

Attic Artifacts:
The 101st Airborne

Created by the
Eisenhower Foundation



Attic Artifacts



INTRODUCTION

Following World War II, many Americans kept souvenirs of lost loved ones or their time in the war. Many of these articles were stored in boxes or trunks and then tucked away in attics, basements, and garages for decades. In this program, students will learn what qualifies as a primary source, and how important they are as sources of information. Students will handle and evaluate images, documents and a variety of artifacts from WWII. The inquiry process students will be applying in this lesson is driven by questioning and critical thinking. Students will progress through six phases as they engage with primary sources.

OBJECTIVES

- Students will gain knowledge of the characteristics and value of primary sources.
- Students will use a critical thinking inquiry process to analyze primary sources and draw conclusions.
- Students will gain basic knowledge of the 101st Airborne's role in WWII.

ACKNOWLEDGEMENTS

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TARGET AUDIENCE Grades 6-8

TIME REQUIREMENT 1-2 Classes

NATIONAL CURRICULUM STANDARDS

All lesson plans meet numerous national Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects, as well as National Curriculum Standards for Social Studies.

Common Core St Standards		6th - 8th
Standard	RI - Reading Informative Text	4, 7
	W - Writing	7-9
	SL - Speaking and Listening	1, 2, 4
	RH - History/Social Studies	4, 7, 9
Natl. Curriculum Standards for Social Studies		
Theme	2: Time, Continuity, and Change	Middle Grades

Lesson Plan

1. Read through **Attic Artifacts: A Window to the Past** (page 4) with students and inform them that today's lesson will introduce them to primary sources and a specific WWII Army Division.
2. Hand out copies **Primary vs. Secondary** (page 5) and direct students complete. Discuss students' answers orally and reteach as necessary.
3. Break students into groups of two or three students.
4. Give each group three copies of the **Primary Source Analysis** sheet (pages 7 & 8).
5. Give each group **Primary Source 3.2**, the SHAEF insignia patch to use as an example to guide the class through one of their copies of the **Primary Source Analysis** sheet.
 - **Primary Sources** (page 6) provides basic information about each artifact. Do not share this information with the students until after the inquiry exercise.
 - Note: These artifacts – or replicas of them – can be found in antique stores or online sites like E-Bay. Because of the amount of students handling these artifacts, we mostly need to use replicas. Other 101st artifacts could be used in this lesson as well.
6. Give half of the groups **Artifact 3.1**, the ACME 470 clicker and the other half **3.6**, the Screaming Eagles Insignia patch. Have them try their hand at analyzing that artifact with the sheet.
7. Ask about the groups' conclusions about **Artifacts 3.1 and 3.6**. Make a list of the facts they found on the board. Hopefully, students will begin seeing some connections.
8. Allow each group to choose one more from the remaining artifacts and direct them to fill out their remaining copy of the **Primary Source Analysis** sheet.
9. When all groups have finished, have representatives from each group share their conclusions about their third artifact (the one they chose). Keep adding to the list on the board.
9. Direct a class discussion to connect the dots and summarize what they have learned about the owner of this attic box, and what still remains a mystery.
 - At this point you may want to use the information provided on **Primary Sources** (page 6) to give clarification to students about the artifacts. If so, have them add this information to step 5 RESEARCH and revisit the conclusions they came to in step 6.
10. To summarize the amazing feats of the 101st Airborne during World War II, show the video, "[The 101st Airborne Division in WWII, Narrated by D.B. Sweeney](#)" posted on You Tube by American Veterans Center on May 2, 2017.

Attic Artifacts: A Window to the Past

INTRODUCTION

Following World War II, many Americans kept souvenirs of lost loved ones or their time in the war. Many of these articles were stored in boxes or trunks and then tucked away in attics, basements, and garages for decades. Imagine that your family has recently moved, and as you are exploring your new home, you come across such a box. Inside it are many items that don't make sense to you, but raise many clues and questions. These items were obviously very important to somebody to be saved and tucked away. Who was it and what are these hidden treasures?

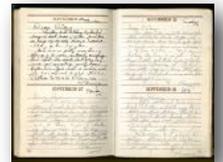
Researchers and museums call most of these old items "primary sources." The Eisenhower Presidential Library, Museum, and Boyhood Home are full of them! So first, let's learn about primary sources, then use the analysis sheets to investigate and try to find the answers.



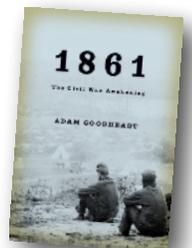
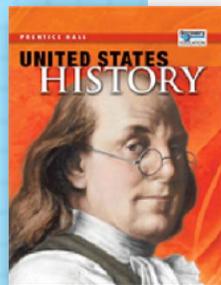
Teachers may duplicate material for educational purposes.

Primary sources provide a window into the past.

What is a **primary source**? It is any direct evidence produced during a specific period under study. They vary widely from objects like artifacts, photographs, diaries, maps, movies, songs, and eyewitness accounts. The key is that they were created during the time period being studied.



They differ from a **secondary source**, which is an interpretation of the past. History text books are typically secondary sources because the authors were not present at the time in history they are writing about, but are interpreting what they have learned about the event.



This is what makes learning with primary sources so engaging — you get to hold a real piece of history in your hands and come up with your own conclusions of its significance. The answers are not always provided by the primary sources, so you are encouraged to seek the answers through inquiry and research.



Primary vs. Secondary



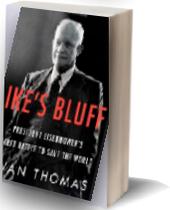
Using information from **Preserving the Past with Primary Sources**, determine if the following sources of information on Eisenhower's life are primary or secondary.



Eisenhower, Dwight D. At Ease: Stories I Tell to Friends. U.S.A.: Eastern Acorn Press, 1967.

PRIMARY

SECONDARY



Thomas, Evan. Ike's Bluff: President Eisenhower's Secret Battle to Save the World. New York: Little, Brown and Company, 2012.

PRIMARY

SECONDARY



Memorandum from Lt. Col. Dwight D. Eisenhower to the Chief, Motor Transport Corps, with attached report on the Trans-Continental Trip, November 3, 1919. DDE's Records as President, President's Personal File, Box 967, 1075 Greany Maj. William C. Dwight D. Eisenhower Presidential Library.

PRIMARY

SECONDARY



Eisenhower, Dwight D. "Cable, General Eisenhower to General Marshall concerning Nazi horrors; requests visit by members of Congress and the media." April 19, 1945. Eisenhower Presidential Library and Museum. National Archives and Records Administration. Web. 20 August, 2013. <www.eisenhower.archives.gov>.

PRIMARY

SECONDARY



McKay, Brett and Kate. "Leadership Lessons from Dwight D. Eisenhower #1: How to Build and Sustain Morale." A Man's Life. 22 May, 2012. Web. 25 August, 2013. <www.artofmanliness.com>.

PRIMARY

SECONDARY



Ike: Countdown to D-Day. Dir. Robert Harmon. Perf. Tom Selleck. Sony Pictures Home Entertainment, 2004. DVD.

PRIMARY

SECONDARY

Primary Sources

ID Number	Description
3.1	(10) ACME No. 470 Clicker* Called “crickets,” these were supplied to the troops of the U.S. 101st Airborne Division to jump into Normandy with on D-Day, June 6th, 1944. It was used as a communication device.
3.2	(10) SHAEF Insignia* This is the shoulder patch insignia for members or attached personnel to the Supreme Headquarters Allied Expeditionary Force during WWII, prior to VE Day.
3.3	(1) Cloth map “Zones of France” 2nd Edition, 1944* Silk (actually rayon) maps were mainly used by U.S. airborne troops who wore them around their necks on D-Day. The cloth would not make crinkle noises or run its ink when wet, making it a better choice than paper.
3.4	(1) Camp Mackall, North Carolina shirt* Many of the WWII paratroopers would have had shirts from their jump school training camp. Some members of both the 101st and 82nd Airborne trained first at Camp Mackall, N.C.
3.5	(1) Wrist Compass, liquid-filled, manufactured by Taylor* This is a Bakelite plastic wrist compass with a leather adjustable band. They were a general issue item, but were worn mostly by airborne troops.
3.6	(10) Screaming Eagle shoulder sleeve insignia (SSI)* This patch was worn by the 101st Airborne Division in WWII.
3.7	(1) Order of the Day for June 6, 1944* These encouraging words were written by Dwight D. Eisenhower and given to Allied soldiers on the eve of the invasion.
3.8	(1) Photo of American paratroopers on June 6, 1944* Among the first to make successful landings on the continent, James Flanagan (2nd Platoon, C Co, 1-502nd PIR) is holding a Nazi flag captured in a village assault. Location: Marmion Farm at Ravenoville, Utah Beach, France.
3.9	(1) Studio photo of Dick Ladd H&H, S-2, 502 PIR. Circa early 1945* The patch on his EM type overseas cap means he was in the Para Glide Infantry, and the light blue piping also designates him as infantry. The blue ribbon in gold frame on his right chest is a Presidential Unit Citation. He also wears a Combat Infantryman’s Badge. His olive-brown blouse was used for dress occasions. A Type 1 Screaming Eagle patch can be seen on his left shoulder.
3.10	(1) Photo of American soldier viewing bodies at Kaufering IV camp, May 1, 1945* The Kaufering IV concentration camp was liberated by the 12th Armored Division of the U.S. Seventh Army on April 27, 1945 with help from soldiers in the 101st Airborne Division. Kaufering IV was one of 11 sub-camps of Dachau.
3.11	(1) Photo postcard of General Eisenhower addressing American paratroopers on the eve of D-Day, June 5, 1944* Eisenhower is meeting with US Co. E, 502nd Parachute Infantry Regiment (Strike) of the 101st Airborne Division. Photo taken at Greenham Common Airfield in England around 8:30 PM.
3.12	(1) Postcard Carentan Manche, La Rue Seblin* Carentan, a small town in Normandy, France were the Battle of Carentan was fought between June 10 and 15. Taking Carentan was important to the success of D-Day as it consolidated Utah and Omaha Beaches.
3.13	(1) Garrison Cap with ParaGlider patch Enlisted man, patch is 1944 or later version

* For practical purposes, a replica or facsimile of the originals are being used.

Primary Source Analysis

NAMES _____

 <p>OBSERVE the primary source, making notes of its details.</p>	It is made out of . . . It has the date . . .	

 <p>CONNECT the primary source to prior knowledge.</p>	This looks like . . . I have seen something similar . . .	

 <p>SPECULATE about the primary source.</p>	Its purpose might have been . . . I bet it was made by . . .	



QUESTIONS

for further exploration.

Who was . . . Why does this . . .



RESEARCH

clues provided by the primary source.

Use other sources of information (internet, publication by experts, reference books).



SHARE

conclusions about the owner of this attic box.

Summarize and share what you have come to know through this primary source.

Recommended Sources

The following are recommended sources of content, primary sources, or artifact replicas suitable for classroom use.

Eisenhower Presidential Library (National Archives), Abilene, Kansas

Supreme Headquarters, Allied Expeditionary Forces: Selected Records, 1943-45. Box 8.

U.S. ARMY: Unit Records, 1940-1950. 101st Airborne Division: Box 7, Box 8, Box 11, Box 14, Box 15.

Books

Ambrose, Stephen E. Band of Brothers. (Simon & Schuster, New York, 2001).

Bando, Mark. 101st Airborne: The Screaming Eagles in World War II. (Zenith Press, St. Paul, MN, 2007).

Brotherton, Marcus. We Who Are Alive and Remain: Untold Stories from the Band of Brothers. (Berkley Caliber, New York, 2009).

Jones, Colonel Robert E., Ed. History of the 101st Airborne Division: Screaming Eagles: The First 50 Years. (Turner, Paducah, KY, 2005).

Websites or Online Sources

“The 101st Airborne Division.” United States Holocaust Memorial Museum. Online. Ushmm.org. September 4, 2013.

101airborneww2.com

Airbornecricket.com

Commons.wikimedia.org

dwightdeisenhower.com/373/World-War-Two-D-Day-The-Invasion-of-Normhistory.armymil

Loc.gov/teachers/usingprimarysources/

Neal, James. “Alva Veteran Recalls D-Day Invasion from Time as paratrooper with 101st Airborne” Enid News and Eagle. Online. Enidnews.com. September 16, 2011.

Paratrooper.be

Paratrooper.fr

Pbs.org/wgbh/amex/dday/sfeature/sf_paratrooper.html

Scrapbookpages.com/DachauScrapbook/DachauLiberation/KauferingIVLiberation/html