

FROM THE AUTHOR

The mission of the Eisenhower Library is to preserve and make available historical documentation relating to the life and times of Dwight D. Eisenhower. Our holdings include written and photographic records of many of the most important world events of the twentieth century. By encouraging and facilitating use of these historical materials, it is our hope that students and teachers alike, undertaking this research in primary historical materials, will gain a greater knowledge of our nation's and world's past. Such knowledge can, we believe, help develop deeper understanding of current issues confronting our nation, resulting in more positive and widespread citizen participation in public affairs.

The staff at the Eisenhower Library is very interested in making our historical resources available to a wider and younger audience. One of the most practical ways of doing this is to produce document packets for educational use in schools. Archivists can and should ally themselves with teachers in cooperative working relationships. This is, we think, the *raison d'être* for document packets.

During the early 1990s—the years commemorating the 50th Anniversary of World War II—the Eisenhower Library produced a document packet relating to the war. Students were challenged with examining facsimile copies of key wartime documents and making determinations as to which documents were most significant. The scenario suggested for this project called for a student to play the role of enemy agent, gaining access to highly sensitive documents. We selected a well-documented event, which, if the outcome had been different, might have significantly altered the course of history—D-Day, June 6, 1944. We asked, “*What if the Allied landings in Normandy had failed?*” Some of the documents in the packet provide critical information, which, in the hands of enemy agents, would have almost certainly have changed the outcome of the Allied landings in France in June 1944. We included among these sensitive, high-level documents two or three which would have been more routine in nature, and one which was produced in Allied headquarters as a joke.

Speaking personally, one of the most satisfying experiences we have as archivists at the Dwight D. Eisenhower Library is to see a young person become excited about studying history. It is our hope that this Spy Kit document packet will stimulate such interest.

David Haight
Archivist
January 4, 2002

TEACHER'S GUIDE

INTRODUCTION:

This project is designed to introduce students to primary source material by having them participate in an exercise in historical “what might have been.” Students will engage in critical thinking and document analysis and, through the process, will learn more about Operation OVERLORD and World War II in general. This “Spy Kit” centers on Operation OVERLORD and is designed to allow students to play the role of fictitious German agents who penetrate General Eisenhower’s headquarters to secretly photograph, within a short time period, a few critically important operations planning and intelligence documents.

The “Spy Kit” scenario is one of several formats, which can be designed to teach students about World War II and can be readily modified to fit the needs of individual classes and students. For example, the number of documents included in this packet can be increased and substitutions made to further specific teaching objectives. While this project suggests a 20 to 30 minute time frame for identifying critically important military planning documents by a student acting as a German Agent, more time for document analysis will probably be needed before or after enacting the 20 to 30 minute espionage scenarios.

This packet is appropriate for high school students and may be used for either regular or advanced placement classes. It can probably be used most effectively in a smaller classroom (10-12 students), but can be adapted to fit larger classes with students working in groups of approximately four or five.

MEANING OF THE TERM “D-DAY”:

D-Day is a military term used to designate the unnamed day on which an operation commences. The operation may be an assault, amphibious landing, or bombardment. The second day of the operation would be D+1, the third day would be D+2, etc. [Note: H-Hour refers to the hour the operation begins on D-Day.] By use of generic terms such as D-Day and H-Hour, military planners do not have to modify an operation plan if the intended commencement date changes due to weather or other unforeseen circumstances. For example, everyone involved in the operation will know that at H+12 [12 hours after beginning time on first day] the “XYZ Bridge” should be captured or that on D+3, the fourth day of action, the troops should be 10 miles inland from the beaches.

There have been (and continue to be) many D-Days, but the most famous D-Day in history is June 6, 1944, the allied invasion of Normandy.

TEACHER PREPARATION:

Thoroughly review World War II and D-Day with the sources you have on hand. Next, consult with your school’s librarian (media specialist) and compile an inventory of books, bound periodicals from the era,

audiovisual materials and computer software on these topics at your school. Review the books listed in the select bibliography provided with this project and determine which ones would be most helpful to you and your students to undertake this project. Visit with your librarian about purchasing these books for the school library if your departmental or classroom budget is inadequate. Consider purchasing posters, packages of photographs, and maps that will capture student interest. Your local historical society likely houses fascinating primary sources on the topic of World War II and D-Day. Check the vertical file, photo index and manuscript index. There may well be local veterans who participated in D-Day. Consider making photocopies of articles and manuscripts and ordering a few photographs. Using your collection of resource materials, plan to set up a World War II and D-Day resource center in your classroom for student use while you work on the Spy Kit.

Ideally, instructors using this or other primary source teaching packets should feel free to consult with the Eisenhower Library staff. Check out the Library's web site, which contains a number of D-Day primary sources. This project has a list of useful web sites, where you can find the Library's URL. The Eisenhower Library houses a wealth of archival materials on World War II and D-Day, and we encourage teachers to consider doing primary research here; however, it is not essential, for the successful use of document packets in the classroom.

STUDENT PREPARATION:

Ideally, the Spy Kit will be integrated into the classroom study of World War II, although it could be used as a self-contained unit to teach about the importance of primary sources in the study of history. Before using the project, teachers should ensure that students are introduced to World War II through discussions, lectures, reading assignments, and preliminary testing to measure basic knowledge. To derive the most education value from this project, students must start with an adequate background of World War II and the era that surrounds it. Students should be able to explain the primary causes of the war and to list major nations, alliances, political leaders, and commanders. In addition, students should be familiar with significant events and a general chronology of the war. Both physical and cultural geography figured prominently in the planning and successful implementation of D-Day. Climate and weather, tides and currents, relative and absolute location, topography, infrastructure, and cultural considerations should be touched on during the initial instruction on World War II. The documents contained in this package will effectively reinforce students' prior knowledge.

NATIONAL STANDARDS FOR HISTORY:

The World War II Spy Kit: The Great Nazi Intelligence Coup addresses the National Standards for History, especially the five Standards in Historical Thinking which include (1) Chronological Thinking, (2) Historical Comprehension, (3) Historical Analysis and Interpretation, (4) Historical Research Capabilities, and (5) Historical Issue-Analysis and Decision-making. Within the content Standards, this project supports Era 8, Standard 3B for U.S. History and Era 8, Standard 4B for World History. An online copy of the National Standards for History may be found at www.sscnet.ucla.edu/nchs or you may contact the National Center for History in the Schools, University of California, Los Angeles, 1100 Glendon Avenue, Suite 927, Box 951588, Los Angeles, CA 90095-1588.

INTERDISCIPLINARY FEATURE:

A selection of interdisciplinary documents has been included in this project. There are a number of leaflets in a wide variety of European foreign languages, among them French, Spanish, German, Dutch, Flemish, and Norwegian. In most instances, English translations are provided. The project also includes four propaganda posters, five maps, and four photographs. (There are a number of D-Day photographs located on the Eisenhower Library's web site at www.eisenhower.utexas.edu/dl/hd.htm.) Teachers using this project may wish to add an interdisciplinary feature to their own curriculum and/or may want to share these primary source documents with colleagues who teach government, geography, art, psychology, or communications.

NOTE FROM THE EDUCATION SPECIALIST:

Today we recognize that the integration of primary source materials into the curriculum is an invaluable tool in the improvement of K-12 education. After a sometimes-hesitant start, teachers now feel more comfortable with incorporating documents, photographs, and artifacts into their lessons, and students have demonstrated that they are far more capable than we ever imagined at reading and analyzing them. What is more, students who “discover” history through primary resources, develop an affection—even a passion—for the discipline that is rarely matched through more traditional methods.

The “World War II Spy Kit: The Great Nazi Intelligence Coup” is a curriculum lesson that will transport your students back more than half a century to be a part of history as the Allies prepare to launch Operation OVERLORD. They will assume the role of Nazi spies who breach Allied security to steal top-secret documents, critical to the success, or failure, of D-Day, the invasion of Normandy. Students will analyze documents, prioritize them, and provide rationale for their decision making. Lastly, students will create their own scenario of how history “might have been” if the D-Day invasion had been thwarted by successful Nazi intelligence.

Our Presidential Libraries are truly national treasures, and the Dwight D. Eisenhower Presidential Library in Abilene, Kansas, houses impressive collections of World War II manuscripts, audiovisual materials, and artifacts. What is contained in this lesson is but a tiny representation of the rich collections that are available for research. Although it may not have been typical for teachers to do primary research in the past, that is rapidly changing. We encourage you to come to the Eisenhower Library or any other of the other Presidential Libraries or to the National Archives to do research. It will be an experience that will be unlike any other you have experienced in your career and it will change forever how you view your role as teacher.

Kim E. Barbieri
Education Specialist

OBJECTIVES

The overall goal of this exercise is to enhance students' appreciation of history and their knowledge of World War II by introducing them to historical World War II documents and enabling them to develop critical thinking and analytic skills.

Upon completion of this project, students will:

1. Identify factual information in specific documents.
2. Distinguish critical military information of high intelligence value from routing administrative data of lower intelligence value.
3. Identify false or irrelevant information.
4. Look at an event (Operation OVERLORD) from various perspectives. (American, British, Russian, French and German).
5. Recognize basic military terms of World War II.
6. Understand the importance of Operation OVERLORD to the Allied winning of World War II in Europe.
7. Gain knowledge of geography of England, the English Channel, the French coast and Europe in general.
8. Gain an appreciation of the complexity of conducting a massive, combined Anglo-American operation.
9. Identify intelligence information and intelligence collection systems.

SECONDARY OR ADDITIONAL OBJECTIVES might include encouraging students to understand need for tight security during Operation OVERLORD. This can lead into a discussion of national security information. Students might consider what determines the sensitivity of information and why certain information can remain security-classified and potentially sensitive years after an event has taken place.

DESCRIPTION OF DOCUMENTS

INTRODUCTION:

The documents used in this project are from the holdings of the Dwight D. Eisenhower Library and were part of the files created by General Eisenhower and his command when they planned Operation OVERLORD. These formerly highly classified documents have, with the end of World War II and the passage of time, lost their sensitivity and have been declassified as a result of agency representatives or Eisenhower Library staff members applying agency declassification guidelines. The documents may be innocuous now, but they reflect part of the history of World War II. In the spring of 1944, these were some of the most sensitive documents in the world and their release at that time would have had disastrous consequences.

DOCUMENTS:

1. Message, SHAEF to AGWAR, signed "Eisenhower," dated January 23, 1944. General Eisenhower relayed his views on the OVERLORD plan to the United States War Department (AGWAR), the British War Office (TROOPERS) and the Combined Chiefs of Staff. Eisenhower emphasized the importance of conducting a successful operation and urged that the size of the initial assault be expanded to five divisions, specifying locations for expanding the assault.
2. Message, signed "Eisenhower" to USFOR [US Forces in London], October 3, 1943. General Eisenhower talked about Anglo-American and inter-service teamwork and commented favorably on Field Marshal Bernard Montgomery's visit to Eisenhower's headquarters. Eisenhower also relayed a message to Prime Minister Winston Churchill.
3. Message, General [George] Marshall, [Chief of Staff, US Army] to General Eisenhower, January 1944. General Marshall commented on developments on the Italian Front and expressed concern over possible measures that the Germans might take to crush OVERLORD. Gave force levels and indications of possible German capabilities. Contains reference to MAGIC, a term referring to intelligence gleaned from the United States' breaking of Japanese diplomatic and naval codes.
4. Message, Field Marshal Bernard Montgomery, signed "Omar Bradley," to Marshall for Eisenhower. Montgomery reported on OVERLORD and recommended that the initial assault area is widened and five divisions are sent in on first assault. Also commented on ANVIL.
5. COSSAC (44) 10, January 11, 1944. To Commanding General, First Army group (Omar Bradley), signed "F.E. Morgan," Chief of Staff to the Supreme Commander (Designate). This document outlined the OVERLORD plan developed in 1943 by COSSAC. Although the plan was revised, it contained basic information on the locations of the landings along with objectives to be attained and indicated a target date of May 1, 1944, or shortly after for the assault.

6. Memorandum, Lt. Col. Donald F. Hall to Commanding Officer, PWB, AFHQ (Psychological Warfare Branch, Allied Forces Headquarters), December 19, 1943. Includes attached reports in French. This is a “trick” document with no relevance to Operation OVERLORD whatsoever. See if students can figure out that this document was prepared by someone in Allied Force Headquarters in the Mediterranean Theater with a sense of humor. It was prepared as a military intelligence report on the birth of Christ.
7. Letter from G.C. Marshall to General Eisenhower, March 15, 1944, plus attachment. This letter and attachment outline the basis upon which the ULTRA intelligence was provided to field commands. Note that even now, small portions of this document have been excised for national security reasons.
8. Memorandum, Robert E. Baker for Chief of Staff (General Walter Bedell Smith was Chief of General Eisenhower’s staff at Supreme Headquarters Allied Expeditionary Force), February 3, 1944. This memorandum outlined Plan BODYGUARD, the overall deception plan used against Germany in conjunction with OVERLORD.
9. Operation OVERLORD Cover Operation—(Pas De Calais) Appreciation, November 20, 1943. This document outlined in detail the Allied plan for deceiving the enemy into believing the main assault would come in the Pas De Calais area and thus was intended to divert enemy forces away from the Normandy beaches.
10. Message, General Marshall to General Eisenhower, April 29, 1944. This message referred to political and diplomatic difficulties resulting from public gaffe made by General George Patton before a club sponsored by a British women’s organization. Patton asserted the “. . . it is the evident destiny of the British and Americans to rule the worlds. . . .” Marshall talked about Patton and his value as a commander.
11. Minutes of Plenary Session at Eureka (Tehran) Conference, November 30, 1943. This is a portion of the record of a high level meeting between President Franklin D. Roosevelt, Prime Minister Winston Churchill and Marshal Joseph Stalin, along with the Anglo-American Combined Chiefs of Staff. These minutes contain information on probable date for OVERLORD and supporting operation in Southern France and discussion of coordinating OVERLORD with Soviet offensive.
12. First US Infantry Division assault map dated April 1944, showing obstacles and defenses on OMAHA beach.

INTERDISCIPLINARY DOCUMENTS:

LEAFLETS

- Leaflet in French (front and back) with English translation
(Le général Eisenhower’s adresse aux peuples des Pays Occupés)
(LES ARMEES ALLIEES DEBARQUENT)
- Map in French (front and back) of transportation and communication routes
(BELGIQUE ET FRANCE Principales voies de communications)
(Message aux agents des services du Transport et des Communications)

- (Bericht aan de agenten van het Verkeerswezen)
- Leaflet in Dutch (front and back) with English translation
(Geallieerde troepen landen!)
(MANNEN EN VROUWEN VAN NEDERLANDS)
- Leaflet in Norwegian (front and back) with English translation
(KONGEN TIL SIT FOLK)
(De allierte Troppers landstigning er begyndt!)
- Leaflet in German (front and back) with English translation
(Sternenbanner, London, den 23, August 1944)
- Leaflet in Spanish (four pages)
(Carta de América)

MAPS

- Situation in Europe, 6 June 1944
- Order of Battle OB West, 6 June 1944
- Overlord Area
- The Final Overlord Plan
- Allied Assault Routes

POSTERS

- No caption (depicts Hitler and Mussolini)
- Fascisti Repubblicani
- Fuori i tedeschi
- No caption (depicts the Allies)

PHOTOGRAPHS

- OVERLORD commanders meeting, January 1944, General Eisenhower, Walter B. Smith, Omar Bradley, Arthur Tedder, Bernard Montgomery, Trafford Leigh-Mallory, Bertram Ramsay.
- American GIs during practice run for D-Day, January 1944, England, Slapton Sands (three photos).

HISTORICAL BACKGROUND

This project included a fictitious scenario depicting an enemy agent's acquisition of critical military information from the Supreme Headquarters, Allied Expeditionary Force (SHAEF), General Eisenhower's headquarters for commanding the combined Anglo-American forces against Nazi Germany in Northwest Europe in 1944-45. To develop this scenario we should ask the question: what intelligence coup by the Germans would have enabled them to inflict maximum damage on the Allied military effort in Europe during World War II? The Library staff believes that if the Germans could have covertly acquired the plans for Operation OVERLORD, including deception plans and simultaneously learned of ULTRA, the name given to intelligence acquired by the Americans and British from intercepting and decoding German military messages, the enemy could have done great damage to Allied military operations. The results might have been as follows:

1. The Germans learn of the Allied plan to launch a major amphibious assault on specified beaches on the Normandy coast during the late spring of 1944.
2. German forces are secretly deployed in order to stack the defenses overwhelmingly along these beaches.
3. German Intelligence learns of the ULTRA system so German military codes are secretly changed, rendering ULTRA worthless.
4. The Germans engage in their own deceptions to encourage the Allies to believe the Germans are planning for an Allied assault at Pas-de-Calais and fuel these deceptions by sending messages which the Allies are allowed to intercept.
5. The Anglo-American assault is launched on June 6, 1944, as planned, on the Normandy beaches, meeting unexpectedly heavy resistance and is defeated disastrously with heavy losses.
6. The opening of the second front in Europe is delayed indefinitely. The Germans bring into operation during the summer of 1944, the guided V-1 and V-2 missiles, which make the rebuilding of decimated invasion forces infinitely difficult.
7. The Germans then shift massive forces to the Eastern front, launch a major offensive against the Russian forces, inflicting huge losses. Joseph Stalin, under tremendous pressure within the Kremlin because of these setbacks and incensed because of the failure of the Americans and British to establish a beachhead on the French coast, makes peace with Germany. Germany then can concentrate on making Fortress Europe virtually impregnable.
8. Eventually, the Allies do defeat Germany but not before England is devastated with a barrage of V-1 and V-2 rockets. More resources are poured into the Manhattan Project, which then is able to speed up its scheduled production of the atomic bomb. In the summer of 1945, the first atomic bombs fall on Germany instead of Japan. Germany then surrenders but only after the country is in total ruins and much of Europe, including Italy and France, is totally impoverished and is left teetering on the brink of communist domination.

INTRODUCTION:

Before moving into the scenario let us first look briefly at Operation OVERLORD and at ULTRA to understand their significance. OVERLORD was the code name for the largest of a series of amphibious operations launched by the United States and Great Britain against the Axis Powers (Germany, Italy and Japan) during World War II. It was the Allies' supreme effort in Western Europe to defeat Germany by striking directly at her forces.

THE DILEMMA OF A CROSS-CHANNEL INVASION:

Plans for possible Anglo-American military collaboration against Germany were laid at least a year or more before the United States became directly involved in the War in December, 1941. From the time the British forces were evacuated from the clutches of the German Army at Dunkirk, France, in May, 1940, British and American planners contemplated a future cross-channel attack on the German forces with many of these planners believing such an attack to be essential to victory over Germany. During the years 1942-43 planning went on as American forces were built up in Great Britain and as the United States, Great Britain and Russia waged war on Germany on other fronts. Russia bore the brunt of the ground military action during these years and consequently suffered heavy casualties. It should not be surprising to note that Russian ruler Joseph Stalin urged the United States and Great Britain to relieve some of the pressure by opening another front against Germany in Western Europe.

After considerable deliberation and after much pressure from Stalin, the British and United States in November 1943 formally committed themselves to launching Operation OVERLORD in 1944. Even before that time, the organization known as COSSAC (Chief of Staff to the Supreme Allied Commander ETO [designated] and his invasion planning staff) had developed a plan calling for an Allied assault on selected beaches on the coast of Normandy in France. This plan was approved by the Anglo-American Combined Chiefs of Staff and during the early months of 1944 the logistics and other details necessary for implementation were worked out.

PLANNING OPERATION OVERLORD:

Throughout their elaborate planning, the Allied leaders knew that launching the attack would not be easy. The Germans fortified the European coasts from the Franco-Spanish border to Norway and made plans to defeat any assault at the beaches. Consequently, the Americans and British had to keep the enemy guessing where and when the attack would come so that Germany would keep its forces spread out. The Normandy coast was the assault target but the Allies devised elaborate deception plans intended to make the Germans believe the assault would come at the narrow point in the English Channel at Pas-de-Calais, France or elsewhere. The deception plans called for feinting actions aimed at Norway and other places to divert enemy attention from the assault area. Finally, a ghost army of 50 divisions and a million men under the command of General George Patton was created on paper and in the message traffic to also keep the enemy off balance.

INTELLIGENCE:

The Allies were assisted in their deception plans by ULTRA, the name given to the intelligence obtained by the British from intercepting, decoding, and reading German enciphered radio communications. Early in the war, British intelligence broke the German military codes and the Allies relied heavily on this intelligence information. By reading intercepted German messages during the spring of 1944, the Allies knew their deception plans were justified as they were informed on German uncertainty as to where the expected Allied assault would land.

SECURITY:

Security was absolutely essential to the success of OVERLORD since the Allies depended on surprise and deception as important elements of the operation. If the Germans had learned of the locations and approximate date of the assaults on the Normandy beaches, they could have strengthened defenses there, increasing their chances of defeating the invasion. If the enemy found out about the Allies' ULTRA capability, they would have quickly changed their codes, rendering this intelligence system worthless. Thus strict security measures were imposed as plans for the invasion developed. Documents pertaining to invasion plans were highly security-classified and access to these was limited to a selected number of people with a clearly designated need to know. Such invasion documents were slugged with the control marking BIGOT, which indicated, even more that the classification marks TOP SECRET or SECRET, the restricted nature of the information.

Tight censorship on correspondence, including diplomatic correspondence, was imposed. Civilians were prohibited from entering the southern beach areas of England where the invasion forces were gathering. General Eisenhower issued strict orders for his commanders to keep their mouths shut about invasion plans. Violation of the orders, even inadvertently, by any American officer resulted in a swift reduction in rank and a trip back to the United States in disgrace with the officer's military career probably ruined.

THE ALLIES PREVAIL:

The results of Operation OVERLORD are now history. On D-Day, June 6, 1944, an invasion force of over 156,000 Americans, British, Canadians, and other nationalities successfully landed at five beaches code named OMAHA, UTAH, GOLD, JUNO, and SWORD. United States forces landing on OMAHA beach encountered the stiffest resistance and the outcome there remained in doubt for several hours. Casualties for the day for all Allied forces probably totaled between 9,000 and 10,000 with perhaps 3,000 killed. Many of the losses were at OMAHA beach. These totals are rough estimates and an accurate record of D-Day casualties may not exist.

The invasion force established itself in Normandy and eventually broke out of the Normandy hedgerow country and launched offensives, which pushed the Germans out of France. The Allied drive continued, stalled temporarily in the Huertgen Forest and in the Ardennes before finally crossing into Germany and meeting Russian forces on the Elbe River. The war in Europe ended May 8, 1945.

GLOSSARY OF SELECTED TERMS

A-2: The Military Intelligence Section of the Air Staff.

AGWAR: Adjutant General, War Department.

AMILCAR: General Eisenhower's advanced command post in North Africa near Tunis.

ANVIL: Code name for Anglo-American invasion of Southern France in August 1944.

BIGOT: This was a classification term on highly secret documents indicating that they should be handled and distributed to a limited number of specifically designated personnel. In 1944 this term was used on documents dealing with OVERLORD planning.

BODYGUARD: Deception plan for OVERLORD. Before the assault BODYGUARD was intended to lead the enemy to believe that the invasion would be in the Pas de Calais area. After the assault it was intended to lead the Germans to believe that the main assault was still to come. Later it became FORTITUDE.

BRIDGEHEAD: An area of ground held or to be gained on the enemy's side of an obstacle.

BUSHY PARK: Location of SHAEF Headquarters near Kingston-on-Thames on the outskirts of London. Codename: WIDEWING.

CCS: Combined United States and British Chiefs of Staff.

COSSAC: Chief of Staff to the Supreme Allied Commander (Designate) and his invasion planning staff. This staff was established to plan OVERLORD and functioned prior to General Eisenhower's assuming the post of Supreme Allied Commander in January 1944. COSSAC was headed by Lt. General Frederic E. Morgan, a British officer.

D-DAY: The first day of any military operation. June 6, 1944, the date of the assault on the Normandy beaches, is probably the most famous D-Day and the one with which we are concerned with in this project. The term, however, can refer to the first day of any other military operation.

DIVISION: A major military administrative and tactical unit or formation, which combines in itself the necessary arms and services for sustained combat. Components include brigades and regiments who in turn are composed of battalions, companies, platoons, and squads. An infantry division also normally includes attached artillery units and possibly other elements. During World War II, infantry divisions at full strength contained slightly over 14,000 men.

ENIGMA: The main machine used by the Germans in World War II for encoding messages to be transmitted by radio. ENIGMA contained a complex arrangement, which provided an enormous number of possible encoding positions for each letter.

FORTITUDE: Broad plan covering deception operations in the European Theater. It was used for OVERLORD and was intended to deceive the enemy as to the target date and area of the assault phase of OVERLORD.

FREEDOM: Code name for Allied Forces Headquarters in Algiers, Algeria. General Eisenhower's combined operational command, which he held in North Africa and in Mediterranean operations prior to becoming commander of Allied Expeditionary Force to launch OVERLORD.

FRONT: The line of contact of two opposing forces.

G-2: The Military Intelligence Section of U.S. Army units.

G.C. and C.S.: The British government's Code and Cipher School, run out of Bletchley Park, with Sir Steward Menzies the overall head of this operation.

GOLD Beach: Code name for Normandy beach assaulted by British XXX Corps.

JUNO Beach: Code name for Normandy beach assaulted by Canadian 3rd Infantry.

MAGIC: Term for combination of intelligence derived by the United States from decoding Japanese diplomatic and naval ciphers.

MANHATTAN PROJECT: An intensive, top-secret research project begun by the United States in 1942 with the goal of developing an atomic weapon.

MID: The Military Intelligence Division of the U.S. War Department.

NEPTUNE: Code name for the invasion portion of OVERLORD: The Channel crossing, the siege of the beachhead, and the breakout from the beachhead.

OMAHA Beach: Code name for Normandy beach assaulted by United States Fifth Corps.

OPERATION STARKEY: Code name for a 1943 deception plan aimed at convincing the Germans the Allied invasion's main thrust would be at the Pas-de-Calais.

OVERLORD: Code name for invasion of Northwest Europe in spring of 1944 by the Allies. It covered the entire operation, air, sea, and ground.

PWB: Psychological Warfare Branch of the Information and Censorship Section of Allied Force Headquarters.

SGS: The Secretary of the General Staff of SHAEF.

SHAEF: Supreme Headquarters, Allied Expeditionary Force. General Eisenhower was the Supreme Allied Commander, 1944-1945.

SWORD Beach: Code name for Normandy beach assaulted by the British Third Infantry.

TELEGRAPH HOUSE: Secluded home in London suburb on Kingston Hill where General Eisenhower set up his personal headquarters. Near SHAEF headquarters at Bushy Park.

TROOPERS: Code name for cable address of British War Office.

ULTRA: Intelligence derived by the British from decoding and reading German radio communications enciphered in high-level German cipher systems.

USFOR: The United States Forces. Often USFET for United States Forces European Theater.

UTAH Beach: Code name for Normandy Beach assaulted by U.S. VII Corps on June 6, 1944.

NOTE: Document 5, COSSC (44) 10, January 11, 1944, has a comprehensive listing of the various kinds of landing craft that were instrumental to Operation OVERLORD. The 1994 edition of D-Day 1944 edited by Theodore Wilson and published by the Eisenhower Foundation contains a section, which spells out these acronyms. Another source for code names may be found on the following web site: www.army.mil/cmh-pg/Reference/etocode.html.

World War II Spy Kit:
The Germans' Great Intelligence Coup

Name _____
Date _____

EVALUATE A PRIMARY SOURCE

1. Look at the document you've been given. *What* type of primary source is it?

___ official record	___ photograph/film	___ cartoon
___ letter	___ map	___ poster
___ diary/journal	___ artwork	___ sound recording
___ reminiscence	___ advertisement	___ artifact
___ oral history	___ newspaper	___ book

2. Carefully examine the document and describe what you see (dates, stamps, names, notations, numbers, symbols, etc.). _____

3. *Who* created this document? _____

4. *Why* do you think this document was created? _____

5. For *whom* was this document intended? _____

6. List three important facts you learned from the document:
 - a. _____

 - b. _____

 - c. _____

7. Write three new questions that you now have about the subject after reading the document:
 - a. _____

- b. _____

- c. _____

This worksheet was modified from the original developed by the Education Staff, National Archives and Records Administration.

World War II Spy Kit:

Name _____

The Germans' Great Intelligence Coup

Date _____

EVALUATE A WEB SITE

Researching web sites is a fun and interesting way to learn more about World War II or any subject. And, the Internet can be a good supplement to traditional sources with a few words of caution. All information should be questioned for authenticity, accuracy, and appropriateness, but for Internet sources, this is especially crucial. When traditional sources of information such as books and articles are published, they must first pass through a series of filters such as collegial review, publishers, and librarians. However, *anyone* can create a web site and publish *anything* on it. With this in mind, explore web sites as a critical consumer of information, armed with a skeptical eye and a questioning mind.

Before investigating the content of a web site, take time to answer questions like these. Who created the site? What qualifications, credentials, or professional affiliations does the author or sponsor present? Is there evidence on the web site that respected professionals or organizations support it? What is the stated purpose or mission of the site or the organization that it represents? Is a date of publication included? When was the web site updated last? Is there contact information on the site? Is there a privacy policy? Are there any copyright restrictions or use limitations stated on the site? Finally, remember that it is essential to corroborate the content of the web site with information that you have found from other reliable sources.

On a practical note, some web sites have large graphics files that may take a while to load. This is a good time to consider the quality and reliability of the site with the aforementioned questions. Also, many web sites offer a section of Frequently Asked Questions (FAQ's). It is a good idea to read through them before you explore the site further. Lastly, *never* give out information about yourself online. If you have a question to post to the web site, ask your teacher to do it for you.

Answer the following questions as you explore a web site.

1. What are the URL and the title of the web site? _____

2. Who or what organization sponsors this web site? _____
3. What is the purpose of the web site? _____

4. What topic(s) on the subject does the web site include? _____

5. Are primary sources available on the web site? If so, list which types. _____

6. What other kind of information may be found on this web site? (chronologies, timelines, charts, graphs, etc.) _____

WEB SITES

1. www.mairie-dieppe.fr/canada-gb/raid-gb/history/canaraid-gb.html	The raid on Dieppe 19 August 1942
2. www.cl.cam.ac.uk/Research/Security/Historical/hinsley.html	The Influence of ULTRA in the Second World War
3. http://history.acusd.edu/gen/ww2_links.html	World War II Links on the Internet
4. http://eduscapes.com/42explore/ww2bios.htm	The Topic: Biographies of World War II
5. http://militaryhistory.about.com/ In SEARCH box type: Espionage and Intelligence Click on: World War II Espionage and Intelligence—Military History at About.com	World War II Espionage and Intelligence Military History on the History Net
6. www.maritime.org/ecm2.htm	Electronic Cipher Machine (ECM) Mark II
7. http://home.earthlink.net/~nbrass1/enigma.htm	Codebreaking and Secret Weapons in World War II
8. www.codesandciphers.org.uk/index.htm	Codes and Ciphers in the Second World War
9. http://webpub.alleg.edu/student/p/paynes/bodyguard.html	Operation Bodyguard: The Secret of Overlord's Success
10. www.boston.com/globe/nation/packages/secret_history/index1.shtml	The Boston Globe: WWII The Secret History The Perfect Spy
11. www.laynor.org/army2.html	The Ghost Army of World War II
12. www.army.mil/cmh-pg/Reference/etocode.html	World War II Special Operations Forces Code and Cover Names European Theater of Operations
13. http://normandy.eb.co/normandy/documents.html	Britannica Online Normandy

14. www.army.mil/cmh-pg/reference/normandy/normandy.htm	The Normandy Invasion
15. www.pbs.org/thinktank/transcript206.html	Transcript for “Victory in Europe: Fifty Years Later”
16. http://mapww2.narold.ru/	Military Maps of WW II
17. http://fas-history.rutgers.edu/oralhistory/orlhom.htm	The Rutgers Oral History Archives of World War II
18. www.whistlestop.org	Project Whistlestop (Use Search box)
19. http://search.gallery.yahoo.com/search/corbis?p=world+war+ii	Yahoo! Picture Gallery of World War II
20. www.usd230.k12.ks.us/PICTT/	World War II Remembered
21. www.memoriesofwar.com/	Memories of War
22. www.cybercreek.com/cybercity/WWIIps/	The World War II Preservation Society
23. www.bbc.co.uk/history/war/wwtwo/	BBC Online: World War II
24. www.nara.gov/exhall/people/	A People At War
25. www.fdrlibrary.marist.edu	Roosevelt Presidential Library Click on “13,000 Digitized Documents”
26. www.fdrlibrary.marist.edu/wwphotos.html	Roosevelt Presidential Library Hundreds of Copyright-Free Photos of WW II

LEARNING ACTIVITY

TO BEGIN:

1. Before distributing project materials, ask students to write three sentences stating what they know about D-Day.
2. Either call on students for oral responses or have a number of students write one sentence each on the board.
3. Copy and distribute “Glossary of Selected Terms” and “Historical Background” to students. As they read the material, ask them to make note of areas where they have questions. When students finish reading, they should write down at least three questions they now have about Operation OVERLORD. Again, call on students to respond orally or have them write four to six questions on the board.
4. Divide the class into groups of three or four students each. Select a student to serve as group leader. Ask groups to consider group members’ accumulated questions and, then, choose one question for each student to answer in detail by the end of one or two research-based class periods.
5. Print off enough copies of documents so that each group has a complete set. If possible, print them in color.

IN-CLASS RESEARCH:

1. Using the Resource Center that you have set up in your classroom, allow students one or two class periods to work within their groups to attempt to answer their questions as described above.
2. If possible, have separate rooms, or at least separate corners of the room where they may examine books, view videos, use computer software, and do Internet research.
3. Each student should write at least a paragraph answering his or her question. Next, each group will compile paragraphs from group members and create subheadings. Make enough photocopies of the research results so that each group will have the other groups’ work.

SCENARIO:

A suggested scenario for a fictitious German intelligence coup might be enacted as follows:

Although tight security restrictions were imposed throughout England, and especially around General Eisenhower’s headquarters, a German agent is able, through a combination of luck, stealth, and a brief lapse in security, to enter General Eisenhower’s well guarded personal headquarters at Telegraph House, near London. On a busy morning in April 1944, a German spy, disguised as a mail courier, is allowed to enter Telegraph House. During that morning, General Eisenhower met with his deputies to conduct a comprehensive review of OVERLORD plans, including deception plans, and intelligence available on German capabilities and intentions. Consequently, many documents of the utmost sensitivity were examined during this meeting. The spy has access to the meeting room and during a brief lunch recess sees the opportunity to strike. The meeting room is cleared and several planning documents are left exposed on the meeting room table. The spy knows that this opportunity will be brief, lasting for perhaps no more than 20 to 30 minutes, and must move quickly. Which of these documents should be photographed for transmission to German intelligence? The spy has film for only six of the documents

and absolutely must not be detected. You are the enemy spy and may select only six documents. Make your selections and explain your choices.

IMPLEMENTING THE PROJECT:

1. Organize students into their previous groups. Have each group discuss what method will be used to examine and evaluate the documents they will receive.
2. Separate groups as much as you can. If you have access to additional classrooms and have someone to time students, that would be ideal.
3. Hand each group a set of documents sealed in an envelope that is not to be opened until the person doing the timing says “Begin.”
4. Set timers for 20 or 30 minutes, and allow students to begin examining the documents as a cooperative group effort. By the end of the timed period, students should have selected the six documents they feel are most important. All documents should be prioritized with the most important on the top.
5. Next, each group should prepare at least two reasons (for each of the six documents) to explain why they chose these documents over all the others.
6. Have each group attach the list of the six documents that they will use to the packet containing documents that they will not be using in developing their scenario. Ask student to hand in these packets.
7. Using the “Analyze a Primary Source” handout, ask groups to examine the six documents thoroughly and to fill out an evaluation sheet for each document.
8. Next, based on the six documents they chose, each group should prepare a 250-word narrative describing “What might have been.” Some questions students may want to consider, among others, are:
 - Did the spies get the stolen documents safely out and into the hands of the German high command? If so, how did they respond?
 - Did the Allies discover the breach in security? If so, how did they respond?
 - How did the outcome of Operation Overlord affect the rest of the war in Europe? In Asia?
 - What about the Russians on the Eastern Front?
 - If Operation Overlord had failed and resulted in huge American loses, how might the American public have responded?
 - Briefly, how did a revised outcome of the war affect American history for the remainder of the 20th century?
9. Each group should present to the rest of the class the documents students chose and its “What might have been” scenario.
10. If time allows, students may want to re-examine documents they did not choose for the project.

NOTE TO TEACHERS: To overcome the time limitation here, students may want to examine all of these documents copies at their own pace during one or more class periods. They can take notes, evaluate and assess the importance of each document. After having conducted this more extensive evaluation exercise,

students can take turns playing the role of the spy and independently make their own selections and prepare oral or written reports explaining their choices.

SELECT BIBLIOGRAPHY: D-DAY

1. Ambrose, Stephen E. *D-Day, June 6, 1944: The Climactic Battle of World War II*. New York: Simon & Schuster, 1994.
2. Ambrose, Stephen E. *Eisenhower*. Vol. I. New York: Simon & Schuster, 1983. This is the first volume of a two-volume biography of Dwight Eisenhower. Chapters 15 and 16 cover the planning and execution of OVERLORD.
3. Botting, Douglas. *The Second Front*. Alexandria, Virginia: Time-Life Books, 1978. This volume in the *Time-Life* series on World War II contains informative text and is well illustrated with photographs and maps. Can be readily used by high school students.
4. Chandler, David G., and James Lawton Collins, Jr., editors. *The D-Day Encyclopedia*. New York: Simon & Schuster, 1994.
5. Eisenhower, David. *Eisenhower at War, 1943-1945*. New York: Random House, 1986. This is a detailed and quite readable book about Dwight Eisenhower as Supreme Allied Commander and is based on extensive use of materials in the Eisenhower Library. It covers OVERLORD in detail and discusses interactions among Eisenhower's Anglo-American command, SHAEF, and the Russians.
6. Wilson, Theodore A., editor. *D-Day 1944*. Lawrence, Kansas: published for the Eisenhower Foundation, Abilene, Kansas, by the University Press of Kansas, 1994. This volume consists of a collection of essays commemorating the 50th anniversary of D-Day. Some of the essays cover OVERLORD in general while others cover more specific aspects. This book also contains a helpful glossary of terms.
7. Ellis, Major L.F. *Victory in the West, Volume I: The Battle of Normandy*. History of the Second World War, United Kingdom Military Series, 1962.
8. Foot, M.R.D. *SOE in France: An Account of the Work of the British Special Operations Executive in France 1940-1944*. London, England: Her Majesty's Stationery Office, 1966.
9. Harrison, G.A. *Cross-Channel Attack*. United States Army in World War II Series. Washington, D.C.: Office of the Chief of Military History, Department of the Army, 1951.
10. Hastings, Max. *Overlord*. New York: Simon & Schuster, Inc., 1984. This is a British historian's account of Overlord, which compares the American and British soldiers' fighting qualities unfavorably with those of the Germans.
11. Hinsley, F.H. *British Intelligence in the Second World War: Its Influence on Strategy and*

Operations. Vol. III, Part II. New York: Cambridge University Press, 1988.

12. Howard, Michael. *British Intelligence in the Second World War: Volume V: Strategic Deception in the Second World War*. New York: Cambridge University Press, 1990.
13. Keegan, John. *Six Armies in Normandy*. New York: Viking Press, 1982.
14. Murray, Williamson, and Allan R. Millett. *A War to Be Won: Fighting the Second World War*. Cambridge, Massachusetts, and London, England: The Belknap Press of Harvard University Press, 2000.
15. Pogue, Forrest C. *The Supreme Command*. United States Army in World War II Series. Washington, D.C.: Office of the Chief of Military History, Department of the Army, 1954.
16. Reynolds, David. *Rich Relations: The American Occupation of Britain, 1942-1945*. New York: Random House, 1995.
17. Ryan, Cornelius. *The Longest Day: June 6, 1944*. New York: Simon & Schuster, 1959. A popular and interesting history of D-Day, this book is based largely on interviews with participants in the Battle of Normandy.
18. Smith, Brandley F. *The Ultra-Magic Deals and the Most Secret Special Relationship 1940-1946*. Novato, California: Presidio Press, 1993.
19. Standford, Alfred B. *Force Mulberry: The Planning and Installation of the Artificial Harbor off U.S. Normandy Beaches in World War II*. New York: Morrow, 1951.
20. Wilt, Alan F. *The Atlantic Wall: Hitler's Defenses in the West, 1942-1945*. Ames, Iowa: Iowa State University Press, 1975.

SELECT BIBLIOGRAPHY: WORLD WAR II

1. Bland, Larry, editor. *The Papers of George Catlett Marshall* (4 volumes to date, with the latest one published in 1996, ending on December 31, 1944). Baltimore: The Johns Hopkins University Press. This documentary publication which is still in progress is publishing letters and memoranda written by General George C. Marshall. These provide a look at General Marshall's key role in the United States and its allies' war effort.
2. *British Intelligence in the Second World War* (6 volumes by different authors published beginning in 1979). New York: Cambridge University Press. Covers overall intelligence and its impact on strategy and operations, signal intelligence, strategic deception and counter-intelligence. These volumes are also official British histories. Unlike the United States whose "Green Series" does not include any volumes covering intelligence during the Second World War, the British decided to publish a detailed if presumably sanitized account of its intelligence.
3. Chandler, Alfred, editor. *The Papers of Dwight David Eisenhower: The War Years* (5 volumes plus volume VI, *Occupation*). Baltimore: The Johns Hopkins University Press, 1970 (Vol. VI published in 1978). This series includes letters and memoranda written by Dwight David Eisenhower reflecting his operations planning and command responsibilities during the War. This is a key source, which should be available in many public libraries as well as university libraries.
4. Craven, W.F., and J.L. Cate, editors. *The Army Air Forces in World War II* (12 volumes). The University of Chicago, published by the Office of Air Force History. This official history of the Army Air forces also contains maps and illustrations.
5. Eisenhower, Dwight D. *Crusade in Europe*. Garden City, New York: Doubleday & Company, Inc., 1948. This is Dwight Eisenhower's own account of his service in World War II.
6. *History of the Second World War* (27 volumes by different authors published on varying dates). London, England: Her Majesty's Stationery Office. These volumes constitute the official British history of the Second World War. Volumes cover allied strategy, campaigns, and operations.
7. *Illustrierter Beobachter* (Illustrated Observer), Verlag Franz Eher Nachf: Munchen 22. The Eisenhower Library holds bound volumes of the Nazi magazine for the years 1926-27, 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1941, 1942, and 1944. These volumes are entirely in German and contain news articles, advertisements, poems, sketches of personalities, crossword puzzles and illustrations, all from the Nazi viewpoint.
8. *Trial of the Major War Criminals Before the International Military Tribunal Nuremberg, 14 November 1945-1 October 1946* (40 volumes). Published at Nuremberg, Germany, 1946-49. Contains trial testimony as well as documents used as evidence in the trials. Documents are in English, German, French, and possibly other languages. This is an important source of information for studying the Holocaust and war crimes.

9. *United States Army in World War II*. Office of the Chief of Military History, Department of the Army, Washington D.C. (The Famous “Green Series”). Over 100 volumes by various authors, published at various times. This series covers most aspects of the US Army’s involvement in World War II in ETO, the Pacific, Continental US, with volumes on specific campaigns and functions such as logistics, civil affairs, strategic planning, role of Black troops, etc. One special segment covers the US Medical Corps and medical matters during the War. These volumes, in addition to narrative text, contain useful maps, photographs and tables. At least one of these volumes, Gordon Harison’s Cross-Channel Attack, published in 1951, which covers the Allied assault at Normandy in June, 1944, is online at the US Army Center of Military History’s web site: <http://www.army.mil/cmhp>. Other Center of Military History publications on World War II may also be found at this location.
10. U.S. Department of Defense. *The “Magic” Background of Pearl Harbor* (8 volumes). Washington, D.C.: U.S. Government Printing Office, 1977. Contains declassified, English translations of Japanese messages intercepted and decoded by U.S. cryptanalysts. The intelligence derived from these intercepted communications was designated MAGIC. Provides a look at Japanese diplomacy as documented by these intercepted messages during the year 1941. Volumes include narrative descriptions of events as well as texts of messages.
11. United States Department of State. *Foreign Relations of the United States*. Washington, D.C.: United States Government Printing Office. The famous “FRUS” series constitutes the official published record of the United States foreign relations. This series, in existence since 1861, is a key source of information on the formulation and conduct of United States foreign relations and is continuing to be researched, prepared, and published to this day. Students interested in history should be introduced to the series. For World War II, the series includes volumes covering wartime conferences at Washington in 1941, Casablanca in 1942, Cairo and Teheran in 1943, Quebec in 1944, Yalta and Potsdam in 1945 as well as general volumes covering Europe, Asia, and other parts of the world during the war. The Eisenhower Library holds a complete set of these volumes with at least 50 or more of them relating to World War II. University libraries should hold these volumes.
12. Weinberg, Gerhard L. *A World At Arms: A Global History of World War II*. Cambridge, England: Cambridge University Press, and New York: Columbia University Press, 1994. The author of this one-volume history managed to cover a good bit of the war while providing an excellent bibliographic essay, which offers guidance for reading on many topics.
13. Wright, Gordon. *The Ordeal of Total War, 1939-1945*. New York: Harper & Row Publishers, 1968. This is an excellent survey of World War II in Europe and introduces students to the economic, political, psychological, and social aspects of the war as well as military operations.

Note: The Eisenhower Library also holds volumes of magazines published during the War including *Time* and *Life* as well as newspapers such as *The New York Times*. In addition, the Library’s printed publications holdings include many issues of *Stars and Stripes* and *Yank*. The book collection also

contains numerous unit histories, memoirs, biographies, and monographs plus encyclopedias relating to World War II.