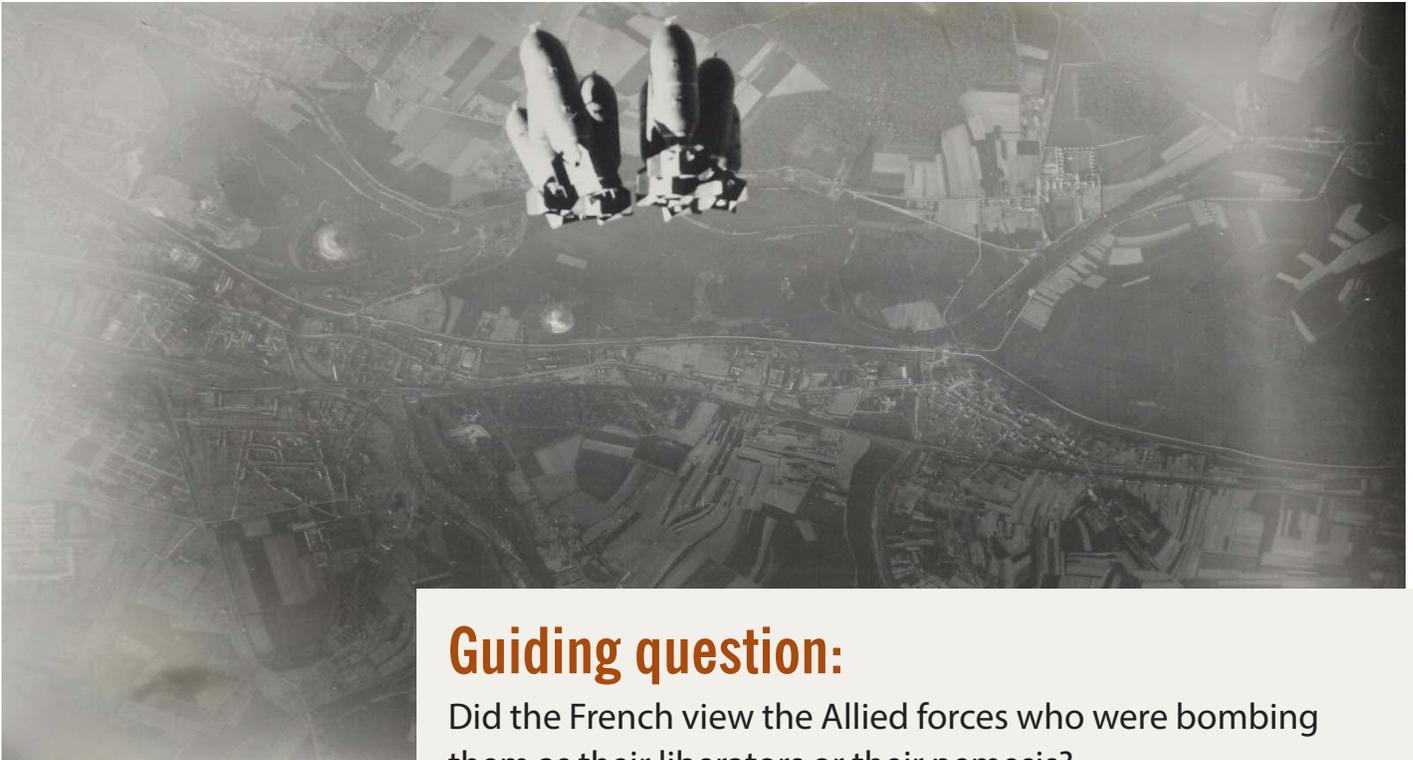




UNDERSTANDING
SACRIFICE

Activity: Friend or Foe: The Allied Strategic Bombing of Occupied France



Guiding question:

Did the French view the Allied forces who were bombing them as their liberators or their nemesis?

DEVELOPED BY ALISON BROWNING

Grade Level(s): 9-12

Subject(s): Social Studies, French

Cemetery Connection: Epinal American Cemetery

Fallen Hero Connection: Army Air Forces Staff Sergeant Joseph J. Casatelli



Overview

Using interactive technology from the American Battle Monuments Commission, maps, and primary and secondary sources from the United States and France, students will understand the impact of the Allied bombing of France. Also, students will discover how the bombing of France was crucial to the Allied victory in World War II.

Historical Context

The occupation of France by Germany from May 1940 until September 1944 is a complex history of coercion and resistance. French citizens and towns were at the mercy of the German military. Some French citizens complied and collaborated with the Nazi forces while others resisted. The Strategic Bombing Campaign, Operation Overlord, and Operation Dragoon were violent beacons of hope for those citizens wishing for liberation.

Objectives

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

- Discuss the goals of the Strategic Bombing Campaign;
- Infer what life was like for a French citizen during the occupation; and
- Compose a journal from the point of view of a French citizen or an American pilot using facts from primary and secondary sources.

Standards Connections

Connections to Common Core

CCSS.ELA-Literacy.RH.9-10.3 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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

“I wanted to explore how the French viewed American bombers. Were they seen as friends or foes? Since Staff Sergeant Joseph Casatelli was part of B-17 crew who flew missions over France, his missions offer a good jumping off point to explore this question.”
— Alison Browning

Browning teaches at J.P. McCaskey High School Campus in Lancaster, Pennsylvania.

Connections to C3 Framework

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

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

Documents Used ★ indicates an ABMC source

Primary Sources

Map, *France Occupied by Axis Powers, 1940-1944*

Rostislav Botev

https://upload.wikimedia.org/wikipedia/commons/e/e3/Vichy_France_Map.jpg

Map of Nancy Mission, April 1944

World War II Operations Combat Report, 305th Bomb Group, Box 922

National Archives and Records Administration

Photograph, Bombs Falling near Nancy, France

World War II Operations Combat Report, 305th Bomb Group, Box 922

National Archives and Records Administration

Photograph, Caen in Ruins, July 10, 1944

National Archives and Records Administration

<https://commons.wikimedia.org/w/index.php?curid=12475839>

Photograph, *Members of the 1st Bn, 355th Engineers, cleaning through wrecked streets of St Lô so that traffic could move by road from Omaha Beach*

U.S. Army Signal Corps

National Archives and Records Administration (SC 572358)

<http://www.history.army.mil/html/reference/Normandy/pictures.html>

Photograph, Paris, Straßenszene [street scene], Boulevard Saint-Germain

German Federal Archive (Bild 101I-247-0775-38)

<http://www.bild.bundesarchiv.de/archives/barchpic/search/1473704444/?search%5Bform%5D%5BSIGNATUR%5D=Bild+101I-247-0775-38>

Poster, *En 6 Mois*

Eric Castel, 1943

Musée du général Leclerc de la Libération de Paris-Musée

Poster, *Les Assassins Reviennent Toujours...*

German Propaganda Poster, c. 1944

Archives départementales de Seine-Maritime

Secondary Sources

Strategic Bombing Campaign Interactive ★

American Battle Monuments Commission

http://www.abmc.gov/sites/default/files/interactive/interactive_files/SBC_Web/index.html

Materials

- Computer with projection capabilities and speakers for teacher's use
- Computer devices for each student or one per group
- Strategic Bombing Campaign Analysis
- Life in Occupied France Document Packet
- Life in Occupied France Organizer
- Journal Response of American Airman (English or French version)
- Journal Response of French Teenager (English or French version)
- Journal Response Rubric

Lesson Preparation

- Make copies of Strategic Bombing Campaign Analysis (groups one through four). At teacher discretion, copy one per student or one per group.
- Make one copy of the Life in Occupied France documents, Life in Occupied France Organizer, and Journal Response Rubric for each student.
- Make one copy of the Journal Response for each student. There are four options which

can be assigned or selected at teacher discretion.

- Preview all propaganda posters and photographs to ensure appropriateness for your students.
- Set up classroom technology, if necessary.
- Secure one computer or table for each group to complete activity two.
- Test all online resources before class.

Procedure

Activity One: Occupied France (20 minutes)

- Project (or distribute copies of) *France Occupied by Axis Powers, 1940-1944*. Ask students what they know about occupied France:
 - *Who were the occupiers?*
 - *Why was France occupied?*
 - *What was the Vichy government?*
- Project the Map of Nancy Mission to give a real world context of strategic bombing. Ask students:
 - *Why were these places bombed?*
 - *What do you think happened to the people in these areas that were bombed?*

Activity Two: Strategic Bombing Campaign (40 minutes)

- Divide students into four groups.
- Distribute the Strategic Bombing Campaign Analysis to each group. Each group receives a different analysis sheet. At teacher discretion, give one per student or one per group.
- Secure access to a computer or tablet (minimum of one per group).
- Give students 15-20 minutes to complete the viewing of the videos and answer the questions.
 - *Teacher Tip:* Each group will watch the prelude and answer basic questions about strategic bombing. Then, each group will be responsible for one video clip.
- Ask each group to report out what they have learned from their videos.
 - *Teacher Tip:* This activity can be completed as a full class or by re-assigning students to smaller groups consisting of one student from each of the original four groups.
- Ask students:
 - *What were the advantages and disadvantages of strategic bombing?*
 - *Could the Allies have done anything differently?*
 - *Was strategic bombing successful? Why or why not?*
 - *How accurate were the bombings?*

- *How many civilian casualties do you think there were?*

Activity Three: The French Perspective (20 minutes)

- Distribute the Life in Occupied France Document Packet and Life in Occupied France Organizer.
 - *Teacher Tip:* Images from the Life in Occupied France Document Packet could also be placed around the classroom and students could complete a gallery walk if desired.
- Give students 10-15 minutes to interact with the documents and list their observations, reflections, and questions.
- Allow students to share out their observations, reflections, and questions.

Assessment

- Assign the Journal Response to students (in English or French).
 - *Teacher Tip:* Students will write a journal entry from one of two perspectives: a French teen whose city was bombed by the Americans or as an American airman who bombed a French city. These can be randomly assigned or students can choose their perspective.
- The Journal Response Rubric can be used to score the journal response.

Methods for Extension

- Students with more interest in the the occupation of France and the Allied strategic bombing of France can do further research.
- Students with a specific interest in the propaganda posters could compare and contrast Allied and Axis propaganda.
- Students with more interest in the French Resistance can view the lesson “Resistance Rising: Fighting the Shadow War against the Germans” on the Understanding Sacrifice website.
- 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

- Teachers can print the transcripts of the videos from the *Strategic Bombing Campaign Interactive*. This would be useful for English Language Learners to identify unknown vocabulary.

- Teachers can group students in several ways. One grouping strategy would be to have groups of heterogeneous ability work their way through the entire project. Another grouping strategy would be to assign one half of the class the American point of view and the other the French point of view. Then, students can partner together to discuss or debate.

Strategic Bombing Campaign Analysis

Group One: January 1942 - June 1942

1. Go to http://www.abmc.gov/sites/default/files/interactive/interactive_files/SBC_Web/index.html.

2. Click "Prelude" and answer the questions below:

a. Military theorists devised the concept of strategic bombing because of which war?

b. Name and explain two reasons a military would choose to use strategic bombing.

c. What is the name of the plane the U.S. developed?

3. Click on **January 1942- June 1942** and watch "The U.S. Joins the Strategic Air War." Answer the following questions about the video and be prepared to share what you learned with other groups.

a. Who was in charge of the U.S. 8th Air Force?

b. Where was the 8th Air Force deployed?

c. What is marked as the first strategic air attack by Americans on the European continent?

Strategic Bombing Campaign Analysis cont.

Group One: January 1942 - June 1942

d. Who is the leader of the British Bomber Command?

e. Arthur Harris said, "They [the Germans] sowed the wind and now they are going to feel the whirlwind." What do you think Harris meant by this?

f. What does incendiary mean?

g. List two interesting facts from the video.

Strategic Bombing Campaign Analysis

Group Two: July 1942 - November 1942

1. Go to http://www.abmc.gov/sites/default/files/interactive/interactive_files/SBC_Web/index.html.

2. Click "Prelude" and answer the questions below:

a. Military theorists devised the concept of strategic bombing because of which war?

b. Name and explain two reasons a military would choose to use strategic bombing.

c. What is the name of the plane the U.S. developed?

3. Click on **July 1942- November 1942** and watch "The 8th Air Force Builds." Answer the following questions about the video and be prepared to share what you learned with other groups.

a. On what date did six American crews become the first contingent of the 8th Air Force to bomb German facilities in Europe? What did this contingent bomb?

b. What was the date of the 8th Air Force's first independent mission? What type of planes were used? What did they bomb?

Strategic Bombing Campaign Analysis cont.

Group Two: July 1942 - November 1942

c. What is a turret gunner?

d. Describe the route that American B-17s had to take to arrive in England.

e. Why did the 8th Air Force bomb France during this time?

f. What types of installations were top priority for bombings?

g. Who was in charge of the 12th Air Force?

h. What was the 12th Air Force's major role?

i. List two interesting facts from the video.

Strategic Bombing Campaign Analysis

Group Three: December 1942 - May 1943

1. Go to http://www.abmc.gov/sites/default/files/interactive/interactive_files/SBC_Web/index.html.

2. Click "Prelude" and answer the questions below:

a. Military theorists devised the concept of strategic bombing because of which war?

b. Name and explain two reasons a military would choose to use strategic bombing.

c. What is the name of the plane the U.S. developed?

3. Click on **December 1942-May 1943** and watch "The 8th Air Force: Tough Experience." Answer the following questions about the video and be prepared to share what you learned with other groups.

a. On what date did American strategic bombing start in Germany?

b. What did the 8th Air Force and British Bomber Command focus on bombing?

Strategic Bombing Campaign Analysis cont.

Group Three: December 1942 - May 1943

c. How did American forces try to survive daylight raids?

d. What is flak?

e. What two Air Forces were aiding in the Mediterranean theater?

f. What helped tilt the Battle of the Atlantic in the Allies' favor?

g. How did American industry at home help the 8th Air Force?

h. List two interesting facts from the video.

Strategic Bombing Campaign Analysis

Group Four: June 1943 - October 1943

1. Go to http://www.abmc.gov/sites/default/files/interactive/interactive_files/SBC_Web/index.html.

2. Click "Prelude" and answer the questions below:

a. Military theorists devised the concept of strategic bombing because of which war?

b. Name and explain two reasons a military would choose to use strategic bombing.

c. What is the name of the plane the U.S. developed?

3. Click on **June 1943-October 1943** and watch "The High Cost." Answer the following questions about the video and be prepared to share what you learned with other groups.

a. What was the Combined Bomber Offensive?

b. Why was the destruction of industry supporting the Luftwaffe high priority?

c. How many 8th Air Force bombers were shot down in the raids on Schweinfurt and Regensburg?

Strategic Bombing Campaign Analysis cont.

Group Four: June 1943 - October 1943

d. Why did the British Bomber Command suffer comparably less than the 8th Air Force?

e. What happened on July 27, 1943?

f. What does incendiary mean?

g. How many crew members were lost in the Raids on Ploesti Oil Fields? Why were so many lives lost?

h. What campaigns helped topple Benito Mussolini and make Italian air force bases available to the Allies?

i. List two interesting facts from the video.

Life in Occupied France Document Packet

Poster, *En 6 Mois*

Eric Castel, 1943

Musée du général Leclerc de la Libération de Paris-Musée



Poster, *Les Assassins Reviennent Toujours...*

German Propaganda Poster, c. 1944

Archives départementales de Seine-Maritime



Photograph, Caen in Ruins, July 10, 1944

National Archives and Records Administration



Photograph, Members of the 1st Bn, 355th Engineers, cleaning through wrecked streets of St. Lô so that traffic could move by road from Omaha Beach

U.S. Army Signal Corps

National Archives and Records Administration (SC 572358)



Photograph, Paris, Straßenszene, Boulevard Saint-Germain

German Federal Archive (Bild 101I-247-0775-38)



Bundesarchiv, Bild 101I-247-0775-38
Foto: Langhaus | 1941

Life in Occupied France Organizer

Use the organizer below to record your observations, reflections and questions about what life was like in occupied France.

Observe	Reflect	Question

Journal Response Rubric

	Advanced	Proficient	Basic	Emerging
Content	All parts of “Proficient” components plus extra details that make the journal feel more realistic.	All required components have been included: <ul style="list-style-type: none"> • Date • Opinions / feelings • Information about the bombings • Salutation • Signature 	Missing one component of the journal: <ul style="list-style-type: none"> • Date • Opinions / feelings • Information about the bombings • Salutation • Signature 	Missing more than one component of the journal: <ul style="list-style-type: none"> • Date • Opinions / feelings • Information about the bombings • Salutation • Signature
Supporting Examples /details	More than five supporting details are used.	Five supporting details are used.	Four supporting details are used.	Fewer than four supporting examples or details are used.
Organization	Information and opinions are very organized with well-constructed paragraphs.	Information and opinions are organized with well-constructed paragraphs.	Information is organized, but the paragraph is not well-constructed.	The information is disorganized.
Tone	The tone is very appropriate to a situation in which you would write in a journal.	The tone is appropriate to a situation in which you would write in a journal.	The tone is somewhat appropriate to a situation in which you would write in a journal.	The tone is not correct for someone who is writing in a journal.
Mechanics	No grammar, spelling, or punctuation errors.	Almost no grammar, spelling, or punctuation errors.	Few grammar, spelling, or punctuation errors.	Many grammar, spelling, or punctuation errors.

Map, *France Occupied by Axis Powers, 1940-1944*

Rostislav Botev



Map of Nancy Mission, April 1944

World War II Operations Combat Report, 305th Bomb Group, Box 922

National Archives and Records Administration

