed production data for this period...were taken by the Survey, and German air generals, production officials, and leading manufacturers...[German] Production was not knocked out for long. On the contrary, during the whole year of 1944 the German air force is reported to have accepted a total of 39,807 aircraft of all types – compared with 8,295 in 1939, or 15,596 in 1942 before the plants suffered any attack...

The seeming paradox of the attack on the aircraft plants is that, although production recovered quickly, the German air force after the attacks was not again a serious threat to Allied air superiority... [T]he Survey has no clear answer as to what happened to [the newly produced]

¹ President Roosevelt commissioned the SBS in 1944, but it was published in September 1945, four months after his death.

planes...Certainly only a minority of the planes appeared in combat. Possibly the remainder were lost in transit from factory to combat bases, destroyed on the fields, or grounded because of a shortage of gasoline or pilots...

The German oil supply was tight throughout the war, and was a controlling factor in military operations. The chief source of supply, and the only source for aviation gasoline, was 13 synthetic plants together with a small production from three additional ones that started operations in 1944... Production from the synthetic plants declined steadily and by July 1944 every major plant had been hit... The Germans viewed the attacks as catastrophic...

Plants producing tanks and armored vehicles were attacked occasionally [sic] in 1943 and early 1944. They were attacked more strongly in August, September and October 1944 in an effort to provide direct support to ground operations... Production dropped from 1,616 in August to 1,552 in September. However, it rose to 1,612 in October and to 1,770 in November...

The attack on transportation was the decisive blow that completely disorganized the German economy. It reduced war production in all categories and made it difficult to move what was produced to the front. The attack also limited the tactical mobility of the German army...

Source: <http://www.anesi.com/ussbs02.htm>