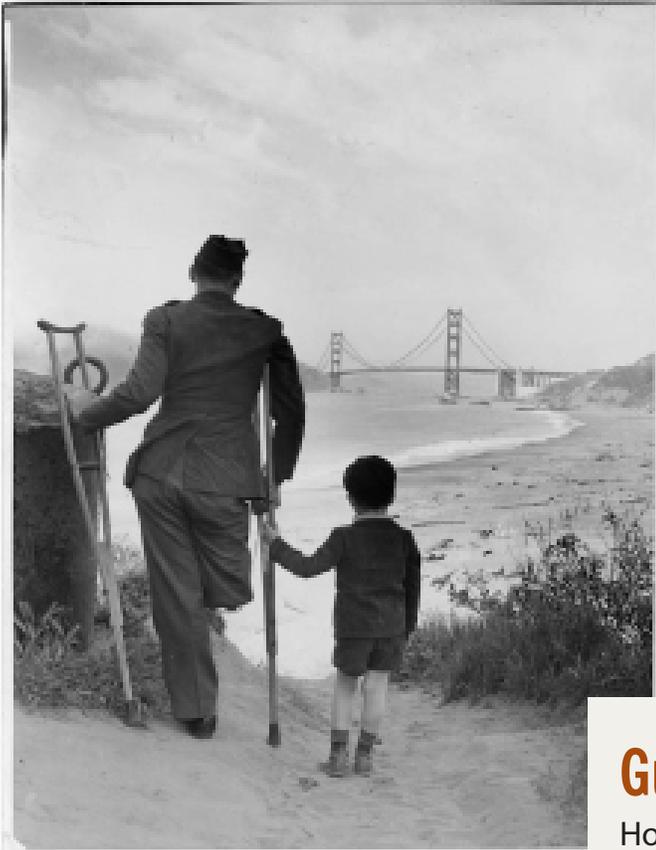




UNDERSTANDING
SACRIFICE

Activity: “What Do You See?”: Using Photographs to Learn about World War II



Guiding question:

How do photographs expand an individual’s knowledge and understanding of an event in history?

DEVELOPED BY MELANIE HUNT

Grade Level(s):

6-8, or 9-12

Subject(s):

Social Studies, English / Language Arts, English as a Second Language, Special Education, Art

Cemetery Connection:

Normandy American Cemetery

Fallen Hero Connection:

Sergeant Harry Blankenship



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Overview

These lessons are designed to help students understand events in World War II using non-textual sources (photographs, film, interactive websites, and apps). Students will analyze photographs of selected World War II events and subjects. Through photograph analysis, students will make observations, draw inferences, create questions, and participate in group discussions to develop and expand their knowledge of selected World War II events and topics. These lessons are designed to provide students with learning disabilities and limited English language proficiency with alternative learning opportunities.

Historical Context

D-Day, June 6, 1944, is the day that Allied forces initiated the invasion of Normandy. Operation Overlord was the largest amphibious assault ever planned and executed. D-Day took over one year to plan, involved a surprisingly effective deception plan, included over 5,000 ships, 11,000 airplanes, and more than 150,000 troops. Operation Overlord was a major turning point in World War II on the European front. By the end of August 1944, Paris had been liberated and the Germans no longer occupied northwestern France.

While D-Day saw the Allied forces triumph, the beaches were not won without great human cost. Many of the service members who landed on the beaches of Normandy during the first hours of the invasion were met with an endless barrage of German machine gunfire. The bravery and extraordinary determination of those service members is both amazing and inspiring. However, with bravery and extraordinary determination also comes horrific injury and death. By the time the sun set on June 6, 1944, it is estimated there were over 10,000 Allied casualties.

Civilian war correspondents as well as military photographers captured many historic images in the campaign for Northern Europe. Often their subjects were ordinary soldiers - men like Sergeant Harry Blankenship, killed in the battle for Cherbourg, who rests in Normandy American Cemetery.

“This lesson is important because it makes World War II history accessible to the diverse population of students who do not fit the standard lesson plan mold. This lesson is designed to assist students who sometimes get lost when reading is the main focus of the lesson, but who thrive when given information visually.”

—Melanie Hunt

Hunt teaches at Morristown East High School in Morristown, Tennessee.

Objectives

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

- Analyze photographs by identifying details in the photographs;
- Generate initial observations, inferences, and questions from photographs and background information known about the photograph’s subject;
- Construct final observations, inferences, and questions of photographs after World War II content information is delivered; and
- Compare and contrast initial inferences with final inferences through group discussions.

Standards Connections

Connections to Common Core

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-Literacy.SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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.

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

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.

Documents Used ★ indicates an ABMC source

Primary Sources

1944 D-Day and the Normandy Invasion Image Exhibition

National Archives and Records Administration

<https://www.google.com/culturalinstitute/exhibit/d-day-and-the-normandy-invasion/wRQ7nqwa>

Archival Footage of D-Day Film

Smithsonian Magazine

http://www.smithsonianmag.com/videos/category/3play_1/archival-footage-of-d-day/?no-ist

D-Day Film

National Archives and Records Administration

[http://docsteach.org/documents/39013/detail?mode=browse&menu=closed&era\[\]=the-great-depression-and-world-war-ii&sortBy=arc_id&page=1](http://docsteach.org/documents/39013/detail?mode=browse&menu=closed&era[]=the-great-depression-and-world-war-ii&sortBy=arc_id&page=1)

Photograph Collection: D-Day Buildup

In preparation for the invasion, artillery equipment is loaded aboard LCTs at an English Port, June 1, 1944

U.S. Army Center of Military History (SC206438)

Map, World War II Battle Map – The Assault

Dwight D. Eisenhower Presidential Library, Museum, and Boyhood Home (66-135)

Men and equipment are massed together in landing craft...

National Archives and Records Administration (111-SC-1214)

Ready and Waiting for D-Day..., May 22, 1944

Franklin D. Roosevelt Presidential Library & Museum (65592(28))

These American troops are marching through the streets of a British port town...

U.S. Army Center of Military History

Training camp maneuvers, 1943

Franklin D. Roosevelt Presidential Library & Museum (45730)

Photograph Collection: D-Day Beach Landings

American assault troops in a landing craft huddle behind the protective front of the craft as it nears a beachhead..., June 6, 1944

U.S. Army Center of Military History (26-G-2343 CG 2343)

Coast Guard landing barges hitting the French coast with the first wave of the invasion...

Dwight D. Eisenhower Presidential Library, Museum, and Boyhood Home (71-244)

A convoy of landing craft nears the beach at Normandy, D-Day, June 6, 1944

U.S. Army

General Dwight D. Eisenhower Giving the Order of the Day, June 5, 1944

National Archives and Records Administration (111-SC-194399)

Into the Jaws of Death, June 6, 1944

National Archives and Records Administration (26-G-2343)

Invaders cross Channel on Coast Guard transport..., June 1944

Franklin D. Roosevelt Presidential Library & Museum (65405(32))

Looking down at a large group of US Army troops on board an LCI, ready to ride to their rendezvous for the invasion of France

Naval History and Heritage Command

Panoramic view of supplies being brought ashore for invaders

Dwight D. Eisenhower Presidential Library, Museum, and Boyhood Home (71-243)

Photograph Collection: D-Day Landings to Berlin

American troops in tank passing the Arc de Triomphe after the liberation of Paris, August 1944
National Archives and Records Administration (208-YE-68)

2d Lt. Jacob Harris, Infantrymen of the 255th Infantry Regiment move down a street in Waldenburg to hunt out the Hun after a recent raid by 63rd Division, April 16, 1945
National Archives and Records Administration (111-SC-205778)

Moving to Austria. The War Against Germany, Europe and Adjacent Areas.
U.S. Army in World War II Pictorial Record, Center of Military History

Photo taken on D+2, after relief forces reached the Rangers at Pointe Du Hoc...
U.S. Army Signal Corps (SC190240)

Pvt. Joseph Scrippens, Soldiers of the 55th Armored Infantry Battalion and tank of the 22nd Tank Battalion move through smoke filled street, April 22, 1945
National Archives and Records Administration (111-SC-205298)

Taking a "breather" after gaining comparative safety offered by a concrete wall..., June 9, 1944
Dwight D. Eisenhower Presidential Library, Museum, and Boyhood Home (71-248)

The Tricolor flies from the Eiffel Tower again..., August 25, 1944
Franklin D. Roosevelt Presidential Library & Museum (65638(22))

U.S. troops set up command posts on Utah Beach, June 8, 1944
Dwight D. Eisenhower Presidential Library, Museum, and Boyhood Home (65-328-1)

Photograph Collection: Homefront

Day one of the ten days it took to build the Liberty Ship SS Joseph N. Teal by the Oregon Shipbuilding Corporation, run by Henry Kaiser, September 13, 1942
Franklin D. Roosevelt Presidential Library & Museum (48223794(53))

Judy takes a shot at the Axis..., September 1942
Franklin D. Roosevelt Presidential Library & Museum (66178(1))

Saturday's a holiday for most of the nation's small fry..., October 1942

Franklin D. Roosevelt Presidential Library & Museum (65701(31))

A storefront featuring a sign advertising domestic price control, 1944

Franklin D. Roosevelt Presidential Library & Museum, (53227(2184))

That's no idle whim of Uncle Sam's...

Franklin D. Roosevelt Presidential Library & Museum (65408(104))

There's a feminine hand at the controls of many of America's activities these days..., September 1942

Franklin D. Roosevelt Presidential Library & Museum (66179(59))

Two grandmothers are keeping up the production schedule of the La Roe's family shop at Eustis, Fla.,..., March 1942

Franklin D. Roosevelt Presidential Library & Museum (66131(34))

Two sisters who left the farm to keep our airmen flying..., August 1942

Franklin D. Roosevelt Presidential Library & Museum (65-716(8))

Women man America's machines in a west coast airplane factory, where the swing shift of drill press operators is composed almost entirely of women, May 1942

Franklin D. Roosevelt Presidential Library & Museum (66312(62))

Women workers in the flag loft at the Brooklyn Navy Yard, New York, turning out National and signal flags for the expanding Navy, March 6, 1941

Franklin D. Roosevelt Presidential Library & Museum (53227(2085))

Women working on a plane in the Army Air Corps

Franklin D. Roosevelt Presidential Library & Museum (482223910(66))

Photograph Collection: U.S. Service Members

American soldiers use Nazi pillbox for laundry..., June 29, 1944

Franklin D. Roosevelt Presidential Library & Museum (65638(170))

Back to a Coast Guard assault transport comes this Marine after two days and nights of Hell on the beach of Eniwetok in the Marshall Islands..., February 1944
National Archives and Records Administration, (26-G-3394)

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)

Cpl. H. H. Clements, Marine Pfc. Douglas Lightheart (right) cradles his 30-cal. machine gun in his lap, while he and his buddy Pfc. Gerald Churchby take time out for a cigarette, while mopping up the enemy on Peleliu Is., September 14, 1944
National Archives and Records Administration (127-N-97628)

Corporal Charles H. Johnson of the 783rd Military Police Battalion, waves on a "Red Ball Express" motor convoy rushing priority materiel to the forward areas, near Alenon, France, September 5, 1944
National Archives and Records Administration (111-SC-195512)

Charles Fenno Jacobs, Sailor reading in his bunk aboard USS CAPELIN at submarine base New London, Conn, August 1943
National Archives and Records Administration (80-G-468523)

*Victor Jorgensen, Activities aboard USS MONTEREY...*late June / July 1944
National Archives and Records Administration, (80-G-417628)

A member of the United States 26th Division, Thomas O'Brien of Middleboro, Massachusetts, kneels in the snow on the western front to eat a cold meal.
Franklin D. Roosevelt Presidential Library & Museum (65639(24))

Photograph Collection: The Price of Freedom

American medics render first aid to American troops..., June 9, 1944
Franklin D. Roosevelt Presidential Library & Museum (53227(2111))

Beachheads Come High...
National Archives and Records Administration (26-G-2421)

Crossed rifles in the sand are a comrade's tribute to this American soldier..., 1944

National Archives and Records Administration (26-G-2397)

A disabled American soldier and a small boy, September 1945

Franklin D. Roosevelt Presidential Library & Museum (53227(2071))

French civilians place crosses at the graves of American soldiers in a cemetery on Omaha Beach, France, August 8, 1944

Dwight D. Eisenhower Presidential Library, Museum, and Boyhood Home (75-64)

Medics helping injured soldier, 1944

National Archives and Records Administration (208-YE-22)

Nurse Frances Bullock wheels a wounded soldier back to his bed in the orthopedics ward of an Army hospital, May 23, 1943

Franklin D. Roosevelt Presidential Library & Museum (65758(38))

Nurses care for amputee soldiers at Letterman Hospital during World War II...

National Parks Service

Occupational Therapy for Army wounded at Walter Reed General Hospital, Washington, D.C.,..., 1944

Franklin D. Roosevelt Presidential Library & Museum (53277(1901))

Soldiers of the 16th Infantry Regiment, wounded while storming Omaha Beach, wait by the chalk cliffs for evacuation to a field hospital for treatment, June 6, 1944

Army Center of Military History

The Spirit of the American Soldier: this beachhead is secure...

Army Center of Military History

Standing in the grassy sod bordering row upon row of white crosses in an American cemetery..., 1945

National Archives and Records Administration (26-G-4739)

WWII amputees exercising on sun deck, Thomas M. England General Hospital, Atlantic City, NJ, 1945

National Library of Medicine

Secondary Sources

The Battle of Pointe Du Hoc Interactive ★

American Battle Monuments Commission

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

D-Day Invasion Video

HISTORY®

<http://www.history.com/topics/world-war-ii/d-day/videos/d-day-invasion>

Letters Video ★

American Battle Monuments Commission

<http://www.abmc.gov/multimedia/videos/letters>

Normandy American Cemetery Smartphone Application (free download)

Apple - <https://itunes.apple.com/us/app/normandy-american-cemetery/id953276481?mt=8>

Android - <https://play.google.com/store/apps/details?id=gov.abmc.normandy>

Normandy Campaign Interactive ★

American Battle Monuments Commission

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

Ok, Let's Go Video ★

American Battle Monuments Commission

<http://www.abmc.gov/multimedia/videos/ok-lets-go>

On Their Shoulders Video ★

American Battle Monuments Commission

<http://www.abmc.gov/multimedia/videos/their-shoulders>

Pointe du Hoc Smartphone Application

Apple - <https://itunes.apple.com/us/app/id583152468?mt=8>

Android - https://play.google.com/store/apps/details?id=com.neotreks.pointeduhoc&feature=search_result#?t=W251bGwsMSwyLDEsImNvbS5uZW90cmVrcy5wb2ludGVkdWhvYyJd

[ludGVkdWhvYyJd](https://play.google.com/store/apps/details?id=com.neotreks.pointeduhoc&feature=search_result#?t=W251bGwsMSwyLDEsImNvbS5uZW90cmVrcy5wb2ludGVkdWhvYyJd)

Stories of Pointe du Hoc Video ★

American Battle Monuments Commission

<http://www.abmc.gov/multimedia/videos/stories-pointe-du-hoc>

World War II Interactive Timeline ★

American Battle Monuments Commission

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

Materials

- Six source packets of primary and secondary resources
 - Photograph Collection: D-Day Buildup
 - Photograph Collection: D-Day Beaches
 - Photograph Collection: D-Day to Berlin
 - Photograph Collection: Homefront
 - Photograph Collection: U.S. Service Members
 - Photograph Collection: The Price of Freedom
- Photograph Analysis Worksheet, National Archives and Records Administration
http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf
- Photograph Analysis Teacher’s Guide, Library of Congress
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf
- Compare and Contrast Graphic Organizer, National Council of Teachers of English
<http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf>
- Photograph Analysis Rubric

Lesson Preparation

- Preview video and film resources to determine which one(s) you want to use.
- Secure access to technology (computers, laptops, iPads) so that each group or individual student has access.
- Set students into groups of three to six students each.
- Print two copies of the Photograph Analysis Worksheet for each student.
- Print one copy of the Compare and Contrast Graphic Organizer per student.

- Print one photograph series for each group. You can use the same series for every group in the class or give each group a different series. For lower level students, you can choose one or two photos from a series instead of an entire series.
- Print one copy of the Photograph Analysis Rubric per group.
- Cue or share links to pre-selected videos with students.

Download smartphone applications to a phone or tablet for student use.

Photograph Collection	Resources that Connect
D-Day BuildUp	<p><i>1944 D-Day and the Normandy Invasion</i> Image Collection <i>Archival Footage of D-Day</i> Film <i>The Battle of Pointe Du Hoc</i> Interactive <i>D-Day Invasion</i> Video (HISTORY®) <i>Letters</i> Video Normandy American Cemetery Smartphone Application <i>Normandy Campaign</i> Interactive <i>Ok, Let's Go</i> Video <i>On Their Shoulders</i> Video Pointe du Hoc Smartphone Application <i>Stories of Pointe du Hoc</i> Video <i>World War II Interactive Timeline</i></p>
D-Day Beach Landings	<p><i>1944 D-Day and the Normandy Invasion</i> Image Collection <i>Archival Footage of D-Day</i> Film <i>The Battle of Pointe Du Hoc</i> Interactive <i>D-Day</i> Film (National Archives and Records Administration) <i>D-Day Invasion</i> Video (HISTORY®) <i>Letters</i> Video Normandy American Cemetery Smartphone Application <i>Normandy Campaign</i> Interactive <i>Ok, Let's Go</i> Video <i>On Their Shoulders</i> Video Pointe du Hoc Smartphone Application <i>Stories of Pointe du Hoc</i> Video <i>World War II Interactive Timeline</i></p>
D-Day to Berlin	<p><i>Archival Footage of D-Day</i> Film <i>Normandy Campaign</i> Interactive <i>Ok, Let's Go</i> Video <i>World War II Interactive Timeline</i></p>
Home Front	<p><i>1944 D-Day and the Normandy Invasion</i> Image Collection <i>Letters</i> Video Normandy American Cemetery Smartphone Application <i>On Their Shoulders</i> Video Pointe du Hoc Smartphone Application</p>

Photograph Collection	Resources that Connect
U.S. Service Members	1944 D-Day and the Normandy Invasion Image Collection Archival Footage of D-Day Film D-Day Invasion Video (HISTORY®) Normandy American Cemetery Smartphone Application On Their Shoulders Video Pointe du Hoc Smartphone Application World War II Interactive Timeline
The Price of Freedom	1944 D-Day and the Normandy Invasion Image Collection Archival Footage of D-Day Film Letters Video Normandy American Cemetery Smartphone Application On Their Shoulders Video Pointe du Hoc Smartphone Application Stories of Pointe du Hoc Video World War II Interactive Timeline

Procedure

Activity One: Introduction and Photograph Analysis (60 minutes)

- Assign and have students move into groups of three to six students each.
- Distribute one Photograph Analysis Worksheet to each student.
- Introduce the concept of photograph analysis to students. Share the following quotes about photographs to get students thinking:
 - “A photograph is usually looked at – seldom looked into.” —Ansel Adams
 - “A photograph is a secret about a secret. The more it tells you the less you know.” —Diane Arbus
 - “The camera cannot lie, but it can be an accessory to untruth.” —Harold Evans
 - “It’s not what you look at that matters, it’s what you see.” —Henry David Thoreau
- Depending on the age or level of the students, consider introducing some or all of the following issues:
 - Photographs can be cropped, meaning certain items can be edited out of the picture after it has been taken. Images can also be enlarged or reduced in size and lightened or darkened.
 - Photographs can be choreographed or arranged. The photographer can manipulate people to do what he or she wants them to do.
 - The photographer’s purpose for taking a picture can affect a photograph. Photographers make choices than can mirror their perspective or point of view. Therefore a picture is not a random representation of an event, but rather the act of a photographer taking a picture of something that he or she wants to use.

- Model analyzing a photo using Photograph Analysis Worksheet. Suggested prompts include:
 - *What is the first thing you notice about the picture?*
 - *Do you have any prior knowledge of what is happening in the picture?*
 - *What is happening in the picture?*
 - *What is/are the subject(s) in the picture thinking? Is/are the subject(s) happy, angry, tired, dirty?*
 - *What is/are the person/people wearing?*
 - *Where was the picture taken? What in the picture helps you figure out where the picture was taken?*
 - *Are there any buildings or landmarks in the picture that help?*
 - *When was the picture taken? Day? Night? What season? Winter? Summer?*
 - *What was the weather like in the picture? Raining? Cloudy? Sunny? Clear?*
 - *What do you think happened before the picture was taken?*
 - *What do you think happened after the picture was taken?*
 - *Why was the picture taken?*
 - *Who do you think the photographer took the picture for (intended audience)?*
 - *What was the photographer trying to say with the picture?*
 - *What can you learn from the picture?*
 - *Think about the viewing point that the photographer chose. Why do you think the photographer took the picture from behind his subject or from a high or low point?*
 - *Think about what is not shown in the picture. It is impossible for a picture to capture all elements of an event. What elements of this event do you think are missing?*
 - *Did the person or people in the photograph know that they were being photographed?*
- **Teacher Tip:** Encourage students to not only look at the picture as a whole, but to break the photograph into four quadrants and look at them individually. Breaking a photograph into parts often helps the viewer pick up on details that would have otherwise been missed. Encourage students to make predictions about the photographs they are analyzing. Have them ask themselves what they think happened after the photo was taken. What happened before the photo was taken?
- Distribute one Photograph Analysis Rubric to each group. Read the directions and discuss activity expectations.

- Distribute computers or tablets if available.
- Distribute printed copies of photographs to each group (alternatively, provide links for photographs).
- Allow each student to select a photograph to analyze.
- *Teacher Tip:* For students with more severe learning disabilities, consider using photographs from the Homefront Photograph Collection. These photos do not show any violence and most are less complex, making them easier to analyze.
- Read the following to students before they begin their analysis: *Although photographs capture a moment in time, they are still subject to what the photographer wants the viewer to see. Photos, like text, are not always free of bias. Pictures can and are easily manipulated by a photographer. The angle, time of day, distance, subjects, etc. are all selected by the photographer. All of these factors affect the outcome of the photograph. Conversely, the viewer also brings his or her own experiences and biases into the picture when viewing a photograph. For example, an individual who has served in the military will most likely view a photograph of soldiers fighting in World War II much differently than someone who has never been in the military. The veteran will probably look more closely at the equipment the soldiers are wearing, what weaponry they have, how many soldiers there are, etc. Additionally, determining the purpose of a photograph can help the viewer interpret it. For example, did the photographer take it for propaganda reasons to show the American public that we were winning the war?*
- Have students analyze their chosen photograph using the Photograph Analysis Worksheet.
 - *Teacher Tip:* If students seem to be struggling with their analysis, stop the activity and model the analysis of a photo using the think-aloud strategy. For example, using the first photograph in the U.S. Service Member Photo Series (*Chow is served to American Infantrymen on their way to La Roche, Belgium, 347th Infantry Regiment*). Project the photograph or hand out a copy to each student and begin doing your analysis.
 - Ask yourself a few of questions and answer them yourself. *What is the first thing that I notice about this photo?* The first thing I notice about the photo is that it is winter and very cold. *Do I have any prior knowledge about this photo?* I know that the men in this photo are most likely American service members fighting in World War II. *What is happening in this photo?* Soldiers are lined up getting something to eat.
 - After asking and answering the first few questions aloud with yourself, start bringing the students into the analysis. Ask the questions and have students answer them. Make sure that you go through this modeling activity, you are filling in the Photograph Analysis Worksheet with both yours and student responses. For example, *what’s the weather like in the photo?* Possible answers from students might be that it looks like the photo was taken during the winter, it looks very cold, there is snow on the ground.

- Encourage them to expand on their answers. *Why does it look very cold? What in the picture makes you think that it was very cold when the picture was taken?* It looks cold because the soldiers have scarves around their heads and necks. It has to be cold for the snow not to melt. *What do you think the soldiers are thinking? Do they look happy, sad, tired?* They look cold and tired and hungry. *What makes you say that?* No one is smiling in the picture. The third soldier in line looks worried. *Why do you think the photographer took this photo? Did he take it to show people back home that even in the cold, soldiers are getting fed well?* Make sure to refocus student responses if they start to get off track.
- Additionally, ask the students what questions the photograph leaves unanswered. *What additional information would they like to have about this photo? Can they make any inferences with what they can see in the photo and what they know about World War II?* Fold the photograph into quadrants and ask questions about each quadrant. *Does folding it change what you see?* Continue this activity until you feel that students are ready to work on their own.

Activity Two – Share Photograph Analysis, View Videos, Introduce Multimedia Resources (60 minutes)

- Assemble students into assigned groups and share and discuss photo analyses within each group. Encourage students to express their ideas clearly, pose questions to other students’ analysis, modify their original ideas when presented with new information or reasoning, and respect the ideas and analysis of others.
- Show preselected World War II videos. Refer to the chart in the lesson preparation section for a listing of which videos apply to each Photograph Collection.
- Introduce ABMC interactive websites and smartphone apps. Allow students time to explore and interact with the apps. Depending on the level of your students, this activity can always carry over into the next day.
 - *Teacher Tip:* If time permits and your students are engaged, exploring these apps can easily encompass an entire class period. Possible drawback for lower level students is that the interaction with these apps relies somewhat heavily on reading skills and does use some vocabulary that might be above some students’ level. However, the apps do have some great features for lower level students like timelines with pictures and short texts.

Activity Three – View Websites and Apps, Students’ Second Analysis of Photographs (60 minutes)

- Now that the students have learned more about the context of their photograph, ask them to complete a second Photograph Analysis Worksheet on the same photograph using new information learned from archival films, videos, interactive websites, and apps.
- Conduct class discussion on new insights gained from photographs based on newly acquired information on World War II.

Assessment

- Distribute Compare and Contrast Graphic Organizers.
- Ask students to use the graphic organizer to compare their initial first photograph analysis (before they have explored the multimedia resources) to their second photograph analysis (after they have explored the apps and websites).
- Facilitate a class discussion on results of Compare and Contrast activity. Possible prompts:
 - *What changed from your initial analysis to your final analysis?*
 - *What stayed the same in your analysis of your photograph?*
 - *How did what you learned watching the videos and using the apps change what you saw in the photograph you analyzed or how you interpreted what was happening in the photo?*
 - *Did learning more about World War II help you analyze? Do you think it is easier to analyze a photograph when you have background information on the time period and event of the photograph?*
- Teachers can assess this lesson in several ways:
 - Teachers can assess the quality of the two separate Photograph Analyses using the Photograph Analysis Rubric.
 - Teacher can assess the completed Compare and Contrast Organizer. This will reveal the student’s ability to identify and analyze what changed from their first photograph analysis (when they had limited information on the historical context of their photograph) to the second photograph analysis (after they had explored and discussed the historical context of their chosen photograph.)
 - Depending on the student’s abilities, the student can present this information in writing or verbally.

Methods for Extension

- Students can select a photograph and research its context. Based on the researched information, they can re-analyze the photograph and annotate how this new information altered their interpretation of the photograph.
- Students can create a timeline of a World War II battle or event using photographs they find on the internet or in books or magazines.
- Students can create a photo essay of a World War II event using photographs they find on the Internet or in books/magazines. For more information, see <http://www.english.illinois.edu/maps/ww2/photoessay.htm>.

- Students can use a photoshop program and alter a World War II photo to illustrate how simple alterations can drastically change a photograph.
- Students can research a World War II event and illustrate how different media organizations have portrayed the event through photography. For example, contrast how Germany has photographically documented D-Day versus how the United States has documented it. Or how a veteran’s organization photographically portrays the daily life of a World War II service member vice how an anti-war organization portrays it.
- 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

- Students can work with a partner within a group to complete an activity together.
- Teachers can extend class time to complete activities.
- Teachers can provide a completed example of a photo analysis for students to use as a reference.
- Students can provide photo analysis and compare/contrast information orally.

Photographic Analysis Teacher's Guide

TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

OBSERVE

Have students identify and note details.

Sample Questions:

- Describe what you see. - What do you notice first?
- What people and objects are shown? - How are they arranged? - What is the physical setting?
- What, if any, words do you see? - What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the image.

- Why do you think this image was made? - What's happening in the image? - When do you think it was made? - Who do you think was the audience for this image? - What tools were used to create this?
- What can you learn from examining this image? - What's missing from this image? - If someone made this today, what would be different? - What would be the same?

QUESTION

Have students ask questions to lead to more observations and reflections.

- What do you wonder about...
- who? - what? - when? - where? - why? - how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Write a caption for the image.

Intermediate

Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

Advanced

Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>

Photographic Analysis Rubric

	Advanced	Proficient	Basic	Emerging
Observations	Student makes a complete and detailed description of the subject (person/people), object(s), and activity(ies) in the photograph.	Student makes a complete and detailed description of most of the subject (person/people), object(s), and activity(ies) in the photograph.	Student describes some of some of the subject (person/people), object(s), and activity(ies) in the photograph.	Student attempts to make a description of the subject (person/people), object(s), and activity(ies) in the photograph. Student descriptions are not detailed or complete.
Inferences	Student makes more than three insightful and detailed inferences from his/her observation and analysis of the photograph. Student is able to fully explain what evidence he/she used from the photograph to make the inferences.	Student makes three detailed inferences from his/her observation and analysis of the photograph. Student is able to explain what evidence he/she used from the photograph to make the inferences.	Student makes one or two somewhat detailed inferences from his/her observation and analysis of the photograph. Student is able to somewhat explain what evidence he/she used from the photograph to make the inferences.	Student attempts to make inferences from his/her observation and analysis of the photograph. Student is attempts/is unable to explain what evidence he/she used from the photograph to attempt to make inferences.
Questions	Student provides three or more questions raised by the photograph. Student is also able to provide appropriate suggestions on where to find the answers to the questions.	Student provides two questions raised by the photograph. Student is also able to provide mostly appropriate suggestions on where to find the answers to the questions.	Student provides one question raised by the photograph or more than one that are loosely related to the photograph. Student is also able to provide a suggestion on where to find the answer to the question.	Student attempts to provide questions raised by the photograph but is unable to do so. Student is unable to provide any suggestions on where to find answers to questions about the photograph.

Compare and Contrast Graphic Organizer

Compare and Contrast Chart **readwritethink**
IRA/NCTE

Item #1 _____	Item #2 _____
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How are they alike?

How are they different?

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Photograph Collection One: D-Day Buildup

Primary Sources

Map, *World War II Battle Map – The Assault*

Photograph, *In preparation for the invasion, artillery equipment is loaded aboard LCTs at an English Port, June 1, 1944*

Photograph, *Training camp maneuvers, 1943*

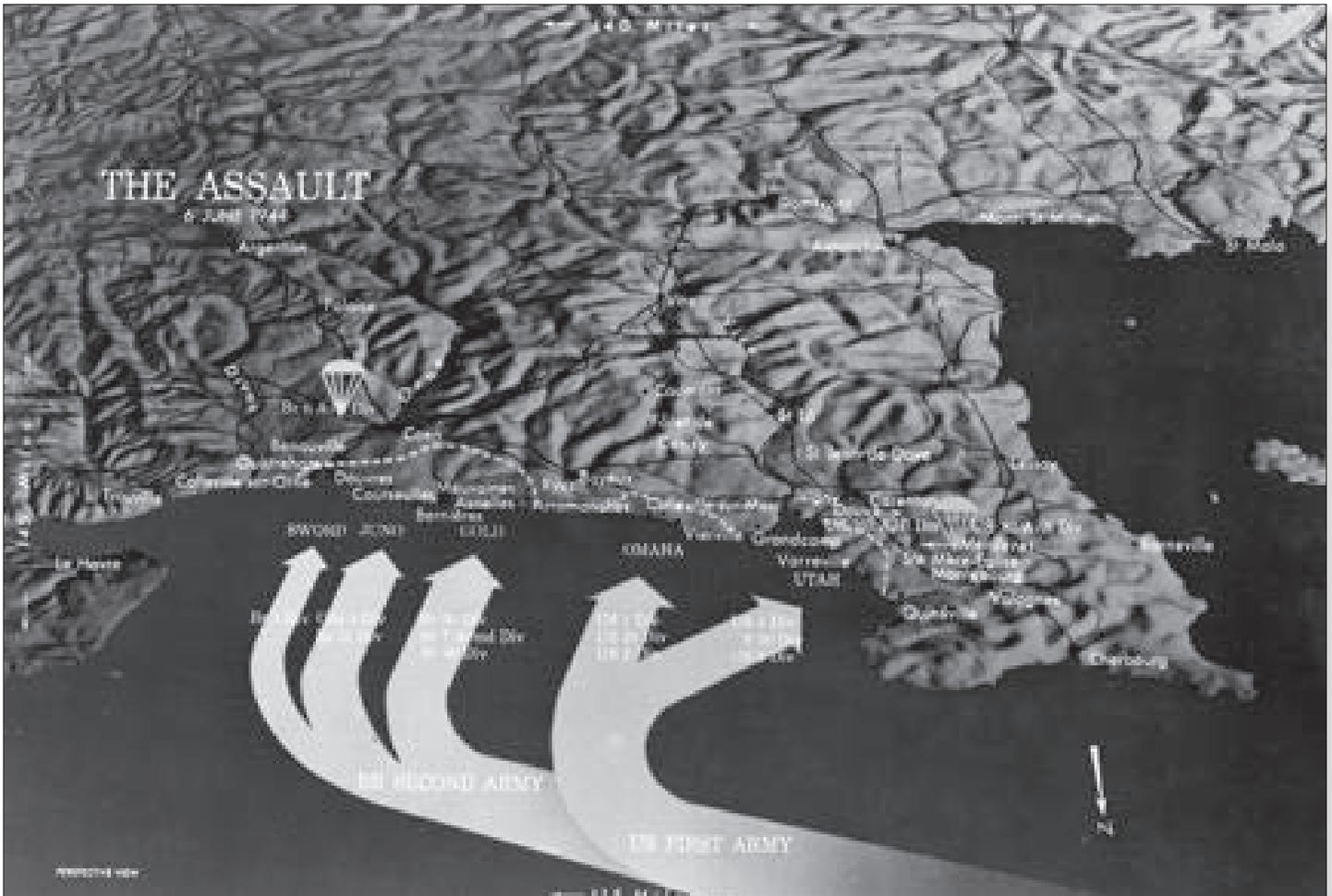
Photograph, *These American troops are marching through the streets of a British port town...*

Photograph, *Men and equipment are massed together in landing craft...*

Photograph, *Ready and Waiting for D-Day..., May 22, 1944*

World War II Battle Map – The Assault

Dwight D. Eisenhower Presidential Library, Museum, and Boyhood Home (66-135)



In preparation for the invasion, artillery equipment is loaded aboard LCTs at an English Port. Brixham, England, June 1, 1944

U.S. Army Center of Military History (SC206438)



Training camp maneuvers, 1943

Franklin D. Roosevelt Presidential Library & Museum (45730)



These American troops are marching through the streets of a British port town...

Army Center of Military History



These American troops are marching through the streets of a British port town on their way to the docks where they will be loaded into landing craft for the big assault.

Men and equipment are massed together in landing craft...

National Archives and Records Administration (111-SC-1214)



Men and equipment are massed together in landing craft in preparation for the big assault on the European continent, England.

Ready and Waiting for D-Day..., May 22, 1944

Franklin D. Roosevelt Presidential Library & Museum (65592(28))



Ready and Waiting for D-Day. Tightly packed rows of 40mm A.A. guns, stored at one of the ordnance depots in England, are ready to help blast the dwindling German Air Force from the skies of invaded Europe.

Photograph Collection Two: D-Day Beach Landings

Primary Sources

Photograph, *General Dwight D. Eisenhower Giving the Order of the Day*, June 5, 1944

Photograph, *Looking down at a large group of US Army troops on board an LCI, ready to ride to their rendezvous for the invasion of France*

Photograph, *Into the Jaws of Death*, June 6, 1944

Photograph, *A convoy of landing craft nears the beach at Normandy, D-Day*, June 6, 1944

Photograph, *American assault troops in a landing craft huddle behind the protective front of the craft as it nears a beachhead...*, June 6, 1944

Photograph, *Panoramic view of supplies being brought ashore for invaders*

Photograph, *Coast Guard landing barges hitting the French coast with the first wave of the invasion...*

Photograph, *Invaders cross Channel on Coast Guard transport...*, June 1944

General Dwight D. Eisenhower Giving the Order of the Day, June 5, 1944

National Archives and Records Administration (111-SC-194399)



Gen. Dwight D. Eisenhower gives the order of the Day, 'Full victory-nothing else' to paratroopers in England, just before they board their airplanes to participate in the first assault in the invasion of the continent of Europe.

Looking down at a large group of US Army troops on board an LCI, ready to ride to their rendezvous for the invasion of France.

Naval History and Heritage Command



Into the Jaws of Death, June 6, 1944

National Archives and Records Administration (26-G-2343)



Landing on the coast of France under heavy Nazi machine gun fire are these American soldiers, shown just as they left the ramp of a Coast Guard landing boat.

A convoy of landing craft nears the beach at Normandy, D-Day, June 6, 1944

U.S. Army



American assault troops in a landing craft huddle behind the protective front of the craft as it nears a beachhead..., June 6, 1944

U.S. Army Center of Military History (SC320901)



American assault troops in a landing craft huddle behind the protective front of the craft as it nears a beachhead, on the Northern Coast of France. Smoke in the background is the Naval gunfire supporting the land, June 6, 1944.

Panoramic view of supplies being brought ashore for invaders

Dwight D. Eisenhower Presidential Library, Museum, and Boyhood Home (71-243)



Coast Guard landing barges hitting the French coast with the first wave of the invasion...

Dwight D. Eisenhower Presidential Library, Museum, and Boyhood Home (71-244)



Coast Guard landing barges hitting the French coast with the first wave of the invasion. American soldiers waded ashore under heavy machine gun fire from Nazi beach nests.

Invaders cross Channel on Coast Guard transport..., June 1944

Franklin D. Roosevelt Presidential Library & Museum (65405(32))



Invaders cross Channel on Coast Guard transport. American soldiers, hardened and ready, lounge under full fighting equipment on the deck of a Coast Guard assault transport in the fateful trip across the English Channel. They are keyed for the supreme moments when, from Coast Guard landing barges, they will smash into the French coast and storm Nazi defense installations.

Photograph Collection Three: D-Day Landings to Berlin

Primary Sources

Photograph, *U.S. troops set up command posts on Utah Beach, June 8, 1944*

Photograph, *Taking a "breather" after gaining comparative safety offered by a concrete wall..., June 9, 1944*

Photograph, *Photo taken on D+2, after relief forces reached the Rangers at Pointe Du Hoc...*

Photograph, *American troops in tank passing the Arc de Triomphe after the liberation of Paris, August 1944*

Photograph, *2d Lt. Jacob Harris, Infantrymen of the 255th Infantry Regiment move down a street in Waldenburg to hunt out the Hun after a recent raid by 63rd Division, April 16, 1945*

Photograph, *Pvt. Joseph Scrippens, Soldiers of the 55th Armored Infantry Battalion and tank of the 22nd Tank Battalion move through smoke filled street, April 22, 1945*

Photograph, *Moving to Austria. The War Against Germany, Europe and Adjacent Areas*

Photograph, *The Tricolor flies from the Eiffel Tower again..., August 25, 1944*

U.S. troops set up command posts on Utah Beach, June 8, 1944

Dwight D. Eisenhower Presidential Library, Museum, and Boyhood Home (65-328-1)



Taking a "breather" after gaining comparative safety offered by a concrete wall...
June 9, 1944

Dwight D. Eisenhower Presidential Library, Museum, and Boyhood Home (71-248)



Taking a "breather" after gaining comparative safety offered by a concrete wall, American troops of the 8th Infantry Regiment, 4th Infantry Division, move over the crest of a hill to interior of Northern France.

Photo taken on D+2, after relief forces reached the Rangers at Pointe Du Hoc...

U.S. Army Signal Corps (SC190240)



Photo taken on D+2, after relief forces reached the Rangers at Pointe du Hoc. The American flag had been spread out to stop fire of friendly tanks coming from inland. Some German prisoners are being moved in after capture by the relieving forces.

American troops in tank passing the Arc de Triomphe after the liberation of Paris, August 1944

National Archives and Records Administration (208-YE-68)



"We couldn't stick around long though. The Jerries were on the run and we wanted to keep them that way. The Tricolor flag flying from the Arc de Triomphe looked pretty good as we went through."

2d Lt. Jacob Harris, *Infantrymen of the 255th Infantry Regiment move down a street in Waldenburg to hunt out the Hun after a recent raid by 63rd Division, April 16, 1945*

National Archives and Records Administration (111-SC-205778)



Pvt. Joseph Scrippens, *Soldiers of the 55th Armored Infantry Battalion and tank of the 22nd Tank Battalion move through smoke filled street, April 22, 1945*

National Archives and Records Administration (111-SC-205298)



Pvt. Joseph Scrippens, Soldiers of the 55th Armored Infantry Battalion and tank of the 22nd Tank Battalion move through smoke filled street, Wernberg, Germany.

Moving to Austria. The War Against Germany, Europe and Adjacent Areas. U.S. Army in World War II Pictorial Record, page 424

Center of Military History



The Tricolor flies from the Eiffel Tower again..., August 25, 1944

Franklin D. Roosevelt Presidential Library & Museum (65638(22))



The Tricolor flies from the Eiffel Tower again. American soldiers who took part in the liberation of Paris, August 25, 1944, halt their jeep to look at the Eiffel Tower, from which the French flag flies again.

Archivist note: The jeep is a Willys MB.

Photograph Collection Four: Homefront

Primary Sources

Photograph, *Day one of the ten days it took to build the Liberty Ship SS Joseph N. Teal by the Oregon Shipbuilding Corporation, run by Henry Kaiser, September 13, 1942*

Photograph, *Women working on a plane in the Army Air Corps*

Photograph, *A storefront featuring a sign advertising domestic price control, 1944*

Photograph, *Women workers in the flag loft at the Brooklyn Navy Yard, New York, turning out National and signal flags for the expanding Navy, March 6, 1941*

Photograph, *That's no idle whim of Uncle Sam's...*

Photograph, *Judy takes a shot at the Axis..., September 1942*

Photograph, *Two sisters who left the farm to keep our airmen flying..., August 1942*

Photograph, *Saturday's a holiday for most of the nation's small fry..., October 1942*

Photograph, *Two grandmothers are keeping up the production schedule of the La Roe's family shop at Eustis, Fla.,..., March 1942*

Photograph, *There's a feminine hand at the controls of many of America's activities these days..., September 1942*

Photograph, *Women man America's machines in a west coast airplane factory, where the swing shift of drill press operators is composed almost entirely of women, May 1942*

Day one of the ten days it took to build the Liberty Ship SS Joseph N. Teal by the Oregon Shipbuilding Corporation, run by Henry Kaiser, September 13, 1942

Franklin D. Roosevelt Presidential Library & Museum (48223794(53))



Women working on a plane in the Army Air Corps

Franklin D. Roosevelt Presidential Library & Museum (482223910(66))



A storefront featuring a sign advertising domestic price control, 1944

Franklin D. Roosevelt Presidential Library & Museum, (53227(2184))



Women workers in the flag loft at the Brooklyn Navy Yard, New York, turning out National and signal flags for the expanding Navy, March 6, 1941

Franklin D. Roosevelt Presidential Library & Museum (53227(2085))



That's no idle whim of Uncle Sam's...

Franklin D. Roosevelt Presidential Library & Museum (65408(104))



That's no idle whim of Uncle Sam's: those empty tubes you must turn in before buying more are converted into essential products. Vital tin and alloy metals are conserved by this procedure.

Judy takes a shot at the Axis, September 1942

Franklin D. Roosevelt Presidential Library & Museum (66178(1))



Judy Canova, star of stage and screen, opens her personal salvage drive for scrap rubber by aiming a well-placed shot at the Axis - she's donating her trusty slingshot to the drive. The scarcity of crude rubber is serious and reclaimed rubber made from scrap must take up part of the slack. All Americans are being urged to continue to donate used or worn out rubber articles to the nation's scrap piles.

Two sisters who left the farm to keep our airmen flying, August 1942

Franklin D. Roosevelt Presidential Library & Museum (65-716(8))



NYA trainees at the Corpus Christi, Texas, Naval Air Base, Evelyn and Lillian Buxkeurple are shown working on a practice bomb shell. After about eight weeks of apprenticeship they will be eligible for Civil Service work in the Assembly and Repair Department at the base.

Saturday's a holiday for most of the nation's small fry..., October 1942

Franklin D. Roosevelt Presidential Library & Museum (65701(31))



Saturday's a holiday for most of the nation's small fry, but to these youngsters of Roanoke, Va., it's fat-collection day. As part of their Junior Commando activities, these boys and girls collect all fats and greases from local housewives during the week, and turn it over to school authorities of Saturday. From here, the fats are sent to a rendering plant where precious glycerin will be derived from it.

Two grandmothers are keeping up the production schedule of the La Roe's family shop at Eustis, Fla.,..., March 1942

Franklin D. Roosevelt Presidential Library & Museum (66131(34))



Two grandmothers are keeping up the production schedule of the La Roe's family shop at Eustis, Fla., in processing vital parts for the Deland pool. At the left is Mrs. Ruby Laurence, Mr. La Roe's sister, who came down from the north for a visit and stayed south to work on war production. At right is Mrs. La Roe.

There's a feminine hand at the controls of many of America's' activities these days,
September 1942

Franklin D. Roosevelt Presidential Library & Museum (66179(59))



Like many other farm wives whose husbands are engaged in war work, Mrs. William Wood manages a 120-acre farm in Coloma, Mich., with little male assistance. With a crop of corn, tomatoes and raspberries to harvest, she still finds time to care for her own Victory garden and to attend a first-aid class. And for the scrap drive, Mrs. Wood salvaged 1,500 pounds of outworn metal and rubber articles from the farm, and contributed them to her local collection agency.

Women man America's machines in a west coast airplane factory, where the swing shift of drill press operators is composed almost entirely of women, May 1942

Franklin D. Roosevelt Presidential Library & Museum (66312(62))



Photograph Collection Five: U.S. Service Members

Primary Sources

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

Photograph, *Cpl. H. H. Clements, Marine Pfc. Douglas Lighthouse (right) cradles his 30-cal. machine gun in his lap, while he and his buddy Pfc. Gerald Churchby take time out for a cigarette, while mopping up the enemy on Peleliu Is., September 14, 1944*

Photograph, *Charles Fenno Jacobs, Sailor reading in his bunk aboard USS CAPELIN at submarine base New London, Conn, August 1943*

Photograph, *Victor Jorgensen, Activities aboard USS MONTEREY....late June / July 1944*

Photograph, *Back to a Coast Guard assault transport comes this Marine after two days and nights of Hell on the beach of Eniwetok in the Marshall Islands...., February 1944*

Photograph, *A member of the United States 26th Division, Thomas O'Brien of Middleboro, Massachusetts, kneels in the snow on the western front to eat a cold meal.*

Photograph, *American soldiers use Nazi pillbox for laundry..., June 29, 1944*

Photograph, *Corporal Charles H. Johnson of the 783rd Military Police Battalion, waves on a "Red Ball Express" motor convoy rushing priority materiel to the forward areas, near Alenon, France, September 5, 1944*

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)



Cpl. H. H. Clements, *Marine Pfc. Douglas Lightheart (right) cradles his 30-cal. machine gun in his lap, while he and his buddy Pfc. Gerald Churchby take time out for a cigarette, while mopping up the enemy on Peleliu Is., September 14, 1944*

National Archives and Records Administration (127-N-97628)



Marine Pfc. Douglas Lightheart (right) cradles his 30-cal. machine gun in his lap, while he and his buddy Pfc. Gerald Churchby take time out for a cigarette, while mopping up the enemy on Peleliu Is. [The Marine on the left has been tentatively identified through information received by the National Archives as being Gerald P. Thursby, Sr. of Akron, Ohio, not Gerald Churchby].

Charles Fenno Jacobs, Sailor reading in his bunk aboard USS CAPELIN at submarine base New London, Conn., August 1943

National Archives and Records Administration (80-G-468523)



Victor Jorgensen, Activities aboard USS MONTEREY..., late June / July 1944

National Archives and Records Administration, (80-G-417628)



Victor Jorgensen, Activities aboard USS MONTEREY. Navy pilots in the forward elevator well playing basketball. Jumper at left identified as Gerald R. Ford.

Back to a Coast Guard assault transport comes this Marine after two days and nights of Hell on the beach of Eniwetok in the Marshall Islands..., February 1944

National Archives and Records Administration, (26-G-3394)



Back to a Coast Guard assault transport comes this Marine after two days and nights of Hell on the beach of Eniwetok in the Marshall Islands. His face is grimey with coral dust but the light of battle stays in his eyes.

A member of the United States 26th Division, Thomas O'Brien of Middleboro, Massachusetts, kneels in the snow on the western front to eat a cold meal

Franklin D. Roosevelt Presidential Library & Museum (65639(24))



LUNCH IN THE SNOW
A MEMBER OF THE UNITED STATES 26TH DIVISION, THOMAS
O'BRIEN OF MIDDLEBORO, MASSACHUSETTS, KNEELS IN THE
SNOW ON THE WESTERN FRONT TO EAT A COLD MEAL.

American soldiers use Nazi pillbox for laundry, June 29, 1944

Franklin D. Roosevelt Presidential Library & Museum (65638(170))



American soldiers take time out to launder their clothes in the doorway of a captured Nazi pillbox at Cherbourg, where they have rigged up a clothes line over a silenced Nazi gun. Archivist note: This is STP 213, a gun casemate of the Cherbourg harbor defenses.

Corporal Charles H. Johnson of the 783rd Military Police Battalion, waves on a "Red Ball Express" motor convoy rushing priority materiel to the forward areas, near Alenon, France, September 5, 1944

National Archives and Records Administration (111-SC-195512)



Photograph Collection Six: The Price of Freedom

Primary Sources

Photograph, *Soldiers of the 16th Infantry Regiment, wounded while storming Omaha Beach, wait by the chalk cliffs for evacuation to a field hospital for treatment*, June 6, 1944

Photograph, *Crossed rifles in the sand are a comrade's tribute to this American soldier...*, 1944

Photograph, *The Spirit of the American Soldier: this beachhead is secure...*

Photograph, *Medics helping injured soldier*, 1944

Photograph, *Standing in the grassy sod bordering row upon row of white crosses in an American cemetery...*, 1945

Photograph, *French civilians place crosses at the graves of American soldiers in a cemetery on Omaha Beach, France*, August 8, 1944

Photograph, *Nurse Frances Bullock wheels a wounded soldier back to his bed in the orthopedics ward of an Army hospital*, May 23, 1943

Photograph, *Beachheads Come High...*

Photograph, *Nurses care for amputee soldiers at Letterman Hospital during World War II...*

Photograph, *WWII amputees exercising on sun deck, Thomas M. England General Hospital, Atlantic City, NJ*, 1945

Photograph, *American medics render first aid to American troops...*, June 9, 1944

Photograph, *Occupational Therapy for Army wounded at Walter Reed General Hospital, Washington, D.C.,..., 1944*

Photograph, *A disabled American soldier and a small boy*, September 1945

Soldiers of the 16th Infantry Regiment, wounded while storming Omaha Beach, wait by the chalk cliffs for evacuation to a field hospital for treatment, June 6, 1944

Army Center of Military History



Crossed rifles in the sand are a comrade's tribute to this American soldier, 1944

National Archives and Records Administration (26-G-2397)



Crossed rifles in the sand are a comrade's tribute to this American soldier who sprang ashore from a landing barge and died at the barricades of Western Europe.

The Spirit of the American Soldier: this beachhead is secure...

U.S. Army Center of Military History



The Spirit of the American Soldier: this beachhead is secure. Fellow soldiers erected this monument to an American soldier somewhere on the shell-blasted coast of Normandy.

Medics helping injured soldier, France, 1944

National Archives and Records Administration (208-YE-22)



Standing in the grassy sod bordering row upon row of white crosses in an American cemetery..., 1945

National Archives and Records Administration (26-G-4739)



Standing in the grassy sod bordering row upon row of white crosses in an American cemetery, two dungaree-clad Coast Guardsmen pay silent homage to the memory of a fellow Coast Guardsman who lost his life in action in the Ryukyu Islands.

French civilians place crosses at the graves of American soldiers in a cemetery on Omaha Beach, France, August 8, 1944

Dwight D. Eisenhower Presidential Library, Museum, and Boyhood Home (75-64)



Nurse Frances Bullock wheels a wounded soldier back to his bed in the orthopedics ward of an Army hospital, May 23, 1943

Franklin D. Roosevelt Presidential Library & Museum (65758(38))



Beachheads Come High...

National Archives and Records Administration (26-G-2421)



Beachheads come high. Row upon row of stretchers cover the decks of a Coast Guard LCT bringing out wounded invaders from the flaming soil of France. These American and British soldiers fell somewhere between the beachhead and Cherbourg as Nazi defenders sought a high price in casualties for every yard yielded. The wounded are being transferred to a Coast Guard assault transport which will carry them back to England for hospitalization.

Nurses care for amputee soldiers at Letterman Hospital during World War II...

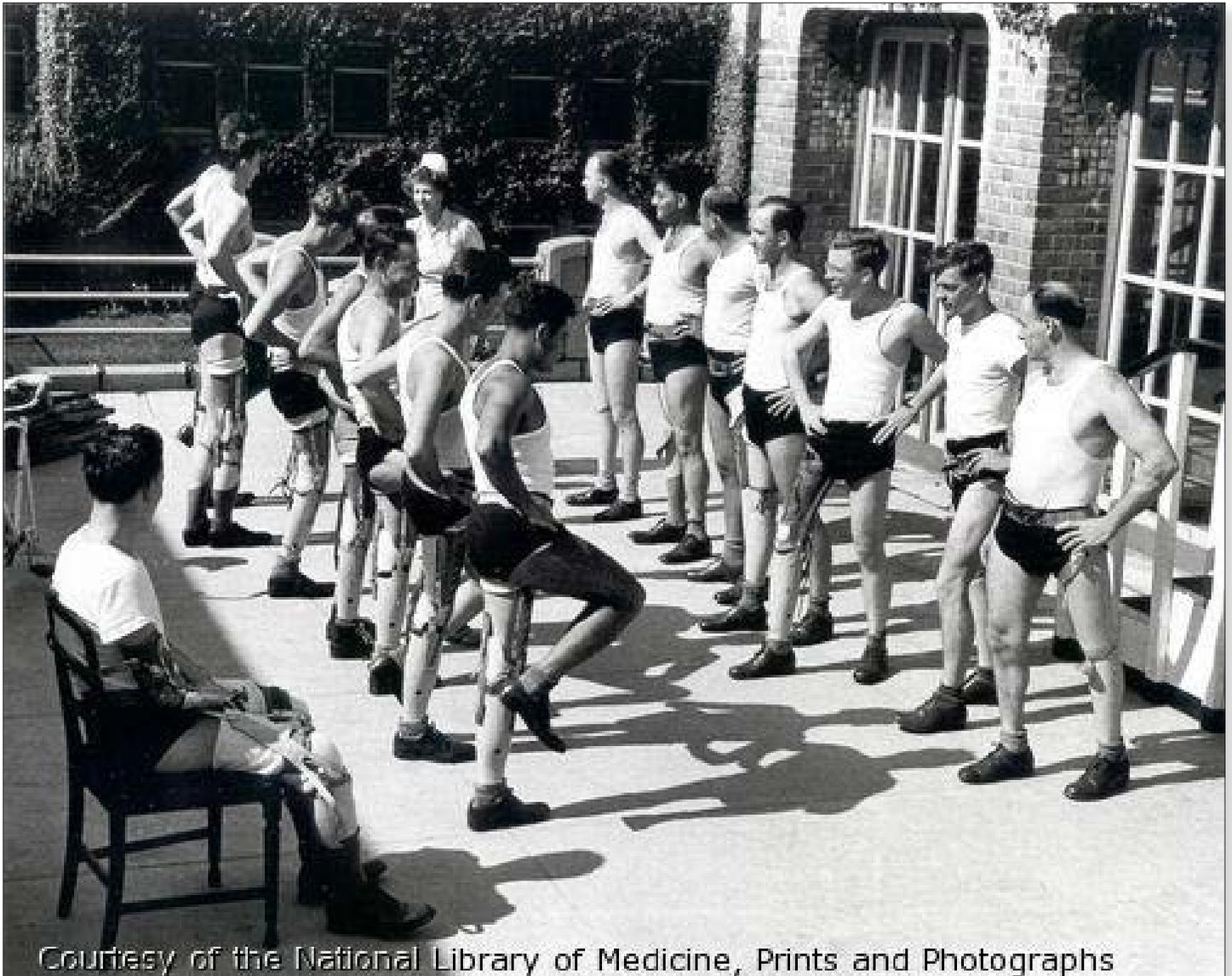
National Park Service



Nurses care for amputee soldiers at Letterman Hospital during World War II. Significant advances in the field of orthopedics and physical therapy were made during the period.

WWII amputees exercising on sun deck, Thomas M. England General Hospital, Atlantic City, NJ, 1945

National Library of Medicine



Courtesy of the National Library of Medicine, Prints and Photographs

American medics render first aid to American troops..., June 9, 1944

Franklin D. Roosevelt Presidential Library & Museum (53227(2111))



American medics render first aid to American troops wounded in the initial landings on the northern coast of France. In the background other members of the landing parties entrench in the soft sand of the beach.

Occupational Therapy for Army wounded at Walter Reed General Hospital, Washington, D.C.,..., 1944

Franklin D. Roosevelt Presidential Library & Museum (53277(1901))



Occupational Therapy for Army wounded at Walter Reed General Hospital, Washington, D.C., and its Forest Glen Convalescent Center: Games - darts, ping pong, checkers - teach soldiers to use artificial limbs. Here, Pvt. Joseph Feft, Pittsburgh, an Anzio beachhead casualty, manipulates his hook to move specially-designed checkers of various sizes, weights, and shapes. As he learns to move the large and more easily handled finger figures, he gradually progresses to the small, regulation checkers. Such exercises teaches ease in opening and closing the steel fingers.

A disabled American soldier and a small boy, September 1945

Franklin D. Roosevelt Presidential Library & Museum (53227(2071))

