

## Student Lesson



### "The Battle of the Bulge"

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**Lesson Title:** The Battle of the Bulge

**Grade Level:** 6 – 12

#### **EALRS:**

Social Studies: History

- 1.1 understand historical time, chronology, and causation
- 1.2 analyze the historical development of events, people and patterns of Life
- 2.1 investigate and research
- 2.2 analyze historical information
- 2.3 synthesize information and reflect on findings

#### **OVERVIEW:**

The Battle of the Bulge was the largest land battle of WWII in which the United States participated. The allies thought the war was about to end and the Germans thought one last great offensive could make the allies sue for peace.

#### **PURPOSE:**

Through the use of the video and transcripts from "When We Were Kids...We Went To War," and computer technology, students will learn to make a computer generated research report.

#### **MATERIALS:**

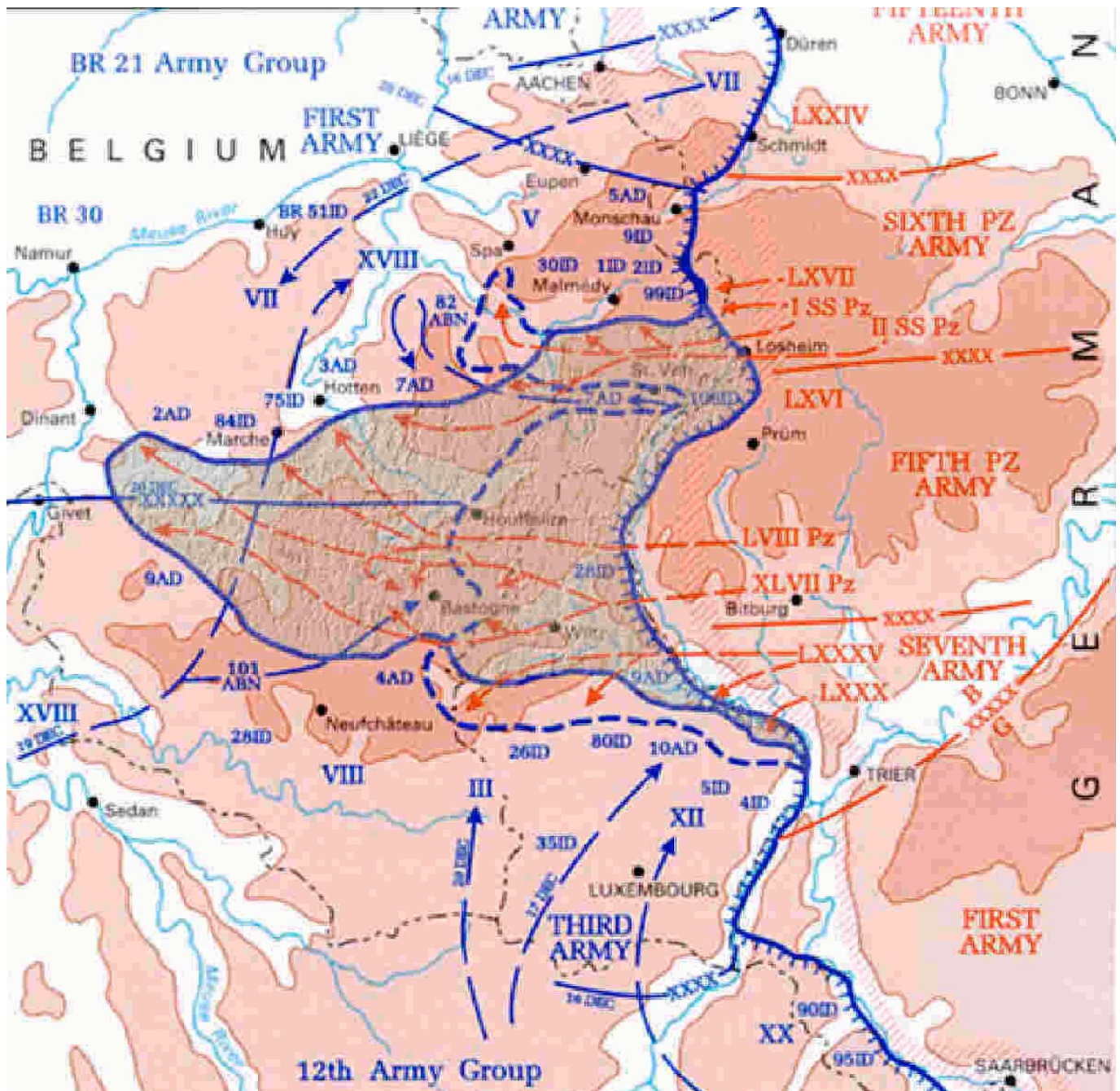
1. VCR/TV, "When We Were Kids...We Went To War" "Battle of Bulge"(time code 00:52:28)
2. A computer with PowerPoint installed. Computer storage disks. Printer.
3. Access to [www.wwiihistoryclass.com](http://www.wwiihistoryclass.com) (primary source material)
4. Access to research facility or library writing materials

#### **ACTIVITIES AND PROCEDURES:**

1. Students will review "When We Were Kids...We Went To War," section "Battle of Bulge" and the written transcripts relating to the Battle of the Bulge.
2. Students will research and create a PowerPoint presentation that will summarize the Battle of the Bulge, or a specific battle such as Bastogne, The Malmedy Massacre, St. Vith, air operations, etc., or an in-depth profile of key personalities: Gen. Patton, Alfred Jodle, Gen. McAuliff, Josef "Sepp" Dietrich, etc.
3. To better understand the personalities, battles, strategies, sacrifice, and dedication that soldiers of both sides had for their cause, the student will include vital statistics (battle planning, weather, number of troops, casualties, types of equipment, etc.)
4. Students will include in the presentation an "After Action Report," summarizing the impact the Battle of the Bulge had on the Allies, Germans and the outcome of WWII.

#### **EVALUATION:**

Students will be graded on their ability to select a topic of the Battle of the Bulge and then build a PowerPoint presentation that meets all of the criteria for the assignment. A rubric is included with the lesson.



## The Battle of the Bulge (The Ardennes) December 16-25

### The Battle of the Bulge

#### German Advance

The Allies only had about 83,000 men on the Ardennes front when Hitler's 3 armies of 275,000 total men attacked. Eisenhower quickly maneuvered his troops to help defend the front. In the end, the Americans had invested 29 divisions, 6 mechanized cavalry groups, and 3 separate regiments totaling 600,000 soldiers to the cause and the Germans had 28 divisions and 3 brigades totaling 500,000 men involved. Britain also contributed 2 divisions and 3 brigades totaling 55,000 troops to the battle. In the end, the U.S. casualties totaled 81,000, of which 15,000 were captured, 19,000 killed, and about 40,000 wounded. The British had 1,400 casualties of which only 200 were killed. The Germans had at least 100,000 casualties of which about 30,000 were killed and 40,000 wounded. This was the largest land battle of World War II and the largest battle the U.S. army has ever been a part of.

## Battle of the Bulge Rubric

|                                  | <b>Poor Effort<br/>1</b>                     | <b>Some Effort<br/>2</b>  | <b>Good Effort<br/>3</b>   | <b>Superior Effort<br/>4</b>   | <b>Score</b> |
|----------------------------------|--|---|--|--|--------------|
| <b>Battle of the Bulge Topic</b> | Topic unrelated                              | Topic remotely related to battle  | Topic somewhat relevant to battle  | Topic directly relevant to battle  |              |
| <b>Organization</b>              | Not organized, events make no sense          | Some organization, events jump around, start and end are unclear        | Organized, events are somewhat jumpy   | Good organization, events are logically ordered, sharp sense of beginning and end      |              |
| <b>Quality of Information</b>    | Unable to find specific details              | Details are somewhat sketchy  | Some details are non-supporting to the subject                                 | Supporting details specific to subject   |              |
| <b>Grammar &amp; Spelling</b>    | Very frequent grammar and/or spelling errors | More than two errors  | Only one or two errors   | All grammar and spelling are correct   |              |
| <b>Interest Level</b>            | Needs descriptive words and visuals          | Vocabulary and visuals constant, details lack "color"                   | Vocabulary and visuals varied, supporting details need work                    | Vocabulary and visuals varied, supporting details vivid                                |              |
| <b>Neatness</b>                  | Presentation not organized well at all       | Some ill-formed slides, print too small or too large, few illustrations | Slides well-formed, clean and neatly arranged, adequate illustrations provided | Slides look professionally done, organization flows, illustrations add to presentation |              |
| <b>Timeliness</b>                | Report handed in more than one week late     | Up to one week late   | Up to two days late  | Report handed in on time   |              |
|                                  |  |   |  | <b>Total</b>   |              |