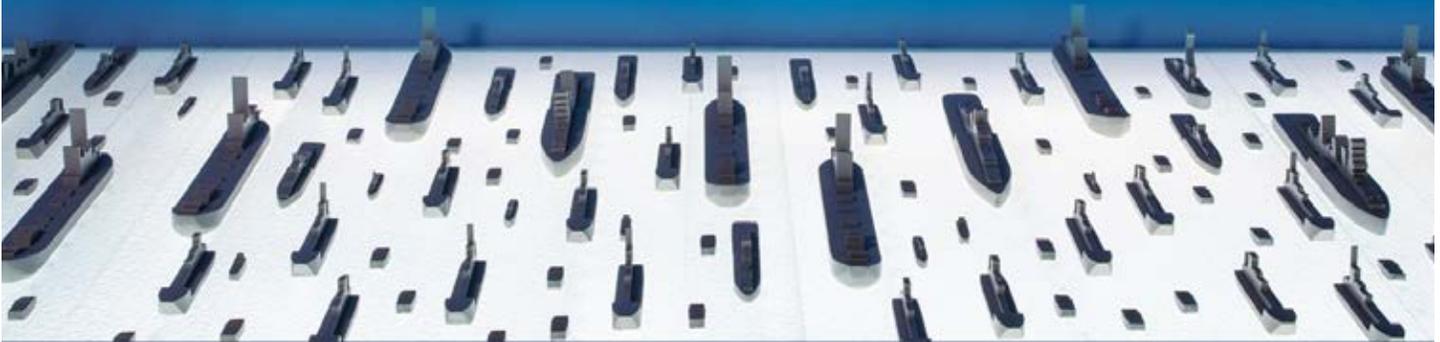


75TH ANNIVERSARY

D-DAY

ELECTRONIC FIELD TRIP



PRESENTED BY



CURRICULUM MATERIALS

The European Strategy, 1941-1945 Overview Essay	1
D-Day: The Allies Invade Europe Overview Essay	5
The War in Europe Selected Chronology	7
Eisenhower on D-Day: Comparing Primary and Secondary Sources Lesson Plan	10

LOOKING FOR ADDITIONAL LESSONS ON WORLD WAR II?
Check out teaching resources on the War in Europe, the War in the Pacific, and the American Home Front at ww2classroom.org

The 75th Anniversary of D-Day Electronic Field Trip is presented by The Cain Foundation in Honor of the Men of the 30th Infantry Division and all WWII Veterans, with additional support provided by The Lupo Family Fund and The Dale E. and Janice Johnston Family Foundation in honor of Dr. Earle Richard Davis and his WWII service on the USS *Tranquillity*, Pacific.



Anglo-American leaders decided on a “Germany first” strategy for reasons of sheer self-survival. “If Britain wins decisively against Germany we could win everywhere,” one official explained. “If she loses . . . we might possibly not win anywhere.”

At first, American military leaders, led by Generals George Marshall and Dwight Eisenhower, wanted to invade northern Europe through German-occupied France in late 1942 or 1943. The Soviet Union was fighting a million-man German army, battling for its very survival. A **second front** in the west would force Adolf Hitler to divide his army to defend the German homeland. Such a move could possibly save Russia from total defeat. Marshall argued that if the Soviet Union fell, the war could be lost.

“We should not forget that the prize we seek is to keep 8,000,000 Russians in the war.”

Dwight D. Eisenhower, July 1942

But there were problems with this strategy. The United States had yet to fully **mobilize** for war, and U-boats were massacring Allied shipping in the ongoing Battle of the Atlantic. Most critically, there were not enough landing craft available to mount a major **amphibious invasion**.

If a direct attack on Hitler’s “Fortress Europe” was unfeasible at this early date in the war, where could American forces strike? One option

was to attack Axis forces in North Africa. The British were already fighting German and Italian armies in the deserts of Libya and Egypt. American support could tip the balance. The invasion, launched in November 1942, was code-named Torch, and Eisenhower was its commander. Torch was his first-ever combat assignment.

Allied forces landed in Morocco and Algeria and moved toward Tunisia where they hoped to hook up with General Bernard Montgomery’s desert army, which was marching westward from Egypt after defeating General Erwin Rommel at El Alamein. The Americans suffered a number of early setbacks, most devastatingly at Kasserine Pass, but in the late spring of 1943 the two armies trapped hundreds of thousands of Axis

ONLINE RESOURCES

ww2classroom.org

- ▶ War in Europe Overview Video
- ▶ Italian Campaign Video
- ▶ Air War over Berlin Video
- ▶ D-Day Invasion Video
- ▶ Operation Market Garden Video
- 📍 North Africa Campaign Map
- 📍 Bomber Range Map
- 📍 German Resistance Stiffens Map
- 📍 Battle of the Bulge Map



The rugged, reliable Boeing B-17 Flying Fortress was the mainstay of American heavy bomber units in Europe. It dropped more bombs than any other American aircraft during the war. (Image: National Archives and Records Administration, 342-FH-3A-22073.)

troops between them, forcing their surrender.

As Operation Torch was winding down, Franklin Delano Roosevelt and Winston Churchill met at the Casablanca Conference to decide where to strike next. The objective would not be northern France, as Marshall and the other American generals had hoped, but what Churchill

erroneously called Europe's "soft underbelly." Sicily was the first target, and the decision to invade mainland Italy would not be made until that campaign was underway. Marshall objected strenuously, but at this early stage of American involvement in the war, with US industrial machinery only partly **mobilized**, Churchill and the British were calling the shots. Another

consequence of the Casablanca Conference was the decision by Roosevelt and Churchill to demand nothing less than unconditional surrender from the Axis powers.

Allied forces under Generals George Patton and Montgomery landed in Sicily in July 1943. As they fought their way toward the Italian mainland, King Victor Emmanuel III deposed the nation's fascist leader, Benito Mussolini, and the government opted to surrender to the Allies. Hitler responded swiftly, rushing in additional divisions and taking over the country. He ordered his generals to fight to the last man to keep Italy.

“It was most difficult at night. Half our people were awake at all times, mostly . . . There was little grouching, only about being cold and hungry. Our primary concern was staying alive.”

Bill Dunfee, 505th Parachute Regiment

Under Field Marshal Albert Kesselring—a master of defensive, attritional warfare—the German army fought with resolve in Sicily, but was no match for the Allies and their overwhelming air superiority. Kesselring's army escaped, however, to the mainland over the Straits of Messina. The army nearly drove the Allied invasion force back into the sea at Salerno on the Amalfi Coast and again further north at Anzio in early 1944, causing Churchill to doubt if the D-Day landings scheduled for that June would succeed.

To disrupt the German response to an Allied invasion, the American and British air armadas destroyed bridges, rail yards, moving trains, and airfields in Belgium and northern France. And in a steady succession of massive bombing raids over Berlin and other Nazi production centers, the Allied fighter planes that escorted the heavy bombers killed nearly all of Hitler's best pilots and destroyed thousands of aircraft, nearly annihilating the **Luftwaffe**. By late May 1944, the once-formidable German air force ceased to

be a threat to the Allied invasion fleet.

On June 6, 1944, a force of 175,000 assault troops crossed the English Channel and landed in Nazi-occupied France. They were part of an unprecedented assemblage of ships and aircraft, the largest amphibious force in the history of warfare. The Germans had been expecting an invasion, but the Allies caught them off guard by landing in Normandy rather than Calais where the channel was far narrower and Axis defenses stronger. Later that summer, a second Allied force landed along the French Riviera, near Marseilles, and moved northward cleansing southern France of the Nazi occupiers.

After breaking out of the torturous hedgerow country beyond the Normandy beaches, the Allied forces under Eisenhower liberated Paris and all of northern France and Belgium. They drove the shattered but still dangerous German army back toward its own territory where it would prepare a mighty final stand.

The Allied race through France in the summer of 1944 raised hopes that the war might be over by Christmas, but in September long supply lines all the way back to the Normandy beaches and difficult terrain on the German border slowed the offensive to a crawl. The Allies also came up against the Siegfried Line, a dense belt of bunkers, barbed wire, and obstacles along the German border. An initial attempt to liberate the Belgian port of Antwerp and a risky campaign to land paratroopers in the Netherlands to outflank the Siegfried Line (Operation Market Garden) failed in September. In the nearly impenetrable Huertgen Forest near the German city of Aachen, and everywhere else along the Siegfried Line, Allied forces fought costly battles for small gains, but were unable to break through into the heart of Germany. In November, unusually cold winter weather set in, making ground conditions nearly intolerable. Heavy, persistent cloud cover limited the effectiveness of Allied air support of ground troops.

On December 16, Hitler launched his final offensive campaign. What came to be known as the Battle of the Bulge was the largest American infantry engagement of the war. Allied



US paratroopers preparing for a jump over Normandy, France, during the D-Day invasion, June 6, 1944. (*National Archives and Records Administration.*)

forces were caught by surprise when German **panzer** units and supporting infantry attacked through the thick Ardennes Forest and pushed them back in a panicked retreat that created a deep wedge, or bulge, in their defensive line. But just as suddenly the battle turned. American airborne troops trapped at Bastogne were rescued by Patton's tankers, and when the skies cleared days before Christmas, Allied aircraft pounded the invading army. Then began a massive **counteroffensive** that extended well into January, when the last German units were pushed back across the Rhine.

The Battle of the Bulge was almost entirely a soldier's fight, a confusing, close-quarters slugfest won by thousands of small fighting units without much direction from headquarters. Guts, self-respect, and loyalty to comrades

prevailed over an ideologically driven German army short of ammunition, air support, and oil.

The Allied victory came at a terrific cost: over one million soldiers were engaged, 600,000 of them Americans. About 19,000 American GIs were killed, 47,000 wounded, and 15,000 captured. The Germans suffered over 100,000 casualties, men the depleted *Wehrmacht* could not replace. It was the beginning of the end for Germany.



In May 1944, the Western Allies were finally prepared to deliver their greatest blow of the war, the long-delayed, cross-channel invasion of northern France, code-named Overlord. General Dwight D. Eisenhower was supreme commander of this operation, which ultimately involved the coordinated efforts of 12 nations.

After much deliberation, it was decided that the landings would take place on the long, sloping beaches of Normandy. There, the Allies would have the element of surprise. The German high command expected the attack to come in the Pas de Calais region, north of the river Seine where the English Channel is narrowest. It was here that Adolf Hitler had put the bulk of his **panzer** divisions after being tipped off by Allied undercover agents posing as German sympathizers that the invasion would take place in the Pas de Calais.

Surprise was an essential element of the Allied invasion plan. If the Germans had known where and when the Allies were coming they would have hurled them back into the sea with the 55 divisions they had in France. The invaders would have been on the offensive with a 10-to-1 manpower ratio against them.

The challenges of mounting a successful landing were daunting. The English Channel was notorious for its rough seas and unpredictable weather, and the enemy had spent months constructing the Atlantic Wall, a 2,400-mile line of obstacles. This defensive wall comprised 6.5 million mines, thousands of concrete bunkers and pillboxes containing heavy and fast-firing artillery, tens of thousands of tank ditches,

and other formidable beach obstacles. And the German army would be dug in on the cliffs overlooking the American landing beaches.

At the Tehran Conference in August 1943, Allied leaders scheduled Overlord to take place on or about May 1, 1944. In the meantime, they prepared ceaselessly for the attack. Trucks, tanks, and tens of thousands of troops poured into England. “We were getting ready for one of the biggest adventures of our lives,” an American sergeant said. “We couldn’t wait.” Meanwhile, the American and British air forces in England conducted a tremendous bombing campaign that targeted railroad bridges and roadways in northern France to prevent the Germans from bringing in reserves to stop the invasion.

Allied leaders set June 5, 1944, as the invasion’s D-Day. But on the morning of June 4, foul weather over the English Channel forced Eisenhower to postpone the attack for 24 hours. The delay was unnerving for soldiers, sailors,

ONLINE RESOURCES

ww2classroom.org

- ▶ **D-Day Invasion Video**
- ▶ **Roland Chaisson Oral History**
- ▶ **What Would You Do? Scenario: Bombing to Invade**
- ▶ **Breakout from Normandy Map**



Landing ships put cargo ashore at Normandy while more ships await their turn. (Image: National Archives and Records Administration, 26-G-2517.)

and airmen, but when meteorologists forecast a brief window of clearer weather over the channel on June 6, Eisenhower made the decision to go. It was one of the gutsiest decisions of the war.

Just after midnight on June 6, Allied airborne troops began dropping behind enemy lines. Their job was to blow up bridges, sabotage railroad lines, and take other measures to prevent the enemy from rushing reinforcements to the invasion beaches. Hours later, the largest **amphibious** landing force ever assembled began moving through the storm-tossed waters toward the beaches. Most of the Americans were packed into flat-bottomed Higgins boats launched from troop transports 10 miles from the French coastline. Vomit filled the bottom of the boats, and as water kept rushing in over the gunwales, the green-faced men had to bail this vile stew with their helmets. Though it was cold, the men were sweating.

Planners had divided the landing zone into five separate beaches. The British and Canadians landed at Juno, Gold, and Sword beaches. The Americans landed at Omaha and Utah beaches.

The fiercest fighting was on Omaha Beach where the enemy was positioned on steep cliffs that commanded the long, flat shoreline. Troops leapt from their landing boats and were pinned down for hours by murderous machine-gun fire that turned the beach into a vast killing field. “If you (stayed) there you were going to die,” Lieutenant Colonel Bill Friedman said. “We just had to . . . try to get to the bottom of the cliffs on which the Germans had mounted their defenses.” By midday, the Americans had

surmounted the cliffs and taken Omaha Beach at a heavy cost: over 4,700 killed, wounded, or missing out of the total of approximately 35,000 who came ashore that day, a loss rate of more than 13 percent.

By nightfall, about 175,000 Allied troops and 50,000 vehicles were ashore with nearly a million more men on the way that summer.

“If you thought about the possibilities of what lay ahead, it was more than your mind could take.”

*Alan Anderson,
467th Anti-Aircraft Artillery Battalion*

The Normandy invasion was one of great turning points of 20th-century history. An immense army was placed in Nazi-occupied Europe, never to be dislodged. Germany was threatened that same month by a tremendous Soviet invasion from the east that would reach the gates of Berlin by the following April. The way to appreciate D-Day’s importance is to contemplate what would have happened if it had failed. Another landing would not have been possible for at least a year. This would have given Hitler time to strengthen the Atlantic Wall, harass England with the newly developed V-1 flying bombs and V-2 rockets, continue to develop jet aircraft and other so-called “miracle weapons,” and accelerate his killing campaign against ethnic and sexual undesirables.

THE WAR IN EUROPE

Selected Chronology

(National Archives and Records Administration, 208-AA-161-20.)

- JANUARY 30, 1933** Adolf Hitler becomes chancellor of Germany.
- MARCH 16, 1935** Hitler announces the beginning of German rearmament, a direct violation of the Treaty of Versailles.
- MARCH 7, 1936** Germany remilitarizes the Rhineland.
- MARCH 12–13, 1938** Germany announces the *Anschluss*, or German annexation of Austria.
- SEPTEMBER 30, 1938** British Prime Minister Neville Chamberlain secures a promise from Hitler not to seek additional territorial gains in Europe.
- NOVEMBER 9–10, 1938** Thousands of Jewish homes, schools, businesses, and places of worship are vandalized during *Kristallnacht*.
- MAY 22, 1939** Germany signs the “Pact of Steel” with Italy.
- AUGUST 23, 1939** The Nazi-Soviet Pact is signed in Moscow.
- SEPTEMBER 1, 1939** German forces invade Poland.
- NOVEMBER 4, 1939** Congress amends the Neutrality Act to allow sales of arms and matériel on a “cash-and-carry” basis.
- MAY 27, 1940** British troops begin evacuating France at Dunkirk.
- JUNE 22, 1940** France surrenders to German forces.
- JULY 10–SEPTEMBER 15, 1940** The Battle of Britain; the German *Luftwaffe* is ultimately defeated.



(National Archives and Records Administration, 111-SC-196053.)

- SEPTEMBER 2, 1940** The United States and Britain sign a “destroyers for bases” agreement.
- MARCH 11, 1941** President Franklin Delano Roosevelt signs the Lend-Lease Act.
- JUNE 22, 1941** German forces invade the Soviet Union (Operation Barbarossa).
- AUGUST 14, 1941** President Roosevelt and British Prime Minister Winston Churchill issue the Atlantic Charter.
- DECEMBER 7, 1941** Japanese planes attack Pearl Harbor, Hawaii; Germany and Italy declare war on the United States four days later.
- NOVEMBER 8, 1942** US and British forces invade North Africa (Operation Torch).
- JANUARY 14–24, 1943** Roosevelt and Churchill meet at the Casablanca Conference in Morocco.
- FEBRUARY 2, 1943** The five-month Battle of Stalingrad ends in a German surrender.
- MAY 13, 1943** Axis forces surrender to the Allies in Tunisia, ending the North Africa campaign.
- JULY 9–10, 1943** United States and British forces invade Sicily (Operation Husky).
- SEPTEMBER 9, 1943** American forces land on the Italian mainland at Salerno.
- JANUARY 22, 1944** American forces land at Anzio and Nettuno.
- JUNE 4, 1944** Allied forces enter Rome, the first Axis capital to fall.



(National Archives and Records Administration, 111-SC-192042.)

- JUNE 6, 1944** Allies launch the D-Day invasion of Normandy, France.
- AUGUST 25, 1944** Paris is liberated.
- DECEMBER 16, 1944–
JANUARY 25, 1945** The Battle of the Bulge is fought.
- FEBRUARY 13–14, 1945** Dresden is destroyed by Allied firebombing.
- APRIL 6, 1945** US troops liberate their first concentration camp at Ohrdruf.
- APRIL 12, 1945** President Roosevelt dies; Harry S. Truman is sworn in as president.
- MAY 7, 1945** All German forces unconditionally surrender to the Allies.
- JULY 17–AUGUST 2, 1945** Churchill, Truman, and Soviet Premier Joseph Stalin gather for the Potsdam Conference.



INTRODUCTION

On June 6, 1944, more than 175,000 Allied troops stormed the beaches of Normandy, France, in what became the largest amphibious military invasion in history. Countless military and political officials spent years planning for this operation, and yet the decision to finally launch the attack rested with Supreme Allied Commander Dwight D. Eisenhower. On the morning of D-Day, he issued an “order of the day” to all Allied personnel involved in the operation. He made numerous edits to the text before approving it in its final form, a testament to the importance he attached to this document and the invasion it described. In this activity, students will analyze Eisenhower’s Order of the Day message along with a secondary source about the Normandy invasion to compare and contrast how historians and historical actors use facts and language to explain historical events.

OBJECTIVE

Students will analyze both a primary source and a secondary source about the 1944 Normandy invasion to understand how historical actors and historians alike use facts and language to develop historical narratives.

GRADE LEVEL

7–12

TIME REQUIREMENT

1–2 class periods

ONLINE RESOURCES

ww2classroom.org

-  [D-Day Invasion Video](#)
-  [Roland Chaisson Oral History](#)
-  [Breakout from Normandy Map](#)
-  [Eisenhower's Order of the Day](#)

STANDARDS

COMMON CORE STANDARDS

[CCSS.ELA-LITERACY.RH.6-8.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-LITERACY.RH.6-8.6](#)

Identify aspects of a text that reveal an author's point of view or purpose (for example, loaded language, inclusion or avoidance of particular facts).

[CCSS.ELA-LITERACY.RH.6-8.8](#)

Distinguish among fact, opinion, and reasoned judgment in a text.

[CCSS.ELA-LITERACY.RH.6-8.9](#)

Analyze the relationship between a primary and secondary source on the same topic.

[CCSS.ELA-LITERACY.RH.9-10.5](#)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

[CCSS.ELA-LITERACY.RH.11-12.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-LITERACY.RH.11-12.5](#)

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

NATIONAL STANDARDS FOR HISTORY

[HISTORICAL CONTENT ERA 8, STANDARD 3A](#)

The student understands World War II and how the Allies prevailed.

[HISTORICAL THINKING STANDARD 2](#)

The student is able to identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.

The student is able to differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgment of what is most significant about the past.

The student is able to read historical narratives imaginatively, taking into account what the narrative reveals of the humanity of the individuals and groups involved—their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.

[HISTORICAL THINKING STANDARD 5](#)

The student is able to identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

PROCEDURES

1. Have students read the **Normandy Invasion Overview Essay** either silently or aloud as a whole class, underlining the most important statements of fact and circling the most important statements of opinion or interpretation. Explain that the essay presents one explanation of the Normandy invasion, reminding them that historians choose to include or exclude facts and to stress or downplay certain points based on what they think is most important to share about the past.
2. To help students grasp the challenges of the Allied invasion in spatial terms, you may want to show them the **Normandy Invasion Map**.
3. Use the discussion guide to check students' understanding of the essay and the difference between facts and opinion/interpretation.
4. Introduce **Eisenhower's Order of the Day** as a primary source that can help us understand how the Normandy invasion was viewed by the Allied leadership at the time, as well as how they wanted their troops to understand the mission. Explain that the students will be viewing two versions of this message—the finished product as well as a working draft. Explain that during the process of writing a message like this, leaders make very conscious decisions about what to include, what to leave out, and how to present information.
5. Distribute copies of **Eisenhower's Order of the Day**, both the final version and the working draft. Have students read the final version first, underlining the most important statements of fact and circling the most important statements of opinion or interpretation. Then, have students compare the working draft of Eisenhower's message to the final version, taking note of places where Eisenhower added, removed, or relocated words and phrases. Use the discussion guide to check students' understanding of the essay and the difference between facts and opinion/interpretation. The guide will also help you get students thinking about the significance of Eisenhower's edits to his message.
6. Distribute copies of the **Student Worksheet** to students and have them use this sheet to compare the insight they have gained from both Eisenhower's message and the **Normandy Invasion Overview Essay**. You may want to discuss the students' answers as a class once they have finished.

ASSESSMENT

You will be able to assess students' understanding of the relevant standards based on how well they articulate, compare, and contrast the ideas contained in the readings. Their understanding will be evident in the notations on their copies of the readings, the **Student Worksheet**, and the class discussion.

EXTENSION/ENRICHMENT

- Have students write their own messages as though they were tasked with encouraging the troops and explaining the importance of their mission. Remind students that some of the details in the **Overview Essay** could not have been known to Eisenhower or anyone else prior to D-Day.
- Have students listen to the oral history of Ronald Chaisson and create a new Venn diagram similar to the one on the **Student Worksheet** incorporating the information they have learned from listening to Chaisson’s story.

DISCUSSION GUIDE FOR THE OVERVIEW ESSAY

- What is one statement of fact you underlined? Why do you think this is important?

Possible answers: “Eisenhower was supreme commander of the operation, which ultimately involved the coordinated efforts of 12 nations”; “At the Tehran Conference in August 1943, Allied leaders scheduled Overlord to take place on or about May 1, 1944”; “By nightfall, about 175,000 Allied troops and 50,000 vehicles were ashore.”

- Name one statement of opinion or interpretation you circled. Why do you think that statement is important?

Possible answers: “It was one of the gutsiest decisions of the war”; “The fiercest fighting was on Omaha Beach”; “The delay was unnerving for soldiers, sailors, and airmen.”

- According to the essay, what were the toughest challenges the Allies faced in preparing for and executing the invasion of Normandy?

Possible answers include: unpredictable weather in the English Channel, keeping the plan a secret, getting such a large invasion force across the channel all at one time, facing Hitler’s Atlantic Wall obstacles.

- According to the essay, why was the Normandy invasion such a significant milestone in the war in Europe?

Students may respond by pointing out that such an invasion was necessary to directly assault Hitler’s home territory, or that it was the culmination of a lengthy planning process, or that it represented the success of an Allied strategy that involved significant risk.

- Based on what you have read in the essay, why do you think delaying the invasion even by a day or two was such a significant problem for the Allies?

Students may suggest that a delay might have decreased the element of surprise, or that the resulting confusion would have bogged down such a carefully orchestrated plan.

DISCUSSION GUIDE FOR EISENHOWER'S ORDER OF THE DAY

- What is one statement of fact you underlined? Why do you think this is important?

Possible answers: "The United Nations have inflicted upon the Germans great defeats"; "Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war"; "I have full confidence in your courage, devotion to duty and skill in battle."

- Name one statement of opinion or interpretation you circled. Why do you think that statement is important?

Possible answers: "The hopes and prayers of liberty-loving people everywhere march with you"; "Your task will not be an easy one"; "The tide has turned!"

- What is the purpose of Eisenhower's message?

Possible answers: To boost morale among the troops; to express the importance of the mission; to reassure the troops that the invasion had been well prepared.

- Notice where Eisenhower changed "Home Front" in the third paragraph to read "Home Fronts." Why do you think he made this change?

Students may observe that multiple nations participated in the Normandy invasion and that Eisenhower may have wanted to give proper credit to their contributions, as he does in other parts of the message.

- Name one other edit in the message that stands out to you, and explain why you think it is significant.

Possible answers: Eisenhower moved the phrase "The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you" to the top of the message, possibly to state at the outset how much depended on this mission; "We and our Allies" became "the United Nations," likely because this message wasn't meant for "we" (the Americans) but rather for the combined forces of the Allies, namely the United Nations; "You may expect him to fight savagely" becomes "He will fight savagely," possibly as a way to prepare the troops for the fierce opposition they would face in France.

CONFIDENTIAL

Soldiers, Sailors and Airmen of the Allied Expeditionary Forces! ^{IP} You are about to embark upon the Great Crusade, toward which we have striven these many months. ~~By it, we shall bring about,~~ ^{In} company with our brave Allies and brothers-in-arms on other Fronts, ^{you will be bringing about} the destruction of the German war machine, the ~~destruction~~ ^{overthrow} of Nazi tyranny, ^{and the liberation of} ~~the~~ ^{our} 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} ~~You may expect him to~~ fight savagely.

But this is the year 1944! Much has happened since ~~the~~ ^{Nazi} triumphs of 1940-41. ^{The United Nations} ~~We and our Allies~~ have inflicted upon the Germans great defeats, in open battle, man-to-man. ~~We shall do it again.~~ Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Front ^{has} ~~has~~ 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!

The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere ^{will} ~~go~~ with you. ~~You will not fail them.~~

I have full confidence in your courage, ^{devotion to duty,} ~~hardihood~~ and skill in battle. ~~We can, and we will win.~~ ^{will accept nothing less than full victory!}

Good Luck! ^{Let us all} ~~may~~ the blessing of Almighty God rest upon ~~us~~ ^{this great and noble undertaking.}



DECLASSIFIED

Authority *Guidelines for Classified Materials*
By *JH* NLE DATE *11/24/73*
NARS

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Final
Bring back to me
82

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(Image: Eisenhower Presidential Library.)

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.



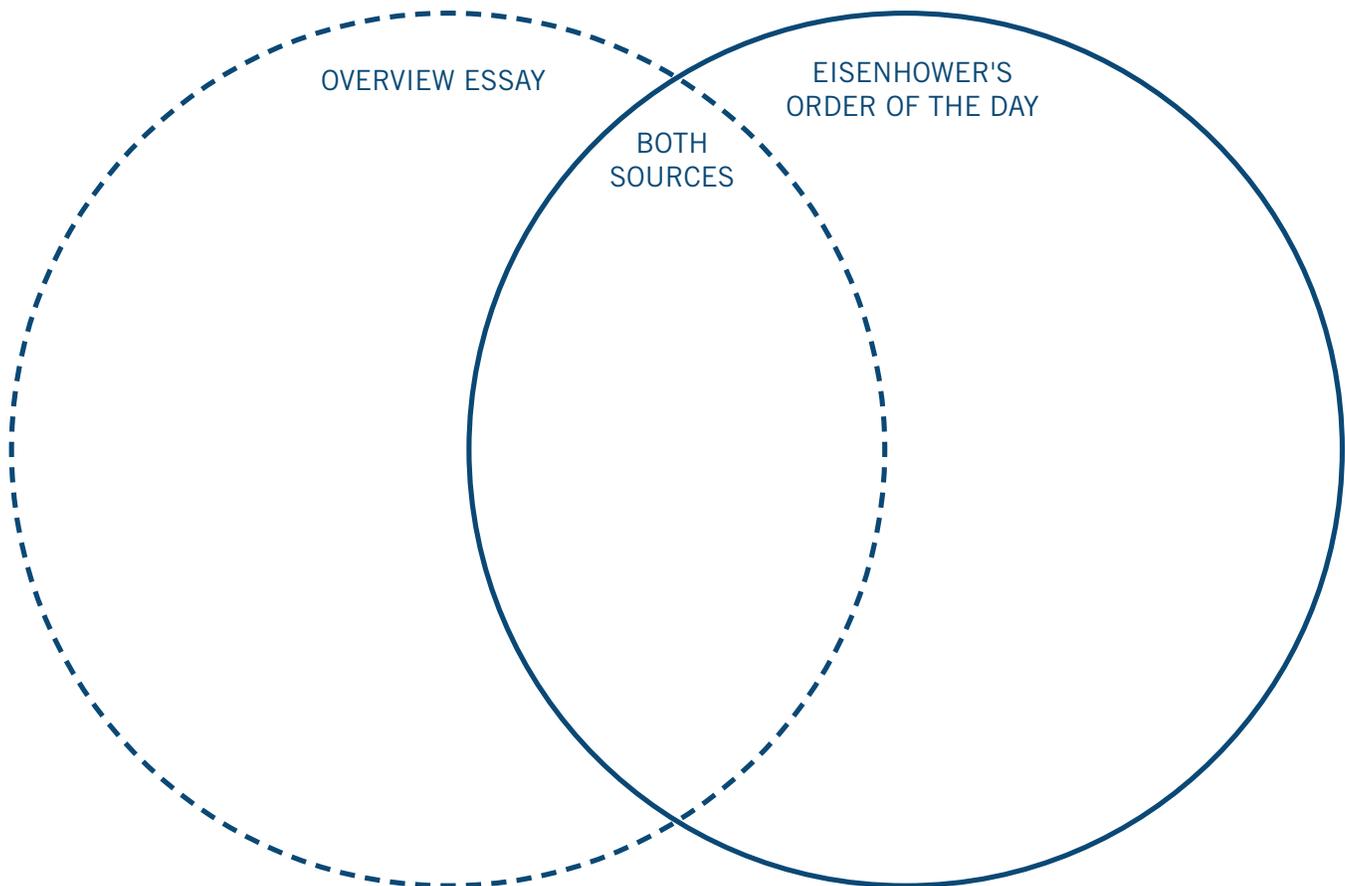
Dwight D. Eisenhower

(Image: Eisenhower Presidential Library.)

NAME:

DATE:

DIRECTIONS: Venn diagrams are useful tools for comparing and contrasting the information contained in two historical sources. In the blank diagram below, record the key details appearing only in the Overview Essay in the outer portion of the circle on the left. Record the key details occurring only in Eisenhower's Order of the Day in the outer portion of the circle on the right. Use the space where the circles overlap to record key details that appear in both sources. After filling out these circles, answer the questions below and be prepared to discuss your ideas.



1. Describe two key differences between the kinds of information in the Overview Essay and the kinds of information in Eisenhower's Order of the Day.
2. If you were the teacher and could only assign one of these sources to your students, which one would you choose? Why would you choose this source?