

Adapted D-Day Unit – Val Crofts

Previous Lesson: My previous lesson on D-Day was largely a teacher-focused unit, where I would lecture and my students would take notes on the material. I would include video clips from “Saving Private Ryan,” “The War,” and “Band of Brothers” to compliment the material and add more information from primary sources. I had always wanted to make this unit better, as I believe that D-Day was one of the most important dates in U.S. History. As a result of working with primary sources this semester, I have adapted my teaching techniques to include more primary sources in my lesson plans and units in U.S. History and AP GOV. I feel that the lessons have been improved, and that the students enjoy the lessons more with primary sources. I am now going to explain my D-Day unit, with an emphasis on how it was improved and enhanced by the use of primary sources.

D-Day Unit – Day One

- I. Assess prior knowledge of D-Day. What do we know? What was it? What have we seen in the media about it?
- II. Brief Lecture of Buildup in England prior to D-Day
- III. Show photos from England and have students fill out the photo analysis and discuss upon completion. We have used the analysis sheets this semester, and they know how to use them and analyze a photo as a primary source.
- IV. Complete the “Stakes of D-Day” for the next day, which uses documents and quotes from main figures of the war to look at pre-planning of the invasion.

D-Day Unit – Day Two

- I. Discuss “Stakes of D-Day”
- II. View Episode One of “Band of Brothers” and focus on the interviews with the veterans on the video as primary sources.
- III. Fill out the video worksheet and discuss.

D-Day Unit – Day Three

- I. Review Eisenhower’s letter to the troops, and his hand-written note regarding the possible failure of D-Day. Analyze both documents. Discuss Ike’s private versus public feelings.
- II. Look at photo of Eisenhower with the troops before D-Day departure and analyze.
- III. Distribute historical maps of the invasion and look at them as a group, then have students learn the basic features and locations of the map.

D-Day Unit – Day Four

- I. Review the map and go over locations and placement of different units from D-Day, and explain the paratroopers’ invasion took place the night before.
- II. View “Saving Private Ryan” D-Day scene, and read diary accounted and first hand descriptions from Stephen Ambrose’s “D-Day”. Compare and contrast the film and the book.

- III. Analyze the diary of Sidney J. Montz for discussion and reading.

D-Day Unit – Day Five

- I. Review Montz's diary
- II. View "Band of Brothers" Episode II, again focusing on the interviews with the veterans in the film and their experiences.

D-Day Unit – Day Six

- I. Photo Viewing assignment "Reading D-Day Photographs" in groups
- II. Discussion of photos.

D-Day Unit – Day Seven

- I. Look at photos, cartoons, and speeches of FDR, Stalin, and Churchill
- II. Discuss similarities and differences between the three leaders, and how it impacted how they ran the war.
- III. Brief lecture wrapping up the legacy of D-Day and stressing its' importance in winning the war, using Reagan's speech from 6-5-85 to show the legacy of the men who fought on D-Day.

In summary of my use of primary sources within this unit, I feel that it accomplished several goals that I had for the unit.

1. It taught my students how to engage in problem-based learning from the perspectives of individuals from history. I feel this gives them more of an interest in the people from the past, and the events that they were involved in.
2. It enhanced the content knowledge of my students. They learned more than just a few lines from a textbook during this unit. They were able to go past surface knowledge, and dig deeper into the personalities and events of D-Day.
3. Anytime students work with first person accounts, they are being transported back to the era that they are studying. I try to use first-person accounts of history whenever possible. I also try to find both sides of an issue if possible. I am pleased with the first-person accounts that were heard during this unit.
4. Primary sources also act as hands on history for my students. There is something powerful about holding a copy of Eisenhower's D-Day letter, or Truman's order to drop the A-Bomb on Hiroshima. It is another way of making a connection to a person from the past.

I used several sites and sources for the primary sources within this unit. Among these were:

The Library of Congress website, including their American Memory, Presidents, and Special Exhibits sections.

The World War II Museum website, and its' photos and maps sections.

LIFE Magazine archives and photos.

HBO's "Band of Brothers" documentary, featuring interviews with veterans of D-Day.

The Ronald Reagan Presidential Library Archives, featuring Reagan's D-Day speech.

Why do we use artifacts/primary sources in US History?

Reason #1

- Artifacts help immerse students in history by providing a solid, tactile connection to the past. Artifacts are "hands-on" history.

Reason #2

- Artifacts add a real-life element to history by offering a glimpse into the lives of those who created or used them.

Reason #3

- Artifacts stimulate curiosity and encourage speculation as students try to understand what they are and how they were used.
- Observation skills are developed and enhanced as students ask:
 - Who made this?
 - What is it?
 - Why was it made?
 - Who used it?
 - How did it survive to present day?

Reason #4

- Artifacts help develop vocabulary and reading comprehension skills as students research and write about a particular object.

Reason #5

- Artifacts help students develop inquiry skills by learning to ask questions and research answers. Students become historians in their quest for answers.

Reason #6

- Artifacts make connections to local history. They introduce us to people we have not met.

Reason #7

- Artifacts help students develop empathy for the human condition.

Reason #8

- Artifacts help students analyze different points of view.

Reason #9

- Artifacts help students understand that history is a continuum and we all make our own personal histories through the artifacts we leave behind.

Reason #10

- Artifacts help students develop research skills, analyze sources and form opinions.

Primary Source Document Analysis Worksheet – US History – Crofts

Document Title _____

1. What type of document is this?
2. Does the document have any unique qualities?
3. Who is the author?
4. Is the document dated? If so, when? If no, are there clues to help you date it?
5. What is the author's title or position?
6. For what audience was this document written?
7. Why do you think this document was written?

8. What evidence in the document helps you know why it was written? Specific quotes?

9. Does the author state opinions? If so, give examples.

10. List 3 things the document tells you about life in the US at that time.

1.

2.

3.

11. Write a question to the author that is left unanswered by the document. Is there a way to answer your question? How so?

Name _____

Photo Analysis Worksheet – US History – Crofts

Observation – Study the photograph carefully. Fill in the chart with the appropriate information.

People in photo –

Objects in photo –

Activities in photo –

Other observations –

What is the subject of the photograph?

Inference – based on what you have observed above, list three things you might infer from this photograph.

- 1.
- 2.
- 3.

Knowledge

Why is this photo important to history?

What do you know about this time period or event?

Questions

What questions does this photograph raise in your mind?

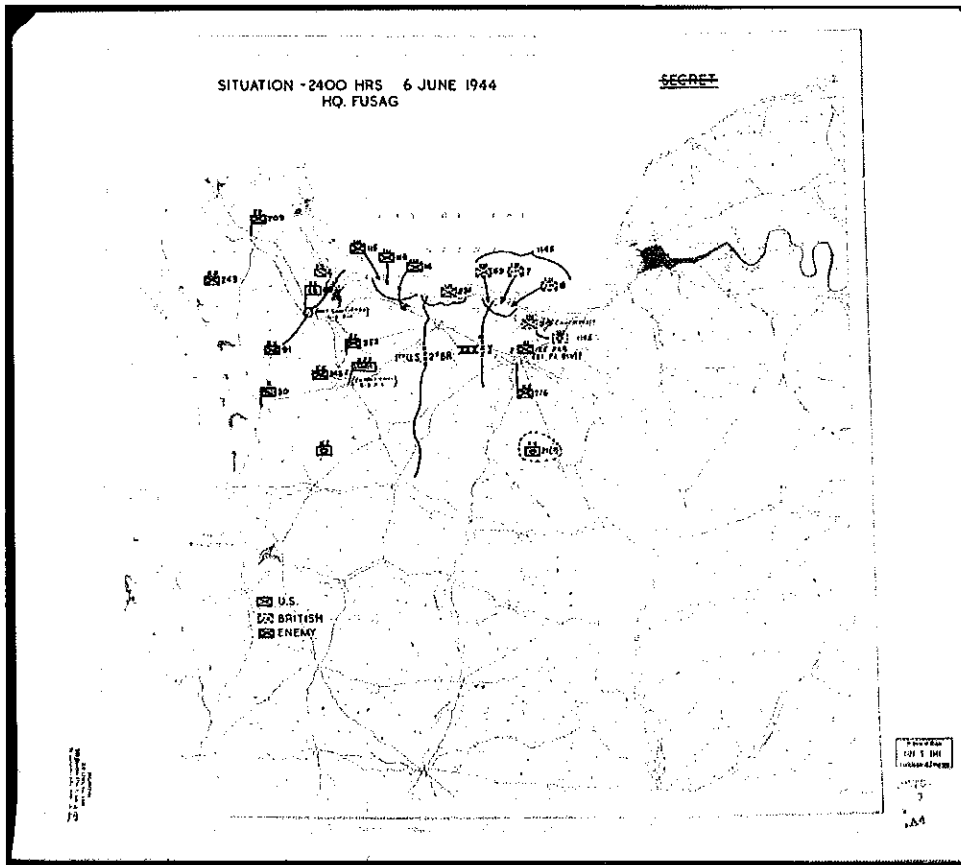
What resources would you use to find the answers to them?

Activity

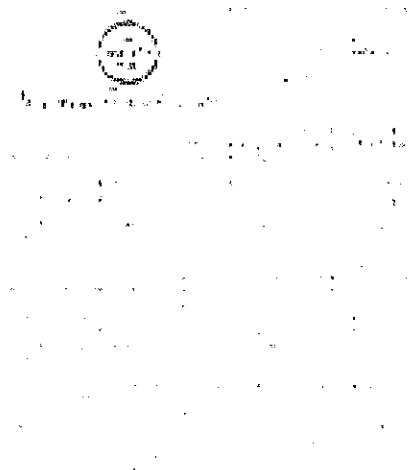
Write a caption for the photograph.



2 D-Day images that I used from the LOC American Memory page to describe D-Day.



One of Churchill's D-Day maps that I used in our discussion of Churchill and D-Day (LOC – Churchill Exhibit)



Letter stating Churchill's intent to participate in the invasion.

The Stakes of D-Day

Part A. Read the following selections on D-Day, and answer the questions at the end.

ARLINGTON, Va. (AP)—On June 5, 1944, a German army commander filed the following secret dispatch to field units: "Intelligence reports normal signal (radio) activity. The invasion does not yet appear to be imminent."

A few hours later, the first Allied troops stormed ashore at Normandy.

The D-Day invasion had begun, but the heaviest German reserves were 150 miles to the northeast, having reacted to an elaborate Allied deception about the time and place of the invasion.

"Operation Fortitude South" was one of the best-kept secrets of the war. It employed captured German spies, "dummy" forces and misleading radio reports to convince the Germans the invasion would take place north of the actual site.

Gen. Omar Bradley, commander of American ground forces in the invasion, called it "the biggest hoax of the war." . . .

Basically, the operation was aimed at convincing the Germans that the invasion—which they were expecting in the summer of 1944—would take place on the northern French coast at Pas de Calais, 150 miles northeast of the Normandy beaches. The Pas de Calais site seemed the best logistically—there the English Channel was at its narrowest, only 21 miles.

The Allies, under U.S. Gen. Dwight D. Eisenhower, set up a shell command known as the 1st U.S. Army Group (FUSAG), led by one of America's ablest commanders, George S. Patton Jr.

The battalion was the only U.S. Army unit created solely for the Calais hoax. FUSAG's shell headquarters were a transmitting station in the London suburb of Wentworth. The FUSAG scenario involved three basic ingredients:

Relay of the phony invasion plan through captured German spies in England, double agents controlled by the Allies.

Radio transmissions from a network of stations controlled by McCrary's unit, the 3103d Signal Service Battalion.

Deployment of dummy camps, landing craft, planes, gliders and other invasion paraphernalia.

According to the "story," FUSAG included an assault army massing behind Dover and a follow-up army maneuvering above London in East Anglia.

By May 1944, 11 divisions, four corps and two armies of Patton's non-existent 1st U.S. Army Group had all reported into their networks with trappings of normal pre-invasion activity—exercises, practice landings and even airborne maneuvers.

Meanwhile, British intelligence had access to classified German reports on growing indications of a huge invasion force massing under Patton in East Anglia.

By the time D-Day arrived, and Eisenhower had made the fateful decision to move toward Normandy early June 6, Germany had 18 or 20 divisions of its 15th Army behind Calais, perhaps twice as many as those defending the beaches to the south.

Even after the Allies gained a toehold on the French coast, the deception emphasis switched to convincing the Germans that Normandy was merely a diversion and that the big invasion was yet to come at Calais.¹

¹James D. Bowman, "Fake Invasion Force Tricked Foe on D-Day," *Cleveland Plain Dealer*, 6 June 1984, 4A.

It never came, but it wasn't until July 20—seven weeks after D-Day—that Germany started shifting significant reserves south from Calais.

"It was an amazingly successful operation," McCrary said.

"Bullets tore holes in the water around me and I made for the nearest steel obstacle . . ." said Robert Capa, the only photographer to go ashore with the first troops. "Fifty yards ahead of me, one of our half-burnt amphibious tanks stuck out of the water and offered me my next cover. . . . Between floating bodies I reached it, paused for a few more pictures and gathered my guts for the last jump to the beach. . . ."

Lieut. Edward Tidrick was hit in the throat when he jumped into the water. Another bullet hit him as he lay on the beach. He gasped out a last command: "Advance with the wire cutters!" There were no wire cutters; they had been lost in the blood-streaked water.

Everywhere there were noise, explosions, gunfire and wrenching cries for help. "Medico! Medico! I'm hit! Help me!" Aboard one landing craft, a German shell struck a flamethrower strapped to one soldier's back. The explosion set the whole landing craft on fire, and it burned all day long, the fire punctuated by explosions from the craft's ammunition supply.

Captain Charles Cawthon of the 29th Division managed to reach cover under the embankment at the far end of Omaha Beach, and there he found that his gun was clogged with salt water and sand. "The embankment was strewn with rifles, Browning automatics and light machine guns, all similarly fouled," he recalled. "Except for one tank that was blasting away from the sand toward the exit road, the crusade in Europe at this point was disarmed and naked before its enemies."

Several officers desperately tried to move their pinned-down men off the beach. But there were only four heavily defended exit roads and the bluffs ahead. "They're murdering us here!" cried Colonel Charles D. Canham, commander of the 116th Regiment, a blood-soaked handkerchief around his wounded wrist. "Let's move inland and get murdered."

Brigadier General Norman ("Dutch") Cota, assistant commander of the 29th Division, waved his .45 pistol as he strode heedlessly through the gunfire. When he found a cluster of soldiers in the shelter of the embankment, he asked them who they were. They said they were Rangers. "Then, goddammit," said the general, "if you're Rangers, get up and lead the way." They did. Under the cover of a brushfire that had been started by the Navy shelling, 35 men managed to scale the bluffs and get behind the German gun positions.

The ships, meanwhile, kept ferrying in more troops, more guns, more supplies. Major Stanley Bach of the 1st Infantry Division managed to scribble a few notes: he saw a landing craft hit three mines. "Navy men go flying through the air into the water. They never come up." He saw a shell hit a beached landing craft, "flames everywhere, men burning alive." And again: "Direct hit on 2½-ton truck gasoline load; another catches fire . . . men's clothes on fire . . . attempt to roll in sand to put out flames."²

²"June 6, 1944," *Time*, 28 May 1984, 21–22.

Against this Atlantic Wall, on June 6, 1944, American, British, and Canadian troops stormed ashore on the beaches of Normandy as the vanguard of the greatest amphibious operation in all history. Brought to the coast in an invasion fleet of 3200 transports and landing craft, they were supported from the sea by 800 fighting craft of all sizes and from the skies by thousands of planes. While landings from the sea were made in four separate areas on the coast north of Bayeux and Caen, three divisions of Allied troops were also dropped behind the beaches by parachutes and gliders in what was probably the greatest air-borne operation yet undertaken. By the close of D-day, that is, at the end of the first twenty-four hours, 250,000 Allied troops had been successfully landed in Normandy. Their immediate task was to hold and consolidate their beachheads. This they did. By June 8 contact had been established between the sea-borne and air-borne troops. Despite the much-vaunted strength of Hitler's Atlantic Wall, it had been successfully breached. Allied sea, air, and land forces had carried through the "greatest and most successful combined operation of its type in military history."³

1. Where was the main German force when the Allies landed at Normandy?
2. Why did a Calais landing seem logistically sound to the Germans?
3. List three methods the Allies used to contribute to the hoax involving the D-Day landing?
4. How long did it take before Hitler realized the Normandy landing was the "real thing"?
5. From the descriptions of D-Day, list some reasons that would prompt General Omar Bradley, who commanded American landing troops, to consider abandoning Omaha Beach.
6. Why might the writer conclude that D-Day was the "greatest and most successful combined operation of its type in military history"?

³F. Lee Bennis and Mary Elisabeth Seidon, *Europe: 1939 to the Present* (New York: Appleton-Century-Crofts, 1965), 98–99.

Name _____

Date _____

Part B. Conclude the lesson by considering the following points.

1. How many adversities can you list that could have spelled defeat for the Allies in this operation?

2. What would have been the long-range consequences on the following if D-Day had failed?

The outcome of the war:

The Allied relations with Russia:

The Pacific war:

The possible use of the atomic bomb in Germany?

The chance that Stalin might have liberated all of Germany as well as central Europe?

Study Guide for *Band of Brothers – Episode 1: Currahee*

The first episode begins with the company in England in June 1944, preparing for the Allied forces' assault on Normandy. Most of the episode consists of a flashback that traces the history of Easy Company up to that point: its training at Camp Toccoa in Georgia, at Camp Mackale in North Carolina, and at Aldbourne in England. The story focuses on the intense demands of the company's training and the soldiers' ambivalence about their commanding officer, Lt. Herbert Sobel. Lt. Richard Winters emerges as leader within the company.

1. How would you characterize the backgrounds the men of Easy Company? Was it a homogenous group or a diverse one? What did the men have in common? What incidents revealed divisions or differences among the men? What evidence is there of class differences among the men?
2. One soldier calls Lt. Sobel a "genius," while others clearly dislike him and come to distrust him. What options were open to the Easy Company soldiers for dealing with this?
3. The title of this episode is "Currahee," a Cherokee word meaning "stands alone" and a word that became the cry of the 506th Paratroopers Regiment (which included Easy Company). One reason this became a rallying cry for the paratroopers was that they trained at Currahee Mountain when they were at Camp Toccoa. Beyond that, why might they have chosen a motto of "We stand alone, together." What do you think this meant to the men?

Eisenhower Speaks

Answering Questions about Primary Documents

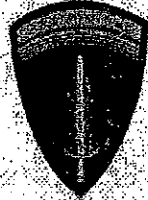
Directions: After reading the two D-Day documents from General Dwight Eisenhower, along with their descriptions, answer the questions below on a separate sheet of paper. Indicate where you find your answers. If you use quotes, be sure to put quotation marks around them.

1. Who is Eisenhower addressing in his Order of the Day?
2. What words and phrases does Eisenhower use to convey the idea of teamwork?
3. If he is trying to motivate the troops, why does he say, "Your task will not be an easy one"?
4. What is the importance of honesty in communication?
5. What historical information about WWII can you learn from studying this document?
6. After reading Eisenhower's D-Day failure message, describe his concept of taking responsibility.
7. Why do you think Eisenhower gives so little information about the attempted invasion?
8. What historical information about D-Day can you learn from studying this document?
9. Describe Eisenhower's personality based solely on these two documents.
10. What other primary sources of information would you want to have to create a fuller description of Eisenhower?

Eisenhower's Order of the Day

Every American soldier, sailor, and airman participating in the D-Day invasion of Normandy received this message of inspiration from Supreme Commander, General Dwight Eisenhower, just before D-Day.

SUPREME HEADQUARTERS ALLIED EXPEDITIONARY FORCE



Soldiers, Sailors and Airmen of the Allied Expeditionary Force!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.

Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely.

But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The United Nations have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to Victory!

I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory!

Good Luck! And let us all beseech the blessing of Almighty God upon this great and noble undertaking.

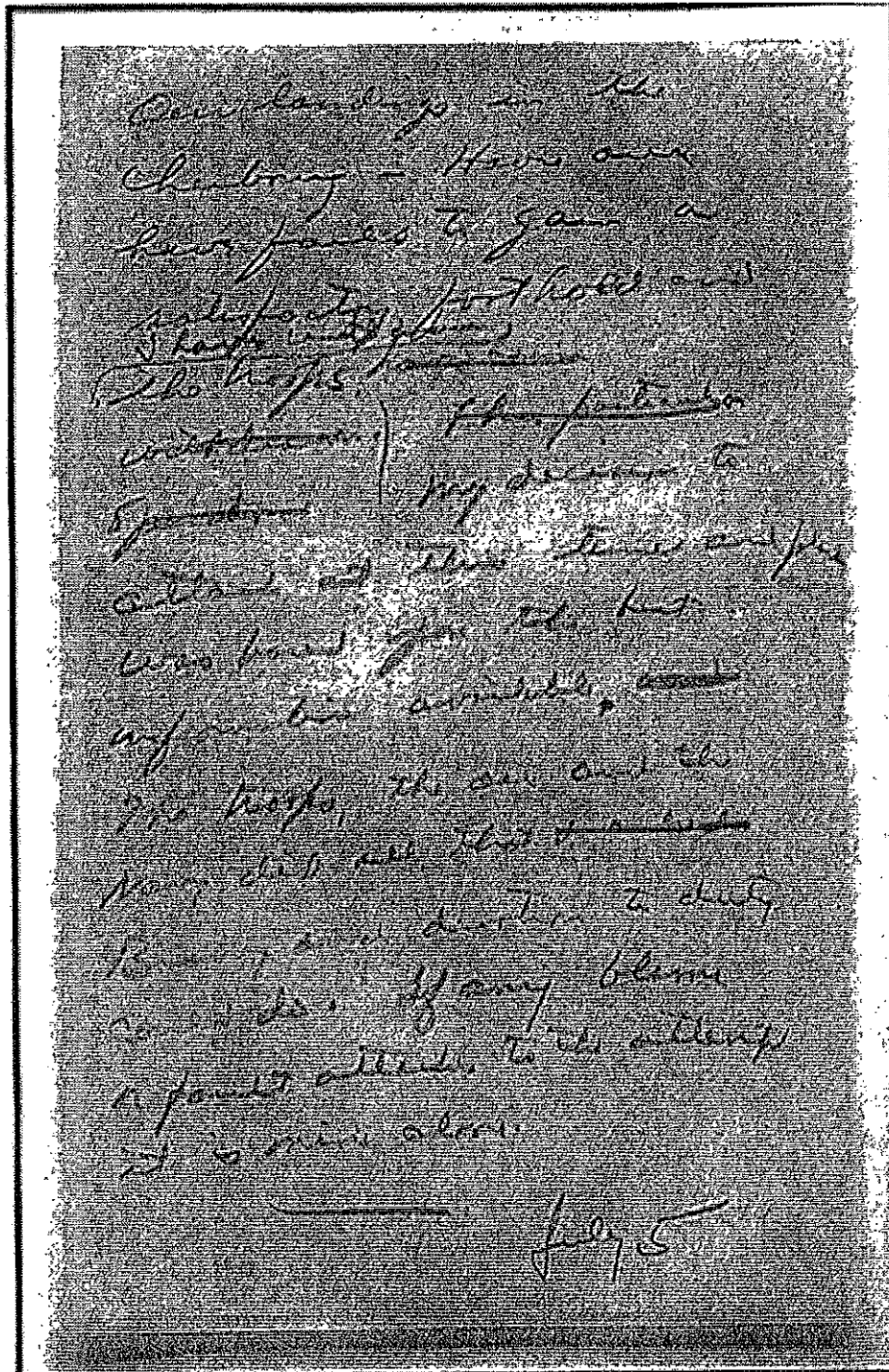
Dwight D. Eisenhower

Eisenhower's D-Day Failure Message

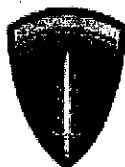
General Eisenhower wrote this message just prior to the invasion, to be read in case Operation Overlord failed. Either through stress or fatigue he misdated it July 5, instead of June 5.

"Our landings in the Cherbourg-Harve area have failed to gain a satisfactory foothold and I have withdrawn the troops. My decision to attack at this time and place was based upon the best information available. The troops, the air and the Navy did all that bravery and devotion to duty could do. If any blame or fault attaches to the attempt it is mine alone."

Eisenhower Library and Museum



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ALLIED EXPEDITIONARY FORCE



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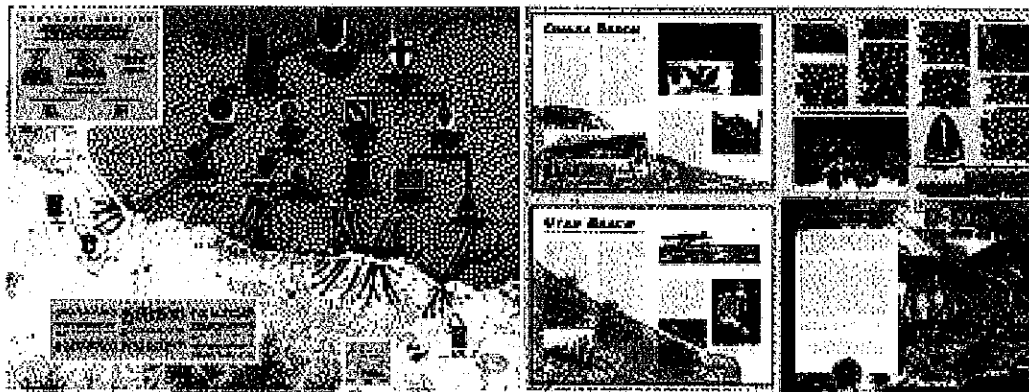
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Good Luck! And let us all beseech the blessing of Almighty God upon this great and noble undertaking.

Dwight D. Eisenhower

Eisenhower's Letter to the Soldiers of D-Day. (LOC Churchill Exhibit)
Used in Document Analysis Worksheet



D Day Map and explanations (LOC American Memory) Used in explaining the battle.



Photo of crowd in Times Square on D-Day (LOC American Memory) Used in a photo analysis assignment and discussion.

Reading a Historical Map of D-Day

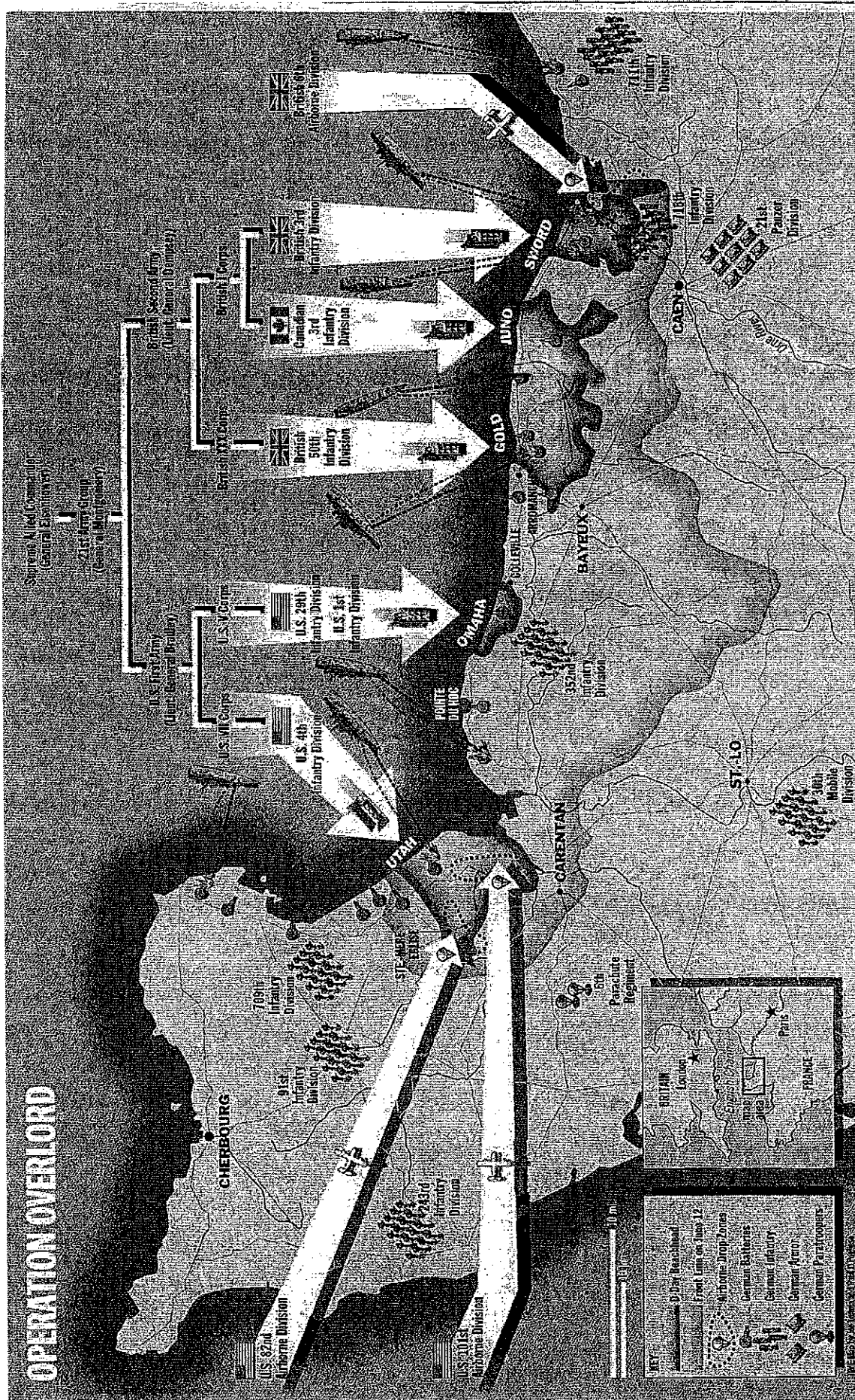
Name: _____

Map Questions (you may need to consult another map to answer question 13)

1. How many U.S. divisions took part in the D-Day invasion of Normandy? _____
Name them: _____
2. How many British divisions took part in the D-Day invasion of Normandy? _____
Name them: _____
3. How many Allied divisions in total took part in the invasion? _____
4. What beach did the Canadians assault? _____
5. Which two major Normandy towns had the Allies captured by June 12?

6. Approximately how many miles is the length of the entire invasion area? _____
7. To get from Normandy to Paris you must travel _____ (direction).
8. What geographical obstacle kept the 21st Panzer Division from attacking the Allies on D-Day?

9. Which beach had the smallest Allied advance of D-Day? _____
10. Which town did U.S. Airborne troops capture? _____
11. To get to London from Normandy you must travel _____ (direction).
12. Can you determine how many miles the Allied armada traveled across the English Channel?
Explain: _____
13. Parts of three countries are shown on this map. What are they? _____
14. From this map, can you tell if Hitler's *Atlantic Wall* was a success? Explain: _____



Map courtesy of *TIME* magazine

In His Own Words

Primary Documents: Analyzing a D-Day Diary

The most famous diary to come out of World War II was written by Anne Frank, a young Jewish girl who hid with her family from the Nazis in an Amsterdam attic. But Anne Frank was not the only person during that great global conflict to keep a daily record of her thoughts and actions. Many men and women, experiencing the thrills, horrors, uncertainties, novelties and boredom of a soldier or civilian's life kept private diaries of their wartime experiences.

Using a diary as a primary source

For the historical researcher, a diary can be a wonderful source for personal insights and first person accounts of people and events—two types of information often missing from more formal writings or official documents. A diary is generally written very close in time to when events occur, so personal memories may be more reliable than they would be in a memoir or oral interview created years later. Furthermore, a person often writes a diary only for himself or herself—with no thought of it becoming a public record. By not writing for an audience, the diarist's entries may be more honest and forthright.

But is a diary a completely reliable primary source? Even if a diary entry is written close to the time of an event, the diarist can still be mistaken about his or her facts and recollections. The diarist has a very limited viewpoint and may witness things or interpret events from a narrow perspective. He or she may unintentionally alter the facts to fit some emotional need. Or he or she may purposely misrepresent the facts for a variety of reasons. The value of a diary, like any other piece of primary research, must be evaluated and used cautiously by the careful researcher.

The Diary of Sidney J. Montz

Sidney J. Montz was a lieutenant in Co. D, 8th Regiment, of the 4th Infantry Division, US Army. The 4th Division was one of five US divisions that assaulted Utah and Omaha Beaches on June 6, 1944—D-Day. Sidney was born in Louisiana in 1914, served as an ROTC corporal at Louisiana State University, and became a lieutenant in the United States Army when he enlisted in August 1942. On D-Day he was 29 years old. It would be his first combat.

Sidney kept a diary on a small pad of paper between the dates of May 15, 1944 and July 31, 1944. He may have kept diaries during other periods of the war, but this small pad was the only diary found in a trunk of personal possessions donated by his son to The National D-Day Museum in New Orleans.

This diary is one story of 175,000 that could be told about D-Day. But from a total of 59 short entries (only 25 are shown here), an alert researcher can discover a lot of information about D-Day, a soldier's life in the European Theater during WWII, and Montz's feelings about this turning point in the war and in his life.

D-Day: A Brief History

Since Nazi Germany forced the Allies out of France to Great Britain in the spring of 1940, plans were being made for a cross-Channel assault to retake the continent and defeat Hitler's Third Reich. By the spring of 1944 an elaborate plan—code-named Operation *Overlord*—was secretly in place to launch the attack. The Allies, led by General Dwight Eisenhower, faced an enemy determined to keep them from landing successfully anywhere along the western European coastline. To ensure against such a landing, Hitler ordered Field Marshal Rommel to complete the Atlantic Wall—a 2,400-mile fortification made up of concrete bunkers, barbed wire, tank ditches, landmines, fixed gun emplacements, and beach and underwater obstacles specially designed to rip out the bottoms of landing craft or blow them up before they reached the shore.

On the eve of June 5, 1944, 175,000 men, an armada of 5,333 ships and landing craft, 50,000 vehicles, and 11,000 planes sat in southern England, poised to attack secretly across the English Channel along a 50-mile stretch of the Normandy coast of France. This force was the largest amphibious assault in history and represented years of rigorous training, planning, and supplying. It also represented a previously unknown level of cooperation between nations—all struggling for a common goal. Because of highly intricate deception plans, Hitler and his staff believed that the Allies would be attacking at the Pas-de-Calais, the narrowest point between Great Britain and France. But the Atlantic Wall was strong at Normandy, too.

In the early morning hours of June 6, thousands of Allied paratroopers and glider troops landed silently behind enemy lines, securing key points on the flanks of the invasion area. As the dawn lit the Normandy coastline the Allies began their landings, traveling to the beaches in small landing craft lowered from the decks of larger ships waiting in the Channel. The plan called for landings at five beaches code-named *Utah*, *Omaha*, *Gold*, *Juno*, and *Sword*. By nightfall nearly all 175,000 men were ashore at a cost of 4,900 Allied casualties. Hitler's vaunted Atlantic Wall had fallen in less than one day. The beaches were secure, but it took many weeks before the Allies could fight their way out of the heavily defended Normandy countryside and almost a full year to reach and defeat Germany in the spring of 1945.

Operation *Overlord* was not just another great battle, but the true turning point of WWII in Europe. While the US and Great Britain had earlier engaged the Axis powers on the periphery of the continent (North Africa, Sicily, Italy), it was not until the invasion at Normandy that they struck the blow that would signal the beginning of the end for Hitler and his Nazis. Had the invasion failed (*Eisenhower was prepared to read a statement over the radio taking full responsibility if Allied troops been repulsed from the beaches*), Hitler would have been able to pull troops from his now-secure Western Front to strengthen his Eastern Front against the Soviet Union. A second Allied invasion into France would have taken years to plan, supply, and assemble. Meanwhile Hitler would have further strengthened his Atlantic Wall, his newly developed V-1 flying bombs would continue to rain down on England from launching pads across the Channel, and the Nazis' *Final Solution* against European Jews might well have succeeded completely.

The D-Day Diary of Sidney J. Montz

Read the following edited diary entries carefully and then complete the activity sheet. Underlined words are defined on a separate vocabulary list. Most syntax and spelling are Montz's; slight changes have been made for clarity. Selected hyphenations are spelled out in [...].

May 16—June 1

Took things easy, drew equipment, time off to Torquay, took a few short marches to keep in shape (6 + 4 miles). A few days before June 1st we were briefed, shown maps + sand table of where we were going. Everything in good shape. I was executive officer, but will take 81mm [millimeter]. Wittenberger does not know mortar. Officers in Co. [company]: Buckles, Woodruff, Wittenberger, Levy, Buckalew, Olson, Exec. Montz, CO [Commanding Officer] Samson.

June 2

Left Camp at 1020 for Torquay, got on LCVP to go to ship (the S.S. Dickman). On ship life was OK.

June 4—Sun

Too busy to go to church—Making final preparation—Heard we sail today for landing tomorrow—weather very bad so thing's called off. Spent most the night in lounge, drinking coffee + listening to radio. Heard the fall of Rome, in bed by 0200.

June 5—Mon

Heard we sail at 1300, Gen. Ike message read over the loud speaker after we sailed. Told D-Day June 6—H-Hour 0630. We anchor at 0200 June 6 + get in LCVP. Checked all equipment that was already in LCVP. Men in good shape + ready to go. Told that 10,500 planes would be in operation, 6000 bombers. Did not know

anything except we land on Utah Beach Red + Green with 12,000 paratroopers landing H-4 inland. Messed around shooting bull + kidding each other. Channel pretty rough. Men will be fed at 2200, officers at 2400.

June 6—D-Day

2400—Eating a good meal, may be the last boat team. Sea very rough. Started loading one, went down to compartment with my men about 0230, went over side, down net + it was really tough. Took off to rendezvous area, had a tough time finding it, made it o.k. Started circling, finally the other boats came in. Planes lit up the beaches, AA fire starting, flares dropping, beautiful sight but it scares the hell out of you. All hell broke loose from the beach, some boats hit by 88. We are near beach + 88 opened up on the boat on our right + almost hit us. Some boats hit land mines, lucky we landed because much more we would have sunk—water still rough. Jumped out in waist deep water, about 500 or 600 yds from seawall, the longest I have ever seen in my life. M.G., mortar, + artillery fire around us. Finally in shallow water + able to run, had to miss all types of obstacles in + out the water. Picked up six rounds of 81mm ammo on the way, it seemed as though we would never reach the seawall. Men being blown up and hit all around me, you could hear them scream, it was horrible. Finally hit seawall, stopped to get a blow and bearing, Gen. Roosevelt walking around telling everyone to clear the beach or they would get killed. Rockets hit the third section—injured: Lts. [lieutenants] Levy, Arps,

Singer, Cole, Sgt. [sergeants] Hasting—
Killed: Cpls. [corporals] Herr, Brandt,
Wadja.

Time to move or they will kill us all. Gen. Roosevelt gave me lots of courage. Under small arms + artillery fire. Navy left us 1000 yds. too far left, the left outfit caught hell. Moved in very fast, every house + tree loaded with men, they fire at you from all directions, very hard to see them as they use smokeless powder. Will get on to them soon then they will catch hell.

June 10—Saturday

1400—Hit by sniper as taking a squad to Co. A right flank, 100 yds. from road west of Monteburg. We were catching hell but know we will hold them, had 400yds to get to objective. On west to aid station, hit in neck + right leg. Bandaged up + put in ambulance to be taken to beach, then sent to England. Spent night in field tent, caught in air raid.

June 11—Sunday

Put on LCM + sent to hosp. [hospital] ship, impossible to sail due to "E" boats in Channel.

June 12—Monday

Sailed for England, destination Naval Hospital at Southampton. Got in pretty late, was fed, a good bath, clean clothes, a bed with sheets. Doctors looked at us.

June 23—Friday

Up early. Back to town, date with Sharon—had a few drinks, decided to go bicycling. Watched sunset + planes going over to Germany. Malvern is very nice, never been bombed + set on hillside. Spent a very fine

evening, she is off this weekend so will see her tomorrow. Took bike back to camp.

June 24—Saturday

Slept all morning, met Sharon at 1400, went to Worcester. Like her very much, the best for a long time. Date Sun. to go horseback riding. Back to camp by six.

June 25—Sunday

Sharon, Bill, Shirley, Joe + I went to a tea dance. Ate at hotel. Met Larry + Freddie (Americans) good to speak to them. The more I stay in England the less I like the English, their ways + manners.

June 28—Wednesday

Will be glad to get to France, these S.O.S. troops are getting the best of me—they are all trying to get to the States. They should send some to the front + let them get an idea of what's going on. Saw a show.

June 30—Friday

Woke up at 0600 by the bugler, first one I heard for a long time. Nice sunny day so camp doesn't look too bad, food very good, jaw + neck healed but scab still on leg. Went to Yeovil and saw a show, had a few beers, back early.

July 1—Saturday

Nothing to do in camps except eat + sleep, new replacements waiting to be sent out, men belonging to outfits waiting to be sent back.

July 2—Sunday

Sharon + I took a long walk in the rain. Reminded me very much of the States.

These English are getting more + more on my nerves.

July 4—Tuesday

Small celebration on post, band played the usual 4th stuff + a little jazz. Expect to leave this place soon.

July 5—Wednesday

Taking things easy today, wrote home + to Sharon. We seem to be giving the Germans "Hell" from all sides, hope to be in the thick of things soon.

July 6—Thursday

May leave to-morrow, was told to hang around camp. Having a very good time here but still like to be with the outfit. These SOS troops should be sent to the front for a few days then they will have an idea what things are.

July 8—Saturday

Went to Salisbury for the trip, very nice place, saw a very old cathedral, messed around, back to Chard for supper. Had ice cream and fresh eggs to-day in Salisbury—first for a long time.

July 17—Monday

Ankle (left) giving me hell, swollen + can hardly walk—man in infantry with both legs bad. Ha! Ha!

July 19—Wednesday

Censored mail for 3 hrs.

July 24—Monday

I am on the alert to leave for France soon. I have charge of 250 men.

July 26—Wednesday

On train for Southampton, arr. 1100, sailed on the Louth at 1700, a limey tub built in 1906, made [was promoted to] troop commander + now have 500 men. Quiet trip.

July 27—Thursday

Anchored at Omaha Beach, walked about two miles to holding station, put in 233 Rep. Co. [replacement company] 69 Repl. Bn. [replacement battalion] 739. Jerry bombed the beaches all night, can hear big guns in the distance, going to front tomorrow.

July 28—Friday

Went to aid station to change bandage, sent to 7th Field Hospital to be sent back to England, leg not healed yet. Another night of bombing.

Diary Vocabulary

Torquay—an English seaside resort town on the Southern coast of England

sand table—a three-dimensional map of a battle site, used to soldiers for an upcoming assault

81mm mortar—a short-barreled field cannon used by the US Army

1020—10:20 A.M. Army time runs on a 24 hour cycle: 1200=12:00pm, 1300=1:00pm, 2300=11:00pm, 2400=12:00am, 0100=1:00am

LCVP—Landing Craft, Vehicle, Personnel; the most-used landing craft during the Normandy invasion; it could carry 36 men or a jeep and 12 men from ship to shore

thing's called off—D-Day was originally scheduled for June 5, but bad weather postponed it one day

fall of Rome—The US Army liberated Rome on June 4, 1944 after more than 5 months of fighting the Italians and Germans in Italy

Gen. Ike—General Dwight D. Eisenhower, Supreme Commander of the Allied Expeditionary Force

D-Day—the military designation for the day of a major military assault; the D stands for “day”

H-Hour—the military designation for the time of a major military assault

Utah Beach Red and Green—two sections of the western-most beach of the Normandy invasion; United States forces landed at Utah and Omaha Beaches, the British landed at Gold and Sword Beaches, and the Canadians landed at Juno Beach

H-4—stated as “H minus four,” meaning 4 hours before H-Hour

Channel—the English Channel; the 100 miles of water separating the south coast of England from the Normandy coast of France

down net—LCVPs were lowered from larger ships into the water then fully-loaded soldiers climbed down cargo nets into the waiting craft

rendezvous—a designated gathering area

AA fire—anti-aircraft fire from the ground

88—the German 88mm gun, a long-range anti-air craft, anti-tank, anti-personnel gun most feared by the Allies

M.G. fire—machine gun fire

obstacles—the Germans placed a variety of steel and wood obstacles in the water and on the beaches to stop Allied landing craft, vehicles, and soldiers trying to come ashore. Many of these obstacles were topped with mines

Gen. Roosevelt—General Theodore Roosevelt, Jr., son of President Theodore Roosevelt, was assistant division commander for the 4th Division and one of the highest-ranking soldiers on the beaches D-Day morning

smokeless powder—this type of explosive does not release a visible puff of smoke when a gun is fired.

LCM—Landing Craft Mechanized, a British landing craft that could carry an 18-ton tank from ship to shore. Many landing craft were used to ferry injured soldiers back to hospital ships

“E” boats—fast German attack boats

S.O.S. troops—Service of Supply troops; these men were in charge of war supplies and loading and unloading material on the docks

Censored mail—all mail sent from soldiers was read and censored for sensitive information by the military. Injured soldiers often assisted in this task.

limey—a slang term for a British sailor or ship; derived from the fact that citrus juice was once served aboard ships to ward off scurvy—a disease caused by lack of vitamin C

Jerry—an Allied slang term for German soldiers

Answer the following questions, supporting your answers with quotes from the diary:

1. What was Montz's life like in military camp? Give details and more general analysis.
2. What details about D-Day can you discover from the June 6 entry? What information about the invasion is not included in Montz's diary?
3. How was Montz injured four days after D-Day? Can you tell how bad these injuries were?
4. Can this diary teach us anything about slang used during WWII?
5. What were Montz's opinions of England—positive and negative?
6. Are you able to describe Montz's personality from these diary entries?
7. What can we learn about wartime conditions in England from this diary?
8. Is this diary only helpful in researching Sidney Montz or can it be used to research broader subjects?

Questions for class discussion about using a diary as a primary source:

1. How does the proximity of the writing about an event to the event itself affect the value of the source to a researcher?
2. As a primary source, what are the strengths and weaknesses of a personal diary?
3. What other primary sources could a researcher use to substantiate or further develop information from a diary?
4. How can a researcher distinguish between fact and opinion in a diary? How can opinion be a useful research tool?
5. Are there any ethical questions involved with using someone's private diary for research?

A Postscript: July 29, 1944 to December 2, 1945

What happened to Sidney Montz after his return to England? With his leg finally healed, he was sent back into the fighting in Europe. He was awarded the Bronze Star medal. His medal citation reads, "...for heroic service in connection with military operations against an enemy of the United States in France, Belgium, Luxembourg and Germany, 6 June to 10 June 1944; 17 November 1944 to 24 January 1945; 12 February to 18 February 1945. Lieut. Montz rendered conspicuous service in his assignment as leader of a mortar platoon. He landed on D-Day in Normandy and capably and courageously led his men until he sustained a wound four days later and was evacuated. He returned to duty at the beginning of the bitter Hurtgen Forest operation and proved exceptionally adept in selecting feasible mortar positions in the densely wooded terrain." In all, Montz saw combat at Normandy, Northern France, the Ardennes, the Rhineland, and in Western Germany. For service in those operations he had an oak leaf cluster added to his Bronze Star, two clusters added to the Purple Heart he was awarded on D+4, and he was awarded a Presidential Unit Citation and a European Theater Ribbon with five battle stars and bronze arrow head. On December 2, 1945, Montz was discharged from the army. *If you want to know what happened to him after the war—you'll have to come to The National D-Day Museum in New Orleans.*

Other Classroom Uses of Montz Diary

- By tracing Montz's experiences on a map, his diary can be used as a D-Day geography lesson. His movements before, during, and after D-Day show the extent to which southern England was mobilized for the invasion and its aftermath. On detailed maps of England and Normandy have students label: Torquay, Utah Beach, Omaha Beach, Montebourg, Great Malvern, Yeovil, Southampton, Salisbury, and Chard.
- The personal thoughts of a diarist can make powerful and instructive statements in a visual project. Have students choose descriptive and thought-provoking passages from Montz's diary to use as captions for various D-Day visuals they find during their research.
- There are many sources describing the Allied landings on D-Day. How does Montz's diary description of June 6, 1944 compare to other written descriptions? Have students compare and contrast Montz's story with a textbook version of the D-Day landings. Tell them to list the pros and cons of both versions of the history.

“Reading” D-Day Photographs

Group Members: _____

Directions: Photographs are important primary sources of historical information. They help us visualize events as they occurred, offering the careful viewer important clues for interpreting the past. Use your set of D-Day photographs to gain a better understanding about the events that unfolded during the Allied invasion of Normandy.

1. Give a title that represents the content or theme of your set of photographs.

2. Present details from each photograph explaining how it fits into your set and relates to your title.

A. _____

B. _____

C. _____

D. _____

E. _____

3. Is there anything in your photographs that you do not understand, that you do not recognize, or that raises questions that would require further research?

4. How do you think your set of photographs fit into the timeline of D-Day?

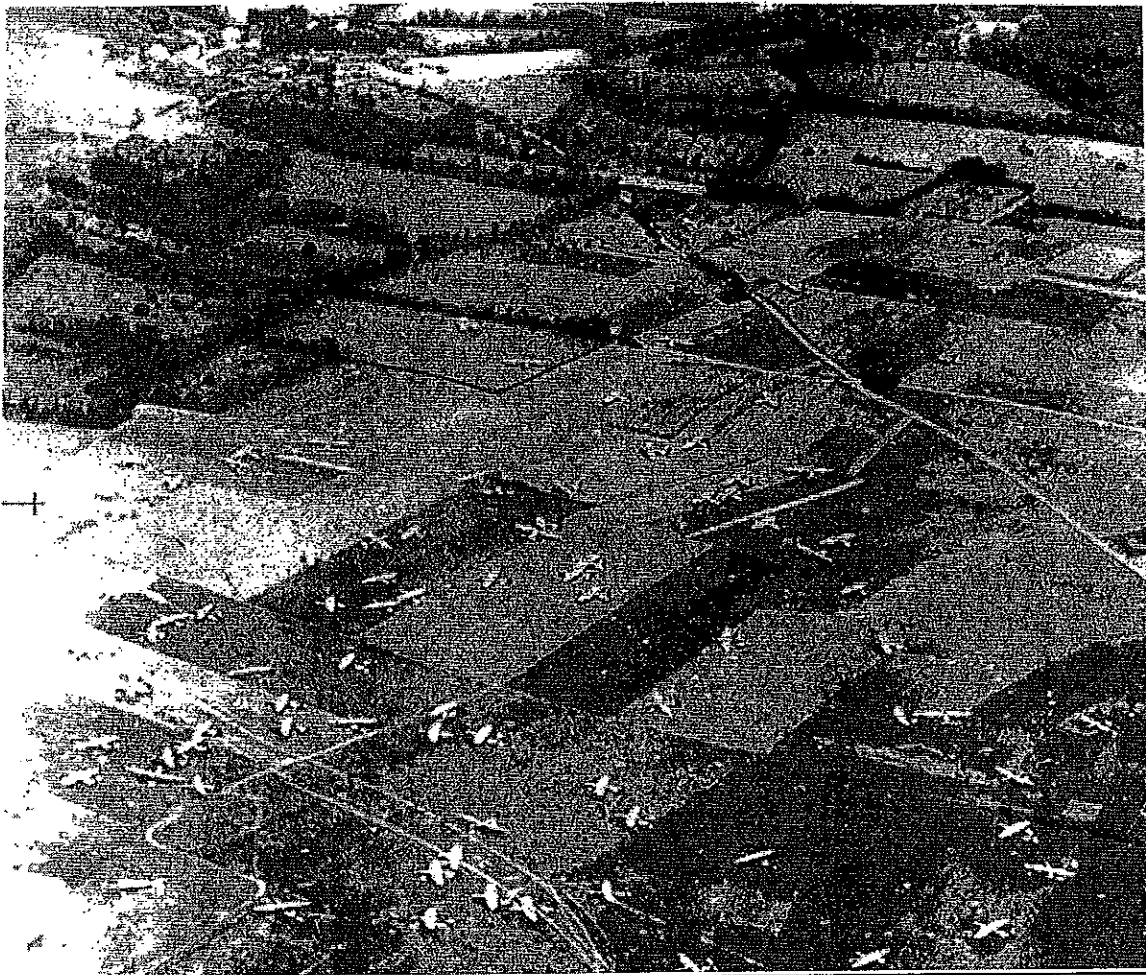
5. What are the plusses (+) and minuses (-) of using photographs like these to analyze historical events?



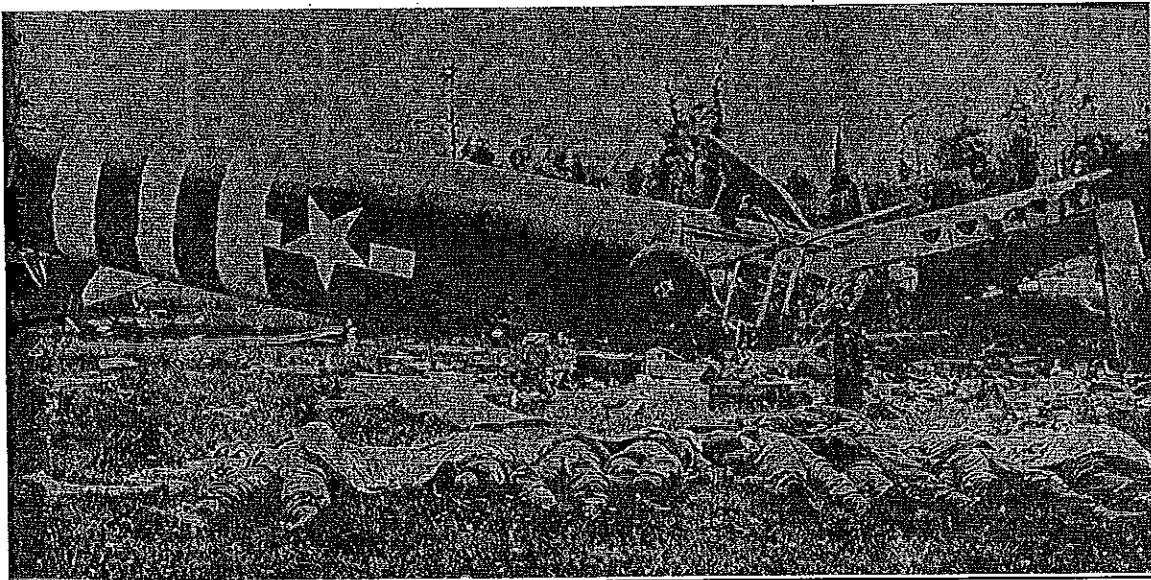
D-1) Allied soldiers on troop transports in the English Channel. US Navy



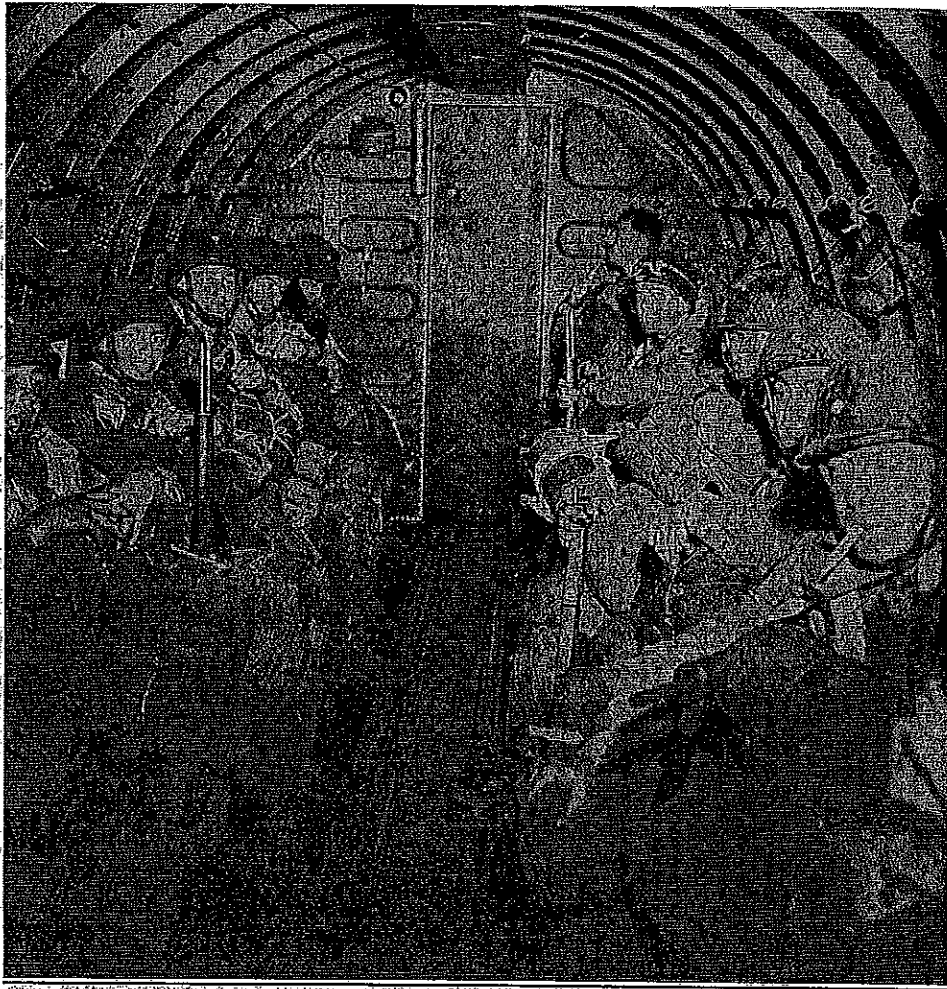
D-2) US troops loading onto an LCP (Higgins boat). US Navy



C-4) Glider landing field in Normandy. *US Army Signal Corps*



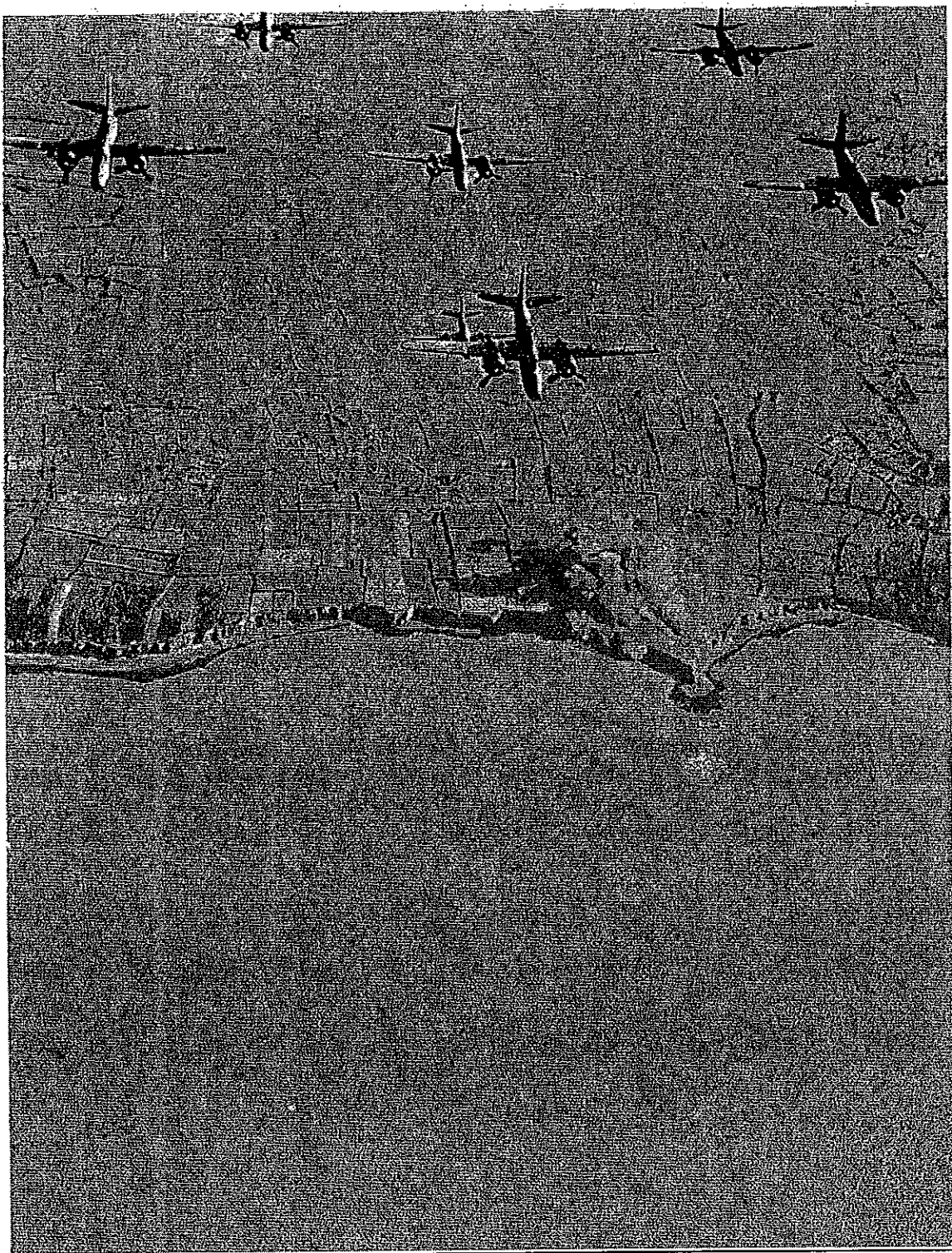
C-5) Wrecked 30-man Horsa glider in Normandy field. *US Army Signal Corps*



C-2) Paratroopers of the US 101st Airborne Division. *US Air Force*



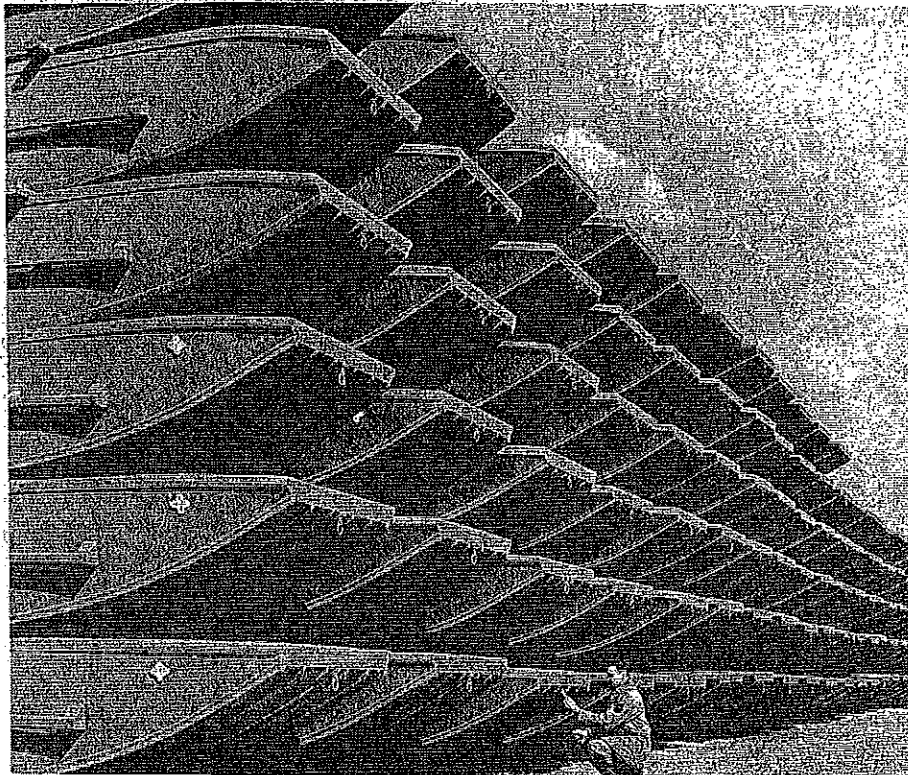
C-3) US gliders and paratroopers. *US Army Signal Corps*



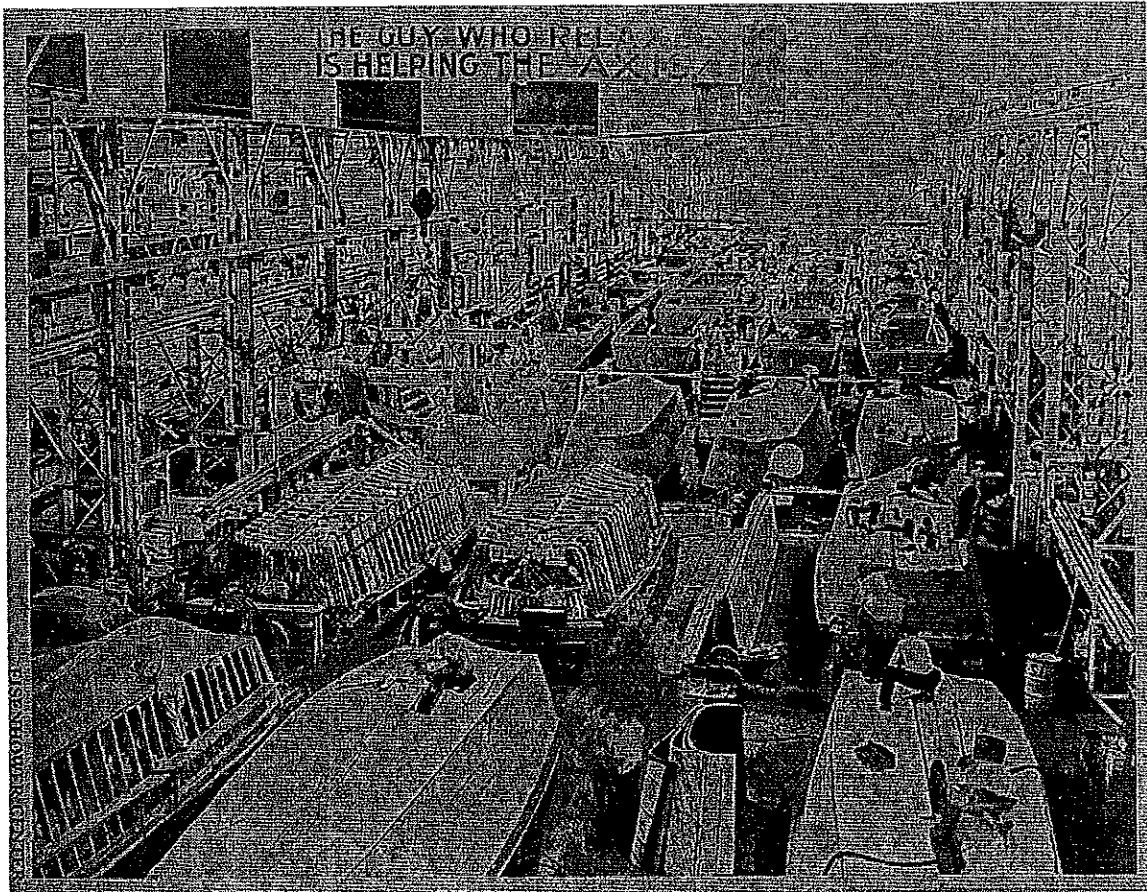
C-1) Pre-invasion bombing of Pointe-du-Hoc. *US Air Force*



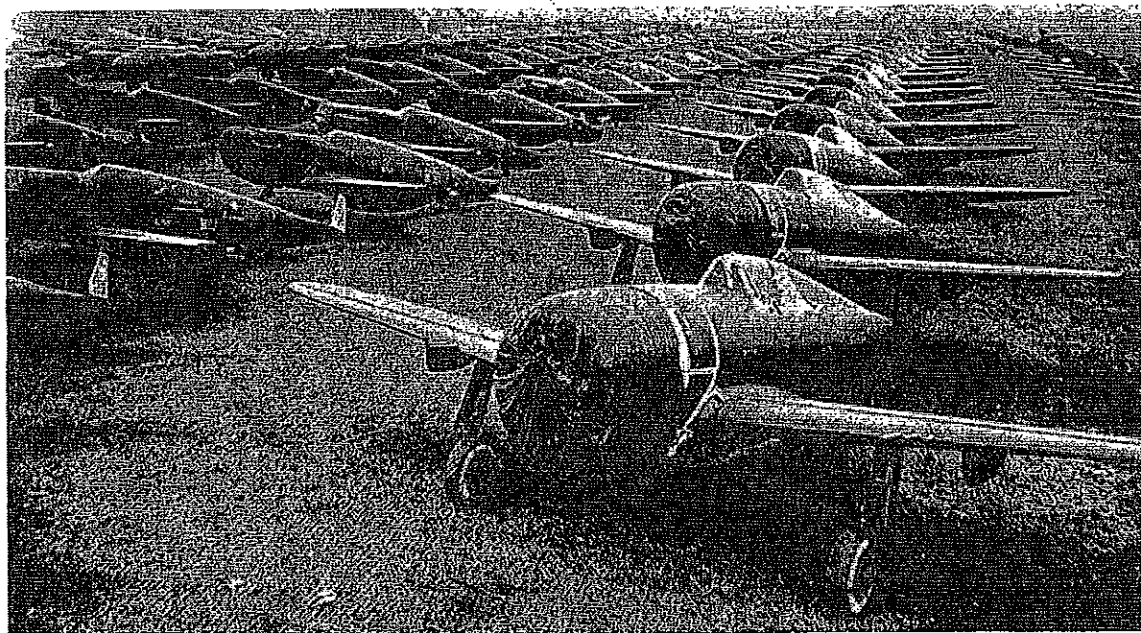
B-4) Everything the Army needed was stockpiled. *Imperial War Museum, London*



B-5) Pontoons for temporary bridges to span France's rivers. *Imperial War Museum, London*



B-2) A Higgins Industries factory producing LCVPs. *Eisenhower Center*



B-3) American fighter planes and bombers awaiting preflight servicing. *Imperial War Museum, London*



E-2) Survivors from a destroyed Higgins Boat at Omaha Beach. *US Army Signal Corps*



E-3) US medics tend to the wounded on Utah Beach. *US Army Signal Corps*



E-1) Robert Capa, photographer for Life magazine, went ashore at Omaha Beach with Company E, 16th Regiment, 1st Infantry Division

[illegible]

Identif

Action

Describe the action taking place in the cartoon.

What facial expressions are portrayed in the cartoon? How does the cartoonist use lines to suggest that expression?

Do the lines of the cartoon suggest action or movement? How so?

Meaning

What political event or idea is the cartoon referring to?

What conclusions can you draw about the cartoonist's opinion?

*Note how the visuals,
action and words
come together to make
meaning in a political
cartoon.*

What specific details in the cartoon led you to this conclusion?

What special interest groups would agree/disagree with the cartoon's message? Why?

Whose opinion or point of view is not represented in this cartoon?

Do you like the cartoon? How is the cartoon effective in your opinion?





D-Day Political Cartoon Used for Analysis Activity in this Unit (Churchill and the Great Republic Exhibit – LOC)



FDR photo from Am. Memory Presidents Page (LOC)

