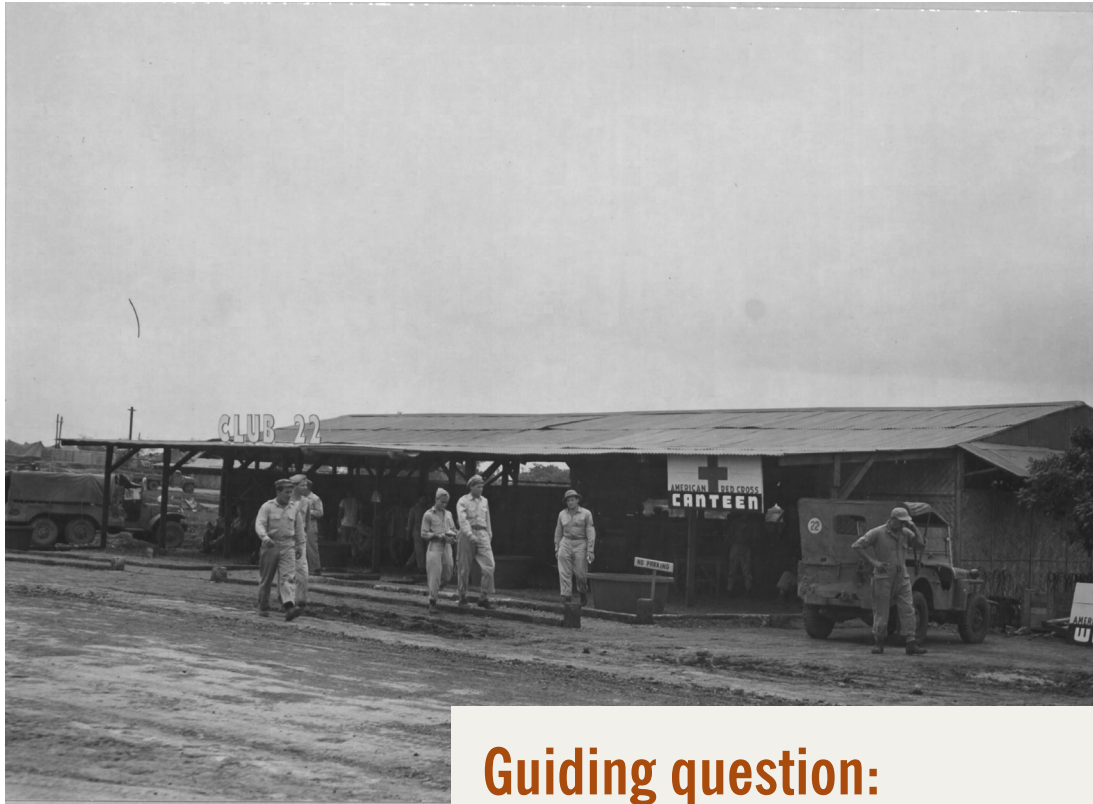




UNDERSTANDING
SACRIFICE

Activity: The Red Cross on the Front Line



Guiding question:

What drives a person to volunteer and enter a war zone “to protect life and health,” to help the wounded, the injured, and the lonely service member?

DEVELOPED BY MARION TOUZEL

Grade Level(s): 6-8

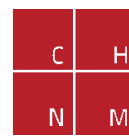
Subject(s): Social Studies, English

Cemetery Connection: Manila American Cemetery

Fallen Hero Connection: George Allingham



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Overview

Using a variety of primary and secondary sources, students will analyze the role that the Red Cross played in World War II and learn more about the role of a field director. Students will explore how the organization adapted to the challenges posed by the war, the decisions and actions directors made under pressure, and the qualities of an effective field director.

Historical Context

During World War II, the American Red Cross (ARC) served American servicemembers and their families both at home and abroad. Red Cross workers served in U.S. military hospitals, and the organization coordinated blood drives that collected over 13 million pints of blood. They facilitated communication and provided supplies to American prisoners of war. The ARC established clubs to provide troops needed R&R and sent over 300,000 tons of supplies overseas, including 27 million packages for American and Allied POWs. ARC club-mobles reached men on the front lines, providing donuts and coffee. According to the American Red Cross, 86 workers (including 52 women) lost their lives in military service. After the war, the ARC worked with its international counterparts to help reconnect separated families.

Objectives

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

- Understand the many facets of the Red Cross; and
- Analyze a field director's duties while in a war zone.

Standards Connections

Connections to Common Core

CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.



“The responsibility of the Red Cross is to bring assistance without discrimination to the wounded on the battlefield, [it] endeavors—in its international and national capacity—to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.”
(Fundamental Principles of the Red Cross)

It is important to understand that the Red Cross is based on the altruism of our society. People give of themselves, never considering the dangers they may encounter. Since its inception, the Red Cross has been an integral part of conflicts. In this lesson, we try to understand why and how people willingly place themselves in harm's way to ‘bring assistance without discrimination,’ fulfilling the Red Cross motto.”

— Marion Touzel

Touzel teaches at Ten Oaks Middle School in Myrtle Beach, SC.

CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Connections to C3 Framework

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Documents Used ★ indicates an ABMC source

Primary Sources

Film, *At His Side*, 1944

American Red Cross

Internet Archive

<https://archive.org/details/75392MarchOfTimeAtHisSide>

George Korson, *At His Side: The Story Of The American Red Cross Overseas In World War II*, 1945 (excerpts)

Internet Archive

<https://archive.org/details/athissidethestor027200mbp>

Poster, *Your Red Cross is at His Side*

National Archives and Records Administration (13526)

Secondary Sources

American Battle Monuments Commission ★

<https://abmc.gov/>

George Allingham Fallen Hero Profile ★

American Battle Monuments Commission

<http://abmceducation.org/understandingsacrifice/soldier/george-allingham>

“World War II and the American Red Cross” (excerpt)

American Red Cross

<http://embed.widencdn.net/pdf/plus/americanredcross/ywdnimrvz/history-wwii.pdf?u=0aormr>

World War II: A Visual History ★

American Battle Monuments Commission

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

Materials

- *At His Side* Fill in the Blank Sheet
- *At His Side* Fill in the Blank Answer Key
- The American Red Cross Field Directors: *At His Side* Mini-Q
- The American Red Cross Field Directors: *At His Side* Mini-Q Teacher Guide
- Mini-Q Rubric

Lesson Preparation

- Project the [ABMC website](#) and the [George Allingham Fallen Hero Profile](#).
 - Preview the eulogy video on the Fallen Hero Profile site.
 - Preview *At His Side* film.
- Make one copy of each of the following for each pair of students:
 - *At His Side* Fill in the Blank Sheet
 - The American Red Cross Field Directors: *At His Side* Mini-Q
 - Mini-Q Rubric for each student
- Make one copy of the *At His Side* Fill in the Blank Answer Key and The American Red Cross Field Directors: *At His Side* Mini-Q Teacher Guide for teacher use.

Procedure

Activity One: Introducing the Red Cross (45 minutes)

- Project the home page of the [American Battle Monuments Commission](#).
- Instruct a student to type “Allingham” in the “Search ABMC Burials” search bar and select George E. Allingham on the second page.
- Ask students to identify his:
 - Rank

- Home state
- Date of death
- Burial location
- Project the Fallen Hero Profile for George E. Allingham and play the video of the eulogy located on the page.
 - Explain that George E. Allingham served as a Field Director for the American Red Cross in Manila during World War II.
- Divide students into pairs. Ask the pairs to discuss the following anticipatory questions:
 - *What is the purpose of the American Red Cross?*
 - *How does the American Red Cross assist people in the United States?*
 - *How does the American Red Cross assist people in other countries?*
 - *How does the American Red Cross assist people during times of war?*
 - *How does the American Red Cross recruit individuals to serve in a war zone?*
- Discuss any unfamiliar vocabulary from *At His Side* Fill in the Blank Sheet with students prior to watching the documentary, as they will hear these terms used by the narrator.
- View the World War II Red Cross film *At His Side* as a class.
 - Allow students to preview the vocabulary sheet before playing the film.
 - Instruct students to complete the vocabulary sheet while watching the film.
 - Review student responses for accuracy (use the *At His Side* Fill in the Blank Answer Key).
- Ask the pairs to discuss the following questions:
 - *What are some of the duties of a field director?*
 - *How trustworthy is this film?*
 - *What propaganda techniques have been used?*
 - *List three reasons why the film would have been necessary. Explain each reason, with support from the previous discussion and/or the film.*
- Instruct students to write two questions they have about the job of a Red Cross field director during World War II.
- Lead a whole class discussion after the film focusing on what the students observed about Red Cross and its affiliation with the United States Armed Forces.

Activity Two: Duties of a Red Cross Field Director (45 minutes)

- Divide the students into the same pairs as Activity One.
- Access the ABMC *World War II: A Visual History* Interactive. This will serve as historical background for The American Red Cross Field Directors: *At His Side* Mini-Q.
 - Click “enter,” then “1945,” then “Luzon Campaign.”
 - Read the Luzon Campaign summary aloud and watch the accompanying video clip.

- Discuss how the characteristics of the terrain in Luzon affected how field directors performed their services.
- Distribute The American Red Cross Field Directors: *At His Side* Mini-Q.
- Guide student pairs through The American Red Cross Field Directors: *At His Side* Mini-Q.
- Ask students to complete the The American Red Cross Field Directors: *At His Side* Mini-Q to prepare for the final assessment.

Assessment

- Instruct each student to evaluate The American Red Cross Field Directors: *At His Side* Mini-Q and write an essay that answers the guiding question.

Methods for Extension

- Students with more interest in the role of the American Red Cross during World War II may research this further by reading *At His Side: The Story Of The American Red Cross Overseas In World War II* by George Korson.
- Students may also wish to evaluate how the United States government incorporated propaganda techniques in order to promote the American Red Cross.

Adaptations

- Teachers can adapt the project to younger learners by asking students to draw the layout of what they think a Club Service facility or Clubmobile would look like. This could also be adapted to English Language Learners in a similar way.
- Younger learners could also complete a smaller project creating a journal entry of an American Red Cross field director.
- 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.

At His Side Fill in the Blank Sheet

Directions: While watching the film *At His Side*, use the word bank below to fill in the blanks with your partner.

Clubmobile	merciful	Red Cross	life	coffee	South Pacific	field director
International	advice	morale	blood plasma	brother	food dropping	wounded
supporting	food	at his side	books	North Sea	entertainment	husband
heartwarming	donut	loan	rehabilitate	games	Guadalcanal	disabled

1. From the _____ to the _____.
2. Tarawa will be enacted again and _____ and Salerno and the Attu.
3. But this year the heavy cost of victory will again be lessened. The number of lives lost reduced because of the _____ gift of the American people.
4. As long as the war lasts, wherever our forces advance, the American fighting man will find his long heroic road a bit easier because the _____ is at his side.
5. To the able-bodied soldier, Red Cross service means that there is always a _____ he can turn to when he is worried, from whom he can get _____ on his problems or even a _____ to take care of special emergencies.
6. Along the roads of any theater of action, there is no sight more welcome to the eyes of an Army man than a Red Cross _____.
7. The Red Cross does its best to reach them. Workers of the newly organized

At His Side Fill in the Blank Sheet cont.

- _____ units packed bundles of supplies and comforts for lonely men stationed in isolated jungle outposts.
8. Men who are prisoners of war in Germany or Japan, more than eight million packages of food and clothing and medicine have been prepared in America for delivery through the _____ Red Cross.
9. From now on, more and more of the Red Cross's work will have to center around the care of _____ and _____.
10. In hospitals in this country as well as abroad, the Red Cross is helping to _____.
11. According to Major General Jimmy Dolittle, "The Red Cross is an important factor in improving the _____ and _____ of the American soldier. Our boys in hospitals are cheered by the _____, _____, _____, and _____ furnished by the Red Cross. . . . When our combat crews return from a tough mission the Red Cross _____ and _____ wagon [is] the first spot they hit for."
12. Lieutenant General Mark Wayne Clark stated, "Wherever the Fifth Army has moved, the American Red Cross has kept pace with its advance. It is _____ to know that the families of America are so eagerly _____ this fine service."
13. In this most bitter and destructive of wars it is the _____ mission of the Red Cross to be at the side of every American son or _____, father or _____.
14. That wherever the American fighting man goes into battle _____ must go the Red Cross.

At His Side Fill in the Blank Answer Key

Directions: While watching the film *At His Side*, use the word bank below to fill in the blanks with your partner.

Clubmobile	merciful	Red Cross	life	coffee	South Pacific	field director
International	advice	morale	blood plasma	brother	food dropping	wounded
supporting	food	at his side	books	North Sea	entertainment	husband
heartwarming	donut	loan	rehabilitate	games	Guadalcanal	disabled

1. From the South Pacific to the North Sea.
2. Tarawa will be enacted again and Guadalcanal and Salerno and the Attu.
3. But this year the heavy cost of victory will again be lessened. The number of lives lost reduced because of the blood plasma gift of the American people.
4. As long as the war lasts, wherever our forces advance, the American fighting man will find his long heroic road a bit easier because the Red Cross is at his side.
5. To the able-bodied soldier, Red Cross service means that there is always a field director he can turn to when he is worried, from whom he can get advice on his problems or even a loan to take care of special emergencies.
6. Along the roads of any theater of action, there is no sight more welcome to the eyes of an Army man than a Red Cross Clubmobile.
7. The Red Cross does its best to reach them. Workers of the newly organized food dropping units packed bundles of supplies and comforts for lonely men stationed in isolated jungle outposts.
8. Men who are prisoners of war in Germany or Japan, more than eight million packages of food and clothing and medicine have been prepared in America for delivery through the International Red Cross.
9. From now on, more and more of the Red Cross's work will have to center around the care of wounded and disabled.
10. In hospitals in this country as well as abroad, the Red Cross is helping to rehabilitate.

At His Side Fill in the Blank Answer Key cont.

11. According to Major General Jimmy Dolittle, "The Red Cross is an important factor in improving the life and morale of the American soldier. Our boys in hospitals are cheered by the food, books, games, and entertainment furnished by the Red Cross. . . . When our combat crews return from a tough mission the Red Cross donut and coffee wagon [is] the first spot they hit for."
12. Lieutenant General Mark Wayne Clark stated, "Wherever the Fifth Army has moved, the American Red Cross has kept pace with its advance. It is heartwarming to know that the families of America are so eagerly supporting this fine service."
13. In this most bitter and destructive of wars it is the merciful mission of the Red Cross to be at the side of every American son or husband, father or brother.
14. That wherever the American fighting man goes into battle at his side must go the Red Cross.

The American Red Cross Field Directors: *At His Side* Mini-Q

Guiding Question: What qualities does an effective field director possess?

Source A: Description of American Red Cross Field Director duties

Source B: Field Directors in the Philippines

Source C: Field Director David S. Oman

Source D: Field Director “Tiny” Thomas S. Montgomery

Task: Using the information from the documents and your prior knowledge of World War II, answer the questions that follow each document. Your answers to the questions will help you complete your final essay.

- Discuss the problems that field directors were faced with when helping service members.
- Explain choices that field directors had to make under pressure.
- Describe actions taken by field directors during battles.
- Clearly delineate the qualities of an effective field director.

The American Red Cross Field Directors: *At His Side* Mini-Q cont.

Understanding the Question and Pre-Bucketing

Understanding the Question

1. What is the analytical question asked by this Mini-Q?

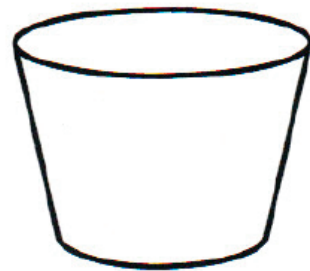
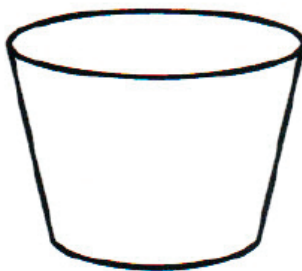
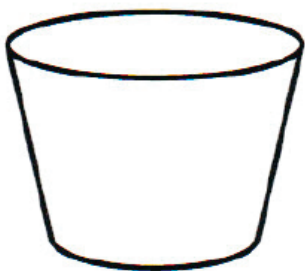
2. Is there any term in the question that needs definition?

3. Restate the question so that your interpretation of the term "**field director**" is clearly understood.

Pre-Bucketing

Task One: Pre-Bucketing

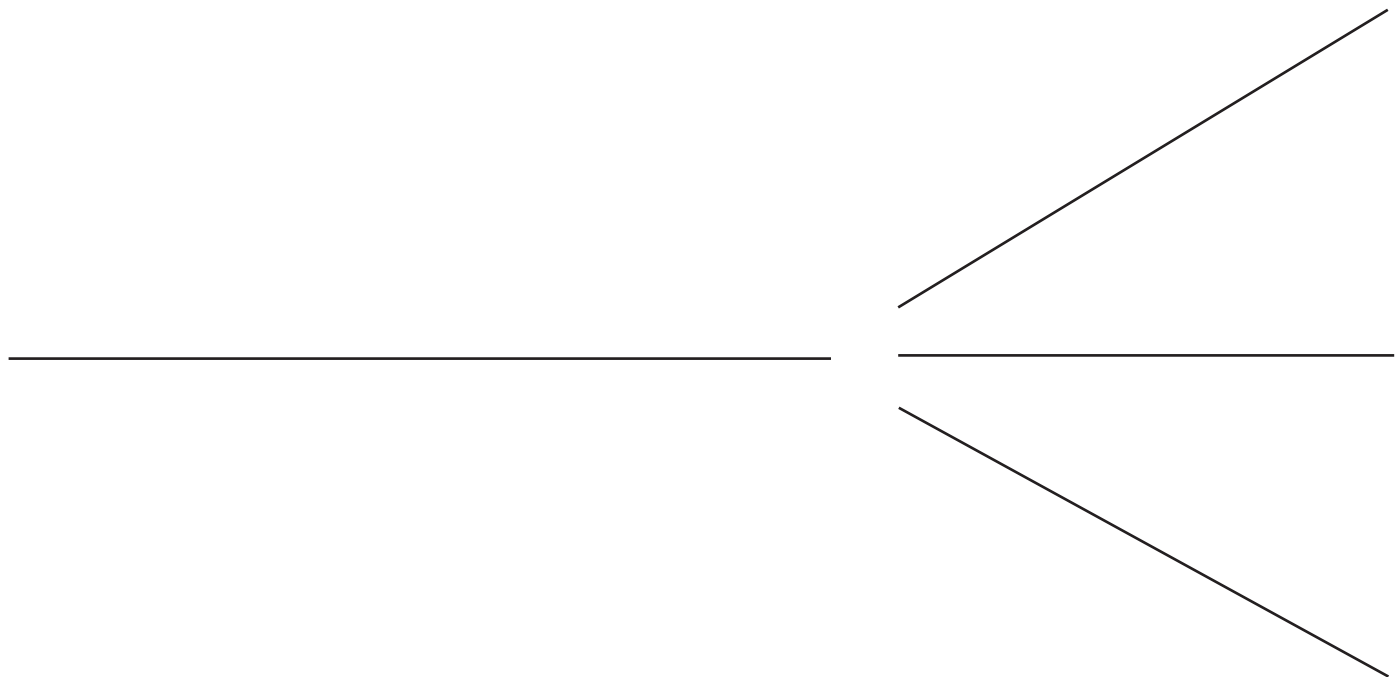
Using any clues from the Mini-Q question and the document titles, create possible bucket labels.



The American Red Cross Field Directors: *At His Side* Mini-Q cont.

Task Two: Thesis Development and Road Map

On the Chickenfoot below, write your thesis and your road map. Your thesis will answer the questions posed in the Mini-Q. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove the thesis.



The American Red Cross Field Directors: *At His Side* Mini-Q cont.

Source A: Description of American Red Cross Field Director duties

“World War II and the American Red Cross” (excerpt)

American Red Cross

“The Red Cross, with its clubs for recreation, its coffee and doughnuts in the forward areas, its readiness to meet the needs of the well and to help minister to the wounded . . . has often seemed to be the friendly hand of this nation, reaching across the sea to sustain its fighting men.”

– General Dwight D. Eisenhower, Address to Congress, June 18, 1945

By 1945 the number of field directors and assistant field directors who provided camp service peaked at 3,520.

Camp Service was conducted by field directors and assistant field directors assigned to, and often living with, the armed forces. Their services included:

- giving counsel and guidance to service members
- providing a means of communication between members of the armed forces and their families at home
- securing reports on family conditions at home and other matters of concern to service members and to military authorities
- making available financial assistance in the form of loans and grants to meet emergency needs
- distributing comfort articles and other supplies when needed



The American Red Cross Field Directors: *At His Side* Mini-Q cont.

Club Service was made available at the request of the U.S. government to able-bodied members of the armed forces serving overseas. The Red Cross staffed and supplied permanent service clubs, travelling club-mobiles, and other recreational facilities that stretched literally around the world. At its peak, the Red Cross operated nearly 2,000 recreational service facilities abroad, staffed by 5,000 Red Cross workers and approximately 140,000, mostly local, volunteers.

In order to serve multiple sites, particularly in isolated areas, the Red Cross introduced clubmobiles in Great Britain in 1942 and later deployed some to the continent. Each was operated by three American Red Cross women and a local driver. They were equipped for making and serving coffee and doughnuts and for distributing newspapers, chewing gum, and other small items. Some were equipped with record players and loudspeakers to provide music for the troops. A few were outfitted with movie projectors and became known as cinemobiles.

Home Service

All American Red Cross chapters provided Home Service for the benefit of families of service members. In many cases, Home Service workers maintained close touch with Camp and Hospital Service field directors as information moved back and forth between military installations and home communities. Home Service responsibilities included:

- consultation and guidance in personal and family problems
- communication between service personnel and family members
- information and help with government regulations, pensions, and other benefits
- financial assistance, in the form of loans and grants based on need
- furnishing the armed forces with reports to aid military authorities in making discharge and furlough decisions

During the war years, the Home Service handled almost 18 million cases, participated in 42 million communications between troops and families, and provided over \$38 million in financial assistance.

The American Red Cross Field Directors: *At His Side* Mini-Q cont.

Camp and Hospital Council Service

The Red Cross formed councils that met emergency and supplemental needs for equipment, supplies, and services at domestic army and navy installations by coordinating the resources of local communities and other organizations. Military authorities made emergency needs known to field directors who called on local councils for help, with first priority going to hospitals. Councils provided a wide range of items, everything from garden implements and musical instruments to furniture and room furnishings, books, magazines, and newspapers. They also arranged ward parties, held art exhibits, and booked movie and theatrical presentations. By 1944, 2,204 chapters participated in 181 councils that provided service to 4,096 army and navy stations and hospitals.

Blood Donor Service

In January 1941 U.S. military authorities asked the American Red Cross to organize a Blood Donor Service to meet the anticipated needs of the American armed forces should the United States enter the war. In response, the Red Cross established and supervised a model blood collection program with the specific goal of processing blood into dried plasma on a large scale. By the time of the attack on Pearl Harbor, the Red Cross operated ten blood donor centers in the Eastern United States. Eventually that number grew to 35 centers located across the country, supplemented by an additional 63 mobile units. At its peak, the program involved a paid staff of 2,285 doctors, nurses, and technicians, plus an estimated 25,000 volunteers. The Red Cross expended nearly \$16 million on the Service which ended on September 15, 1945 after collecting 13.4 million pints of blood from 6.6 million donors. This wartime effort became the model for the civilian blood program that the Red Cross began in 1948.

“Six thousand units of plasma went ashore at Tarawa [and] 4,000 of them came back in the veins of wounded marines. At least half of the seriously wounded owe their lives to plasma.”

– Captain French R. Moore, Navy doctor in the Pacific

The American Red Cross Field Directors: *At His Side* Mini-Q cont.

Analysis of Source A: Description of American Red Cross Field Director Duties

1. How were field directors able to form relationships with service members?

2. Looking at the items listed under Camp Service, arrange them in order of importance.

3. Why would service members appreciate having Clubmobiles?

4. What are three examples of Home Services that a field director would provide?

5. Why would a field director call on local councils?

6. During World War II, how many pints of blood did the Red Cross collect?

The American Red Cross Field Directors: *At His Side* Mini-Q cont.

Source B: Field Directors in the Philippines

George Korson, *At His Side The Story Of The American Red Cross Overseas In World War II*, 1945 (pages 21-23)

"Irving Williams has arrived in Manila on October 9, 1941, with two associates, to organize American Red Cross field director service for the armed forces in the Philippines. The Philippine Red Cross . . . had previously confined its activities to civilians.

. . . A Red Cross call for volunteers had brought immediate response. . . . While volunteers were being registered and classified, Harold Graybeal, assistant field director at Fort Stotsenburg, about sixty miles from Manila, announcing that adjoining Clark Field had been bombed.

The emergency machinery of the Philippine Red Cross functioned with surprising efficiency. Even though few had expected war to come so soon, the Philippine Red Cross had made extensive preparations for almost any eventuality. Large supplies of food, clothing, surgical dressings, and other medical supplies were stored in warehouses, located at strategic points in the city and throughout the provinces. Contracts had been made with transportation companies so that buses, automobiles, ambulances, and horses could be made available. A large staff of doctors and nurses had been enrolled as volunteers for the ten emergency hospitals operated by the Philippine Red Cross in sections vulnerable to attack from the air, particularly along the waterfront.

. . . When the prearranged evacuation plan was carried out, Field Director Cullen was put in charge. To gather frightened refugees from their homes, transport them to railroad and bus stations, have them properly tagged, . . . feed them, and provide medical and nursing care; and organize a staff to receive them twenty to sixty miles from Manila and distribute them to designated homes - all this was a task of tremendous proportions. Cullen and his staff of Filipino assistants removed almost 80,000 men, women, and children from Manila.

. . . One of the Red Cross heroines was Assistant Field Director Frances Hobbs. One day a crowd of frantic women and crying children jammed her office. Without food or money, they had come to the Red Cross for financial assistance. Mrs. Hobbs made individual loans and recorded them. This work was at its peak when suddenly the air-raid alarm sounded: Japanese planes were bombing Nichols Field and the outskirts of Fort William McKinley. Instantly the women became hysterical and the children cried louder than ever. . . . With surprising calm, Frances Hobbs climbed on a desk and called upon the women to follow her in the Lord's Prayer. The women dropped to their knees and recited the Lord's Prayer repeating it over and over again during the thirty minutes that the air raid lasted.

The American Red Cross Field Directors: *At His Side* Mini-Q cont.

Analysis of Source B: Field Directors in the Philippines

1. Why did the American Red Cross deem it necessary to incorporate the Philippine Red Cross?

2. What's important to notice about the placement of emergency hospitals?

3. Interpret the phrase "properly tagged."

4. What Home Service does Mrs. Frances Hobbs provide for the women at Fort William McKinley?

The American Red Cross Field Directors: *At His Side* Mini-Q cont.

Source C: Field Director David S. Oman

George Korson, *At His Side The Story Of The American Red Cross Overseas In World War II*, 1945 (pages 71-73)

“Field Director David S. Oman went ashore with his unit in Gavutu. In his official report of the invasion, Oman described what he saw and did during the first fateful days:

‘Our unit entered Guadalcanal Harbor on the morning of August 6 [1942]. . . . During the actual landing at Gavutu we were caught in a cross fire of rifle and machine-gun bullets from Gavutu beach and from Japanese entrenched in pill boxes on the adjoining island of Tanambogo. A first-aid station was established in the only remaining building on the island. The balcony of this building was being utilized by our own machine-gun and sniper units. Half of the roof and one side of the house had been blown away, but it had a concrete floor and offered some protection from the rain, which had increased as the day wore on.

During the day I kept busy giving morphine to the wounded and preparing them for treatment by the doctors. Casualties increased at dusk when we attempted to secure Tanambogo, and it became necessary for me to act as a stretcher bearer. On my second trip out, my partner was killed as we crossed the causeway [connecting Gavutu with Tanambogo]. On the third trip my new partner was wounded, and upon returning to the first-aid station I was informed that eight corpsmen were casualties.

Fighting continued that night, and the rain increased. Water had gotten six inches deep on the concrete floor and we used rocks and boards to elevate the stretchers. The cigarettes I had brought ashore were kept dry and we gave them out one at a time as the casualties were brought in. The next morning we moved the first-aid station to a safer location.

On the fourth day fighting subsided and we had our first opportunity to clear up the battlefield.”

The American Red Cross Field Directors: *At His Side* Mini- Q cont.

Analysis of Source C: Field Director David S. Oman

1. Is this a primary or secondary source? Explain.

2. Why did Field Director Oman go ashore at Gavutu?

3. Describe Field Director Oman's character as he performed his duties along side his unit.

The American Red Cross Field Directors: *At His Side* Mini-Q cont.

Source D: Field Director “Tiny” Thomas S. Montgomery

George Korson, *At His Side The Story Of The American Red Cross Overseas In World War II*, 1945 (pages 74-77)

“On January 3, 1943, the Sixth Marine Division arrived at Guadalcanal to take part in the final drive against the Japanese. . . . Red Cross Field Director Thomas S. Montgomery, nicknamed “Tiny” because of his unusual height of 6’8 ½”, assembled his eighty Red Cross crates scattered among the great piles of military stores. As he was in perfect physical condition, the Red Cross sent him first to Quantico, Virginia, where he practiced invasion tactics with the Marines, then to Camp Pickett to learn Red Cross field techniques.

Tiny pitched his camp about half a mile from the beach, midway between Henderson Field and a smaller fighter field. Allowed only one tent, he and Sergeant McMurren scrounged two other tents. One served as a storehouse and workshop, another as office and library, and the third as a recreation center. Outside his office tent hung this sign: ‘The American Red Cross is in this area to assist men of the United States forces in any way possible. Please do not hesitate to call.’

. . . Montgomery made a rule to reach every American fighting man on Guadalcanal, no matter how remote his outpost. Three times a week he loaded his jeep to capacity with Red Cross supplies, and drove as far as it would go. Then, with a bulging knapsack across his broad shoulders, he would proceed to the front-line foxholes on foot, chanting, ‘Chewing gum, candy, popcorn, soda pop. What’ll you have, boys?’ . . . If a man worried about his family, Montgomery took back a message and had the Australian headquarters of the American Red Cross cable to the soldier’s hometown Red Cross chapter for an investigation.

Front lines were difficult to determine in jungle warfare - a treetop sniper here, a lone foxhole gunner there, perhaps four or five men sharing a shell hole on the side of a ridge. On one occasion, Montgomery was following what he thought was a continuous line of American positions when he met a group of Marines walking through a coconut grove. He asked how close he was to the front line.

They looked at him oddly and grinned. ‘Hell,’ drawled one of them, ‘the front line’s half a mile behind us. This is a patrol.’

The woods were full of Japanese snipers, which prevented his turning back. So he went along with the patrol, dodging bullets on the way.

The American Red Cross Field Directors: *At His Side* Mini-Q cont.

Once, in the dusk, while bouncing along in his overloaded jeep, [Montgomery] found himself in the midst of a battle. Bursting bombs shook the ground under him, and the air was filled with the rumble and flashes of gunfire on the ground, in the air, and offshore. Signs of machine guns and rifles hidden behind foliage and coconut trees were not necessary to convince him that he was a target for enemy bullets. . . .

There was a time when Montgomery was driving along the beach with a load of supplies and several passengers when bullets started kicking up the sand all around them. Caught between the crossfire of two Japanese machine-gun nests, they couldn't see their assailants yet discerned a movement of leaves in the trees overhead."

Analysis of Source D: Field Director "Tiny" Thomas S. Montgomery

1. Why did the Red Cross send Field Director Tiny to Quantico?

2. How does Field Director Montgomery show his resourcefulness?

3. Explain how Field Director Montgomery provided a Home Service for a service member.

4. Describe how Tiny performs acts of valor while also accomplishing his job as a **field director**.

The American Red Cross Field Directors: *At His Side* Mini-Q cont.

Essay

Guiding Question: What qualities does an effective field director possess?

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least three documents to support your essay. Support your response with relevant facts, examples, and details.

Task: Using the information from the documents and your prior knowledge of World War II, answer the questions that follow each document. Your answers to the questions will help you complete your final essay.

- Discuss some problems that field directors faced when helping service members.
- Explain choices that field directors had to make under pressure.
- Describe actions taken by field directors during battles.
- Clearly delineate the qualities of an effective field director.

Guidelines: In your essay, be sure to:

- Develop all aspects of the task;
- Incorporate information from **at least three** documents;
- Support your analysis with relevant facts, examples, and details; and
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the question.

Mini-Q Essay Outline Guide

Working Title

Paragraph #1

Grabber

Background

Stating the question with key terms defined

Thesis and roadmap

The American Red Cross Field Directors: *At His Side* Mini-Q cont.

Paragraph #2

Topic sentence for bucket one

Evidence: supporting detail from documents with document citation

Argument: connecting evidence to the thesis

Paragraph #3

Topic sentence for bucket two

Evidence: supporting detail from documents with document citation

Argument: connecting evidence to the thesis

Paragraph #4

Topic sentence for bucket three

Evidence: supporting detail from documents with document citation

Argument: connecting evidence to the thesis

Paragraph #5

Conclusion: restatement of thesis along with possible insight

The American Red Cross Field Directors: *At His Side* Mini-Q

Teacher Guide

Analysis of Source A: Description of American Red Cross Field Director duties

1. *How were field directors able to form relationships with service members?*

Any and all of the following will suffice:

- giving counsel and guidance to service members
- providing a means of communication between members of the armed forces and their families at home
- securing reports on family conditions at home and other matters of concern to service members and to military authorities
- making available financial assistance in the form of loans and grants to meet emergency needs
- distributing comfort articles and other supplies when needed

2. *Looking at the items listed under Camp Service, arrange them in order of importance.*

Answers will vary as to students' personal opinions.

3. *Why would service members appreciate having Clubmobiles?*

They were equipped for making and serving coffee and doughnuts and for distributing newspapers, chewing gum, and other small items. Some were equipped with record players and loudspeakers to provide music for the troops. A few were outfitted with movie projectors and became known as cinemobiles.

4. *What are three examples of Home Services that a field director would provide?*

Answers will vary but any of the following will suffice:

- consultation and guidance in personal and family problems
- communication between service personnel and family members
- information and help with government regulations, pensions, and other benefits
- financial assistance, in the form of loans and grants based on need
- furnishing the armed forces with reports to aid military authorities in making discharge and furlough decisions

5. *Why would a field director call on local councils?*

Answers will vary, but should include that employing local councils helps gain volunteers, medical supplies, buildings, food, transportation, and knowledge of the area.

The American Red Cross Field Directors: *At His Side* Mini-Q

Teacher Guide cont.

6. *During World War II how many pints of blood did the Red Cross collect?*

13.4 million pints

Analysis of Source B: Field Directors in the Philippines

1. *Why did the American Red Cross deem it necessary to incorporate the Philippine Red Cross?*

Although answers will vary, most of the following should be included:

- The Philippine Red Cross had made extensive preparations for almost any eventuality.
- Large supplies of food, clothing, surgical dressings, and other medical supplies were stored in warehouses, located at strategic points in the city and throughout the provinces.
- Contracts had been made with transportation companies so that buses, automobiles, ambulances, and horses could be made available.
- A large staff of doctors and nurses had been enrolled as volunteers for the ten emergency hospitals.

2. *What is important to notice about the placement of emergency hospitals?*

Emergency hospitals were placed in close proximity to areas of need, therefore in vulnerable sections of town.

3. *Interpret the phrase "properly tagged."*

Students should note that evacuees were tagged so that volunteers who received them would know where to place each member.

4. *What Home Service does Mrs. Frances Hobbs provide for the women at Fort William McKinley?*

Most importantly, she provides the women with funds so that they will be able to evacuate Manila prior to Japanese arrival, but she also offers them solace and peace of mind during the air raid.

Analysis of Source C: Field Director David S. Oman

1. *Is this a primary or secondary document? Explain.*

Although the text is in a book about the American Red Cross and a secondary source, the item itself is a journal entry which makes it a primary source.

2. *Why did Field Director Oman go ashore at Gavutu?*

All field directors are assigned to a specific unit. Oman follows his unit as they attack at Gavutu.

The American Red Cross Field Directors: *At His Side* Mini-Q

Teacher Guide cont.

3. *Describe Field Director Oman's character as he performed his duties along side his unit?*

Oman is a man who does not give up. He lost two partners, one fatally, the other to injury, but he kept working alongside his unit. On day two, Oman set up a proper first-aid station in a safer location. He also knew that cigarettes were a comfort to the wounded and did all he could to keep his supplies dry. After the battle subsided, he went onto the battlefield to help injured service members. It is implied that Oman also helped move dead service members.

Analysis of Source D: Field Director "Tiny" Thomas S. Montgomery

1. *Why did the Red Cross send Field Director Tiny to Quantico?*

Tiny practiced invasion tactics with the Marines at Quantico.

2. *How does Field Director Montgomery show his resourcefulness?*

Even though Tiny was only offered one tent, he soon found two others to properly serve the men in his unit. He set one up as the recreational tent, another as the storehouse and workshop, and the third the office and library. Then Tiny placed a sign on one tent stating 'The American Red Cross is in this area to assist men of the United States forces in any way possible. Please do not hesitate to call.' This allowed all service members to know they could count on him at any time.

3. *Explain how Field Director Montgomery provided a Home Service for a service member.*

If a man worried about his family, Montgomery took back a message and had the Australian headquarters of the American Red Cross cable to the soldier's hometown Red Cross chapter for an investigation.

4. *Describe how Tiny performs acts of valor while also accomplishing his job as a field director.*

Tiny never shirked from his duties to deliver supplies to the service members on the front line, often placing himself in danger. Students should notate one of the two examples where this is explained in the narration.

Mini-Q Rubric

	Advanced	Proficient	Basic	Emerging
Content and Development	Presents a clear and central idea about the topic. Fully develops the central idea with specific, relevant details. Sustains focus on the central idea throughout the writing.	Presents a central idea about the topic. Develops the central idea but details are general, or the elaboration may be inconsistent.	Central idea may be unclear. Details need elaboration to clarify the central idea. Focus may shift or be lost causing confusion for the reader.	There is no clear central idea. Details are sparse and confusing. There is no sense of focus.
Organization	Has an effective introduction, body, and conclusion. Provides a smooth progression of ideas by using appropriate transitional devices.	Has an introduction, body, and conclusion. Provides a logical progression of ideas.	Introduction, body, and conclusion may be ineffective. Provides a simplistic, repetitious, or random progression of ideas.	Introduction, body, or conclusion is absent. Presents information in random or illogical order.
Voice	Uses precise and/or vivid vocabulary appropriate for the topic. Phrasing is effective, not predictable or obvious. Varies sentence structure to promote continuity. Shows strong awareness of audience and task. Tone is consistent and appropriate.	Uses precise vocabulary appropriate for the topic. Phrasing is effective. Varies sentence structure to promote continuity. Shows awareness of audience and task. Tone is consistent and appropriate.	Uses both general and precise vocabulary. Phrasing may not be effective and may be predictable or obvious. Varies sentence structure to establishing less continuity. Shows awareness of audience and task. Tone is appropriate.	Uses simple vocabulary. Phrasing is repetitive or confusing. Shows little or no sentence variety. Shows little or no awareness of audience or task. Tone may be inappropriate.
Conventions	Provides evidence of a consistent and strong command of conventions.	Provides evidence of an adequate command of conventions.	Provides evidence of a limited command of conventions.	Provides little or no evidence a command of conventions.