

<https://www.loc.gov/item/2004629029>

# The Battle of the Bulge Map Narrative

## Overview/Prior Knowledge

Prior to this lesson, the students have researched and learned about the Second World War. They have worked with and discussed major events and individuals throughout the late 1930s and the 1940s. The students have also referenced maps to pin point where their events and individuals were most impactful geographically.

## Objectives

- TSW observe, sort, and analyze differences of the maps given to infer information about the Battle of the Bulge.
- TSW write a narrative about the Battle of the Bulge based on their observations of differences in the maps.

## Time Required

Two 60-minute classes

## Recommended Grade Range

Grades 5-6 (Gifted)

## Subject/Sub-Subject

Socials Studies/History and Geography

## Standards

### *Social Studies*

WORLD HISTORY FROM THE AGE OF ENLIGHTENMENT TO THE PRESENT

WH.10 Examine the causes, effects, and significant events of World War II.

2. Analyze the major turning points of World War II in both the European and Pacific theatres (e.g. the

German invasion of Poland, North African Campaign, Battle of Midway, Battle of Stalingrad, D-Day Invasion, and Battle of the Bulge).

### **English Language Arts**

5. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3e Provide a conclusion that follows from the narrated experiences or events.

### **Library of Congress - Teaching with Primary Sources Skills:**

- Identify details when observing a primary source(s)
- Place primary source(s) into a timeline
- Categorize primary sources to show relationships between them
- Make comparisons with primary sources
- Consider issues of cause and effect, context, and/or continuity change
- Support inquiry by posing questions that are relevant to learning goals and require analysis of primary sources
- Model primary source analysis that includes observing, reflecting, and questioning

### **Highlighted Strategies:**

- Compare a Variety of Sources from “Examining the Evidence”

### **Credits**

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### **Materials**

- Primary Sources – See Resource Guide at the end of this document. From: Interactive Timeline of the Battle of the Bulge: <https://www.loc.gov/collections/world-war-ii-maps-military-situation-maps-from-1944-to-1945/articles-and-essays/the-battle-of-the-bulge/interactive-timeline/>
- Tablets/Computers
- Library of Congress timeline of events
- Recording sheet

## Procedures

### Introduction

- The teacher will start by posing a challenge to the students. The students will examine nine different military maps and place them in chronological order based on clues they observe on the maps. They will then search for differences on the maps to discover what changed over the several days between the different maps creations. They will take their observations and write a narrative as to what they think happened throughout the battle.
- The teacher will arrange the students in groups and will give them a pile of the primary source maps that are not in chronological order.

### During

- The students will analyze the maps and place them in order based on the dates on the maps, or other clues. The students will also make observations based on the map key and the differences from one map to the next. These differences will show advancements and retreats of the different armed forces. The students will take those differences and construct what they think happened using the clues.
- Based on the differences and the key, the student will record their findings to help them write their narrative. These findings will be noted on a recording sheet that includes a set of maps and space for the students to write. The students will have clipboards and will notate anything they think is significant.
- On the second day, the students will continue to observe as they begin to write a narrative based on their notes and the maps. The teacher will ask if any students want to present their narrative to the class. As they present, the maps will be on the SMARTboard so that they can reference the maps as they give their presentation.
- After the groups have given their presentation, they class will create an agreed upon timeline of events/maps.
- Then, the teacher will display the Library of Congress timeline of the maps and the students will be able to compare their timeline and the timeline that is recorded. As the class examines at the recorded timeline, they will also look at the maps to see how the sources were used to create the timeline.
- The teacher will then explain the significance of the Battle of the Bulge to the students, and its impact on World War II.

## Assessment

**Formative:** The teacher will collect the recording sheets and observe the students in their observations and discussions throughout the lesson to formatively assess the students.

**Summative:** The summative assessment is the final narrative and presentations that they students will produce about the timeline of the Battle of the Bulge.

## Differentiation

- When the students write their narrative of the events at the Battle of the Bulge, they will be able to create their product in a variety of ways. They will be able to write in paragraph form, in bulleted form, or by using a graphic organizer.

## Supplementary Materials

- Battle of the Bulge – PBS Video: <https://www.pbs.org/video/war-battle-bulge/>

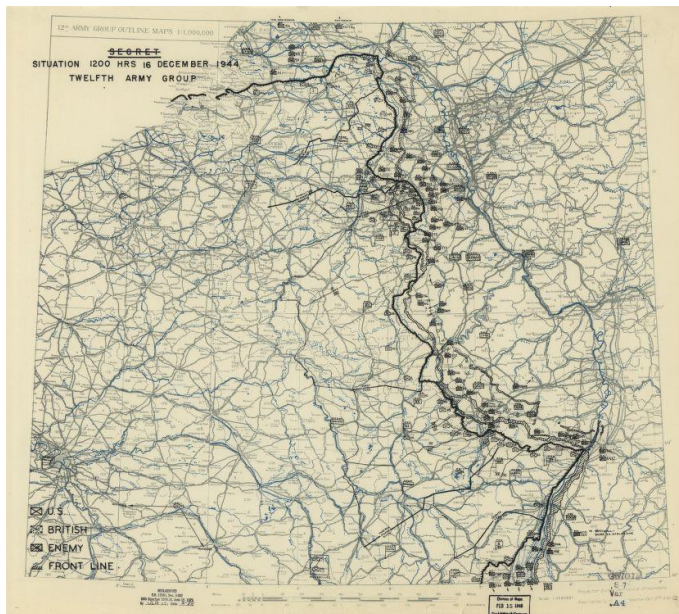
## Teaching with Primary Sources Resource Guide

**Title:** The Battle of the Bulge Map Narrative

**Historical Background:**

The Battle of the Bulge was one of the most famous battles of the Second World War. It was Germany's last effort to push back the Allied forces on the Western Front. This collection of maps demonstrates the change over time that took place throughout the grueling battle. The maps demonstrate the advancements and retreats clearly by their markings. One of the greatest battles from one of the greatest wars is on display for the students through the lenses of the original map makers.

**Primary Source 1:**

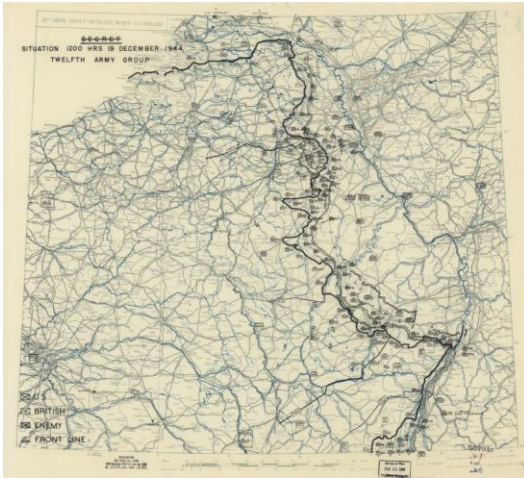


**Title:** [December 16, 1944], HQ Twelfth Army Group situation map.

**Link:** <https://www.loc.gov/item/2004629029>

**Purpose:** The students will look at this map and compare it with the different maps to see the changes over time. These changes will allow the students to write a narrative of the Battle of the Bulge which is the subject of the maps.

**Primary Source 2:**

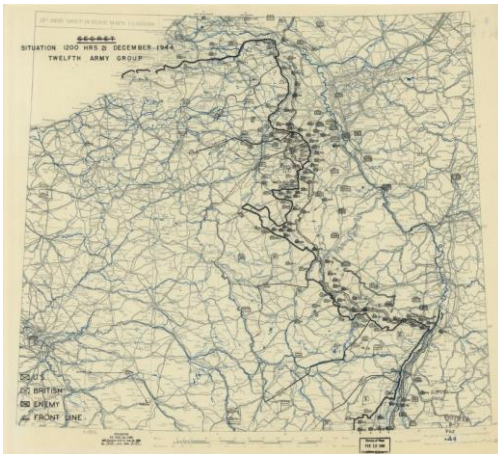


Title: [December 19, 1944], HQ Twelfth Army Group situation map.

Link: <https://www.loc.gov/item/2004630291>

Purpose: The students will look at this map and compare it with the different maps to see the changes over time. These changes will allow the students to write a narrative of the Battle of the Bulge which is the subject of the maps.

**Primary Source 3:**

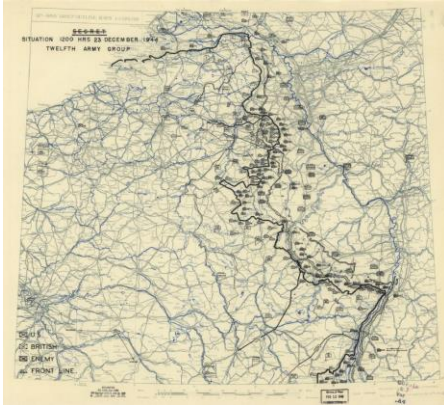


Title: [December 21, 1944], HQ Twelfth Army Group situation map.

Link: <https://www.loc.gov/item/2004630293>

Purpose: The students will look at this map and compare it with the different maps to see the changes over time. These changes will allow the students to write a narrative of the Battle of the Bulge which is the subject of the maps.

**Primary Source 4:**

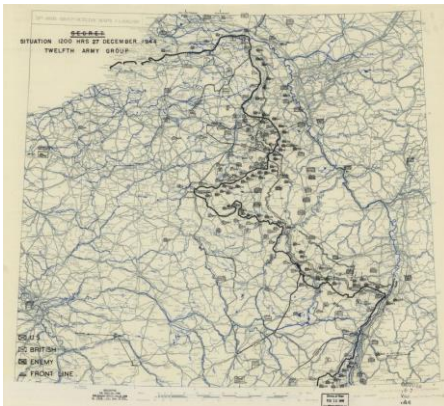


Title: [December 23, 1944], HQ Twelfth Army Group situation map.

Link: <https://www.loc.gov/item/2004630295>

Purpose: The students will look at this map and compare it with the different maps to see the changes over time. These changes will allow the students to write a narrative of the Battle of the Bulge which is the subject of the maps.

**Primary Source 5:**

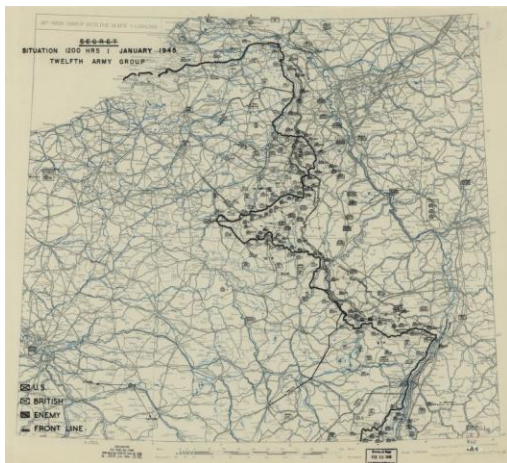


Title: [December 27, 1944], HQ Twelfth Army Group situation map.

Link: <https://www.loc.gov/item/2004630299>

Purpose: The students will look at this map and compare it with the different maps to see the changes over time. These changes will allow the students to write a narrative of the Battle of the Bulge which is the subject of the maps.

**Primary Source 6:**

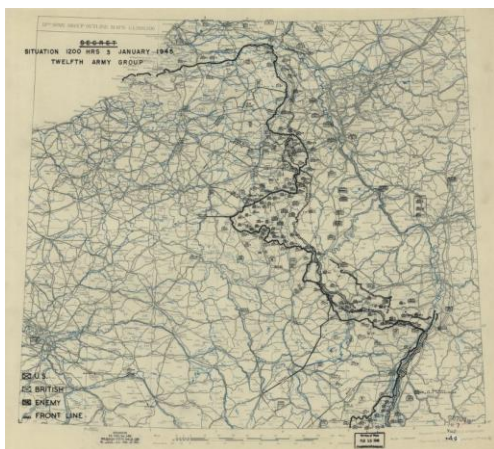


Title: [January 1, 1945], HQ Twelfth Army Group situation map.

Link: <https://www.loc.gov/item/2004630304>

Purpose: The students will look at this map and compare it with the different maps to see the changes over time. These changes will allow the students to write a narrative of the Battle of the Bulge which is the subject of the maps.

**Primary Source 7:**



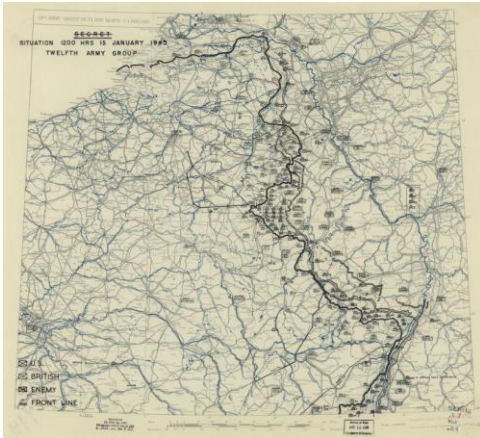
Title: [January 3, 1945], HQ Twelfth Army Group situation map.

Link: <https://www.loc.gov/item/2004630306>

Purpose: The students will look at this map and compare it with the different maps to see the changes over time. These changes will allow the students to write a narrative of the Battle of the Bulge which is the subject of the maps.



**Primary Source 8:**

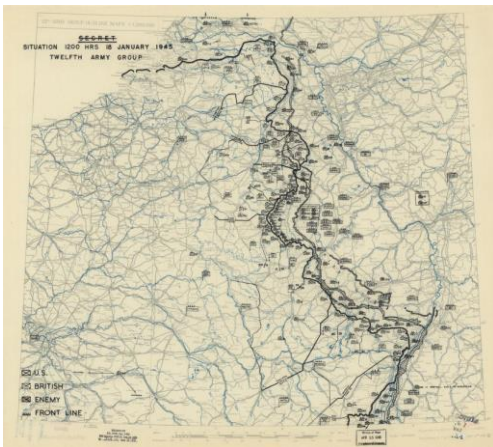


Title: [January 15, 1945], HQ Twelfth Army Group situation map.

Link: <https://www.loc.gov/item/2004630318>

Purpose: The students will look at this map and compare it with the different maps to see the changes over time. These changes will allow the students to write a narrative of the Battle of the Bulge which is the subject of the maps.

**Primary Source 9:**



Title: [January 18, 1945], HQ Twelfth Army Group situation map.

Link: <https://www.loc.gov/item/2004630321>

Purpose: The students will look at this map and compare it with the different maps to see the changes over time. These changes will allow the students to write a narrative of the Battle of the Bulge which is the subject of the maps.

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