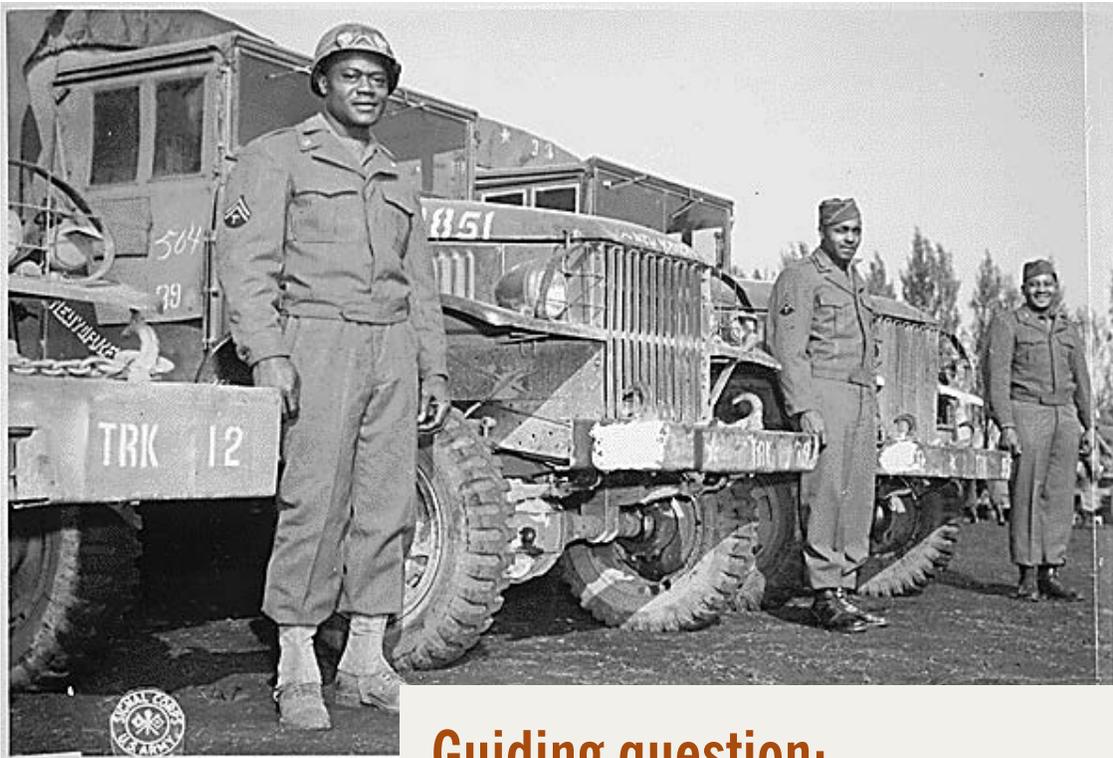




UNDERSTANDING
SACRIFICE

Activity: 20,000 Miles a Month - To Ensure Victory



Guiding question:

How did the duties of stevedores in port battalions contribute to the success of the Allied war effort?

DEVELOPED BY MARION TOUZEL

Grade Level(s): 6-8

Subject(s): Social Studies, English/Language Arts,

Cemetery Connection: Rhone American Cemetery

Fallen Hero Connection: Private First Class George Burly Davis



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Overview

Using interactive technology from the American Battle Monuments Commission, maps, and primary and secondary source documents, students will understand that stevedores from port battalions not only built barracks, mess halls, latrines, and recreational buildings, but also supplied resources for the forces who fought the battles. Students will engage in a simulation to analyze how the 525th Port Battalion organized and distributed supplies to combat units.

Historical Context

After the U.S. Army was on the ground, fighting, the soldiers in Services of Supply (SOS) arrived in the war zone to provide materials and services. These soldiers first worked on docks in the United States as stevedores, loading supplies to be shipped to stations in Europe and Northern Africa. When the materials reached Europe and Northern Africa, port battalion soldiers worked as stevedores, unloading and reloading ships, and moving supplies onto trains, trucks, or into warehouses. They rebuilt railroads and highways and constructed camps, including barracks, mess halls, and latrines. General Dwight D. Eisenhower recognized transportation units when he stated, “In any war, there are two tremendous tasks. That of the combat troops is to fight the enemy. That of the supply troops is to furnish all the material to insure victory. The faster and farther the combat troops advance against the foe, the greater becomes the battle of supply” (U.S. Army Transportation Museum). The 525th Port Battalion was a segregated unit composed of African-American soldiers. Several dozen port battalions, many of them composed of African-American soldiers with white officers, operated in the European and Pacific theaters.

“A unit history of the 494th Port Battalion noted, ‘It is said of Port Battalions that they can’t ever win a war but they sure can lose it!’ After completing the lesson, students will have a greater understanding of how war is more than battles as they organize and attempt to plan the movement of supplies to the combat front. They will appreciate the untold story of port battalions and the soldiers who shouldered the weight of supplies to an Allied victory.”

— Marion Touzel

Touzel teaches at Ocean Bay Middle School in Myrtle Beach, South Carolina.

Objectives

At the conclusion of this lesson, students will be able to

- Describe the role of a port battalion soldier; and
- Evaluate how and when to best transport supplies to combat units.

Standards Connections

Connections to Common Core

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.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Connections to C3 Framework

D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Documents Used ★ indicates an ABMC source

Primary Sources

Photograph, *"These drivers of the 666th Quartermaster Truck Company, 82nd Airborne Division, who chalked up 20,000 miles each without an accident, since arriving in the European Theater of Operations"*

National Archives and Records Administration (535533)

<https://catalog.archives.gov/id/535533>

War Department Film Bulletin 32: Soldiers-Stevedores Train on QM's "S.S.Dixie"

United States War Department

National Archives and Records Administration (24442)

<https://archive.org/details/FB-32>

Secondary Sources

American Battle Monuments Commission ★
<http://www.abmc.gov/>

George B. Davis Fallen Hero Profile ★
 American Battle Monuments Commission
<http://abmceducation.org/understandingsacrifice/soldier/george-davis>

Rome-Arno Campaign Map ★
Liberating Rome Interactive
 American Battle Monuments Commission
http://www.abmc.gov/sites/default/files/interactive/interactive_files/ROME_web/index.html

World War II: A Visual History ★
 American Battle Monuments Commission
https://www.abmc.gov/sites/default/files/interactive/interactive_files/WW2/index.html

Materials

- Profile of the Resistance
- Port Battalion Soldiers in World War II Vocabulary Sheet
- Port Battalion Soldiers in World War II Vocabulary Quiz (Form A and Form B)
- Port Battalion Soldiers in World War II Vocabulary Quiz Answer Key
- Questions for Stevedore Film
- Questions for Stevedore Film Answer Key
- 525th Port Battalion Duties Questions and Analysis
- Logistics Assessment
- Logistics Assessment Rubric
- Unlined paper

Lesson Preparation

- Make and distribute advance copies of the Port Battalion Soldiers in World War II Vocabulary to encourage students to become familiar with the terminology in the video that they will watch.
- Make one copy of each of the following for each student:
 - Port Battalion Soldiers in World War II Vocabulary List
 - Port Battalion Soldiers in World War II Vocabulary Quiz (there are two forms if needed)
 - Logistics Assessment
 - Logistics Assessment Rubric

- Make one copy of each of the following for each pair of students:
 - Questions for Stevedore Film
 - Rome-Arno Campaign Map
 - 525th Port Battalion Questions and Analysis
- Make one copy of each of the following for each group of four students:
 - Logistics Assessment Task One
 - Logistics Assessment Task Two
- Preview video content in advance of class.

Procedure

Activity One: Introducing the Port Battalions (45 minutes)

- Discuss the vocabulary with students prior to watching the documentary, as they will hear these terms used in the film.
- Project the home page of the American Battle Monuments Commission.
- Instruct the students to type in George B. Davis in the “search burials” search bar.
- Direct students to select George B. Davis from South Carolina.
- For the following identify his:
 - service number
 - rank
 - battalion
 - home state
 - date of death
 - the location where Davis is buried
- Go to the Fallen Hero Profile for George B. Davis and play the video of the eulogy located on the page.
- Explain that George B. Davis served as a truck driver and stevedore for the 525th Port Battalion, a segregated unit which served in North Africa and Southern France during World War II.
- View the *War Department Film Bulletin 32: Soldiers-Stevedores Train on QM's "S.S.Dixie"* as a class.
 - Instruct students to take notes regarding the use of vocabulary from the list while watching the film.
 - Instruct students to write questions they may have while watching the film.
- Conduct a whole group discussion after the film focusing on what the students observed about stevedores and their training.
- Move students into pairs to answer Questions for Stevedore Film.
- Distribute the Port Battalion Soldiers in World War II Vocabulary Quiz (there are two forms available).

- Evaluate student mastery of the vocabulary using the Port Battalion Soldiers in World War II Vocabulary Quiz Answer Key.

Activity Two: Supplying World War II in North Africa (45 minutes)

- Divide the students into the same pairs as Activity One and ask students to share their paragraph responses.
- Explain who is in control of North Africa, specifically in Algeria from 1943-45.
 - *Teacher Tip:* Algeria, originally a French colony, was invaded by Germany during World War II. Operation Torch eventually led to the liberation of Algeria from German control. It was used as a base to launch operations into Sicily, Italy, and southern France.
- Ask students, *Where would combat supplies originate in the United States?*
 - Discuss how and when different supplies should be moved to combat units once supply ships arrived in Oran, Algeria.
- Project ABMC's *World War II: A Visual History* Interactive. Click on date range between March 1944 to February 1945. Discuss with students Allied troops locations.
- Tell students that the 525th Port Battalion was stationed at Mole Millerand, a port in Oran, Algeria from March of 1944 to February of 1945.
- Distribute the Rome-Arno Campaign Map and allow students to mark key locations.
- Show the location of Oran, Algeria on a map so students will know exactly where the 525th Port Battalion was located at this time.
 - Point out the location of Palermo, Sicily and its relationship to Oran.
 - Point out the location of Salerno and Anzio, Italy and the relationship to Oran.
 - Discuss the distance between each location and any hardships this distance may cause.
- Ask each pair to elaborate on the details of the class discussion in a paragraph.

Assessment

- Distribute Logistics Assessment Task to each student.
 - *Teacher Tip:* Provide this assessment in stages (i.e., students need to complete task one before receiving task two.)
- Discuss and explain student's duties within a group so that each student understands all duties regardless of which role they will be assigned.
- Form groups of four students each by combining pairs from the earlier activities and assign student roles.
- Distribute Logistics Assessment Task One and a sheet of unlined paper for each group to draw their diagram.
- Distribute Logistics Assessment Task Two.
- Evaluate student performance on the assessment using the Logistics Task Rubric.

Methods for Extension

- Students with more interest in the role of the U.S. port battalions may research their role in Red Ball Express by reading *The Road to Victory* by David Colley or *Longshore Soldiers* by Andrew J. Brozyna.
- Students can also research the role of African Americans in the service of port battalions during World War II.
- Teachers can enhance students' interest in African-American soldiers in World War II by exploring these related lesson plans on ABMCEducation.org:
 - [Riding the Red Ball Express](#)
 - [Equal Opportunities for Sacrifice in World War II](#)
 - [Duty and Dignity: Black Americans and the 92nd Infantry Division Buffalo Soldiers](#)
- The American Battle Monuments Commission maintains U.S. military cemeteries overseas. These cemeteries are permanent memorials to the fallen, but it is important that students know the stories of those who rest here. To learn more about the stories of some of the men and women who made the ultimate sacrifice, visit www.abmceducation.org/understandingsacrifice/abmc-sites.

Adaptations

- Teachers can adapt the project to younger learners to ask students to draw the layout of what they think a port battalion would look like. It could also be adapted to English Language Learners in a similar way.
- Younger learners could also complete a smaller project comparing the daily duties of a combat soldier to a port battalion soldier.
- Teachers can group students in several ways. One grouping strategy would be to have groups of heterogeneous ability work their way through the entire project. Another grouping method would be to group by gender especially to see how males and females would differ in prioritizing supplies and building projects.

Port Battalion Soldiers in World War II Vocabulary

stevedore - a person employed or engaged at a dock to load and unload cargo onto or from ships

battalion - a ground force unit composed of a headquarters and three or more companies or similar units

port battalion - men on the docks unloading ships and reloading ships, or loading trains, or trucks

convoy - a group of ships or vehicles traveling together, typically accompanied by armed troops, warships, or other vehicles for protection

Quartermaster Corps – during World War II, the Quartermaster Corps operated in the Mediterranean, northern Europe, and the Pacific. Thousands of soldiers were trained to fill specialized roles which included providing over 70,000 different supply items and more than 24 million meals each day. When war was over, they had recovered and buried nearly a quarter of a million soldiers in temporary cemeteries around the world.

mess hall - a room or building where groups of people, especially soldiers, eat together

latrines - a toilet or outhouse, especially a communal one in a camp or barracks

longshoreman – person whose job is to load and unload ships at a port loading and unloading ships requires knowledge of the operation of loading equipment, the proper techniques for lifting and stowing cargo, workers must be physically strong and be able to follow orders

forklift - a vehicle with a pronged device in front for lifting and carrying heavy loads

winch - a hauling or lifting device consisting of a rope, cable, or chain winding around a horizontal rotating drum, turned by a crank or by motor or other power source

pallet - a portable platform for handling, storing, or moving materials and packages

aft deck - toward or at the back part of a ship

forward deck – toward the front of the ship

sling rope - a device (as a rope or chain) by which something is lifted or carried

embarkation - the geographic point in a routing scheme from which cargo or personnel depart

debarkation - the geographic point in a routing scheme to which cargo or personnel are taken

Algiers - the capital and largest city of Algeria, in the northern part of the country on the Mediterranean Sea

Sicily - an island in southern Italy on the Mediterranean Sea, separated from the Italian mainland by the narrow Strait of Messina

Anzio - a town of central Italy on the Tyrrhenian Sea south-southeast of Rome

Salerno - a seaport of southern Italy on the Gulf of Salerno, an inlet of the Tyrrhenian Sea

Marseilles - a port in southeast France, on the Gulf of Lions it is the second largest city in the country and a major port

Port Battalion Soldiers in World War II Vocabulary Quiz, Form A

Define each term by matching the definition on the right to the term on the left. Place the correct letter on the space provided beside each term.

1. _____ longshoremen	A. the geographic point in a routing scheme to which cargo or personnel are taken
2. _____ aft deck	B. a soldier employed or engaged at a dock to load and unload cargo onto or from ships
3. _____ forward deck	C. an island in southern Italy on the Mediterranean Sea, separated from the Italian mainland by the narrow Strait of Messina
4. _____ embarkation	D. toward the front of the ship
5. _____ debarkation	E. a seaport of southern Italy on the Gulf of Salerno, an inlet of the Tyrrhenian Sea
6. _____ Algiers	F. toward or at the back part of a ship
7. _____ Sicily	G. a port in southeast France on the Gulf of Lions
8. _____ Anzio	H. the geographic point in a routing scheme from which cargo or personnel depart
9. _____ Salerno	I. the capital and largest city of Algeria, in the northern part of the country on the Mediterranean Sea
10. _____ Marseille	J. a town of central Italy on the Tyrrhenian Sea south-southeast of Rome

Port Battalion Soldiers in World War II Vocabulary Quiz, Form B

Define each term by matching the definition on the right to the term on the left. Place the correct letter on the space provided beside each term.

1. _____ stevedore	A. a ground force unit composed of a headquarters and three or more companies or similar units
2. _____ battalion	B. a vehicle with a pronged device in front for lifting and carrying heavy loads
3. _____ port battalion	C. a room or building where groups of people, especially soldiers, eat together
4. _____ convoy	D. a group of ships or vehicles traveling together, typically accompanied by armed troops, warships, or other vehicles for protection
5. _____ mess hall	E. a device (as a rope or chain) by which something is lifted or carried
6. _____ latrines	F. a toilet or outhouse, especially a communal one in a camp or barracks
7. _____ forklift	G. men on the docks unloading ships and reloading ships, or loading trains, or trucks
8. _____ winch	H. a portable platform for handling, storing, or moving materials and packages
9. _____ pallet	I. a hauling or lifting device consisting of a rope, cable, or chain winding around a horizontal rotating drum, turned by a crank or by motor or other power source
10. _____ sling rope	J. a person employed or engaged at a dock to load and unload cargo onto or from ships

Port Battalion Soldiers in World War II Vocabulary Quiz, Form A

Answer Key

Define each term by matching the definition on the right to the term on the left. Place the correct letter on the space provided beside each term.

1. __B__ longshoremen	A. the geographic point in a routing scheme to which cargo or personnel are taken
2. __F__ aft deck	B. a soldier employed or engaged at a dock to load and unload cargo onto or from ships
3. __D__ forward deck	C. an island in southern Italy on the Mediterranean Sea, separated from the Italian mainland by the narrow Strait of Messina
4. __A__ embarkation	D. toward the front of the ship
5. __H__ debarkation	E. a seaport of southern Italy on the Gulf of Salerno, an inlet of the Tyrrhenian Sea
6. __I__ Algiers	F. toward or at the back part of a ship
7. __C__ Sicily	G. a port in southeast France on the Gulf of Lions
8. __J__ Anzio	H. the geographic point in a routing scheme from which cargo or personnel depart
9. __E__ Salerno	I. the capital and largest city of Algeria, in the northern part of the country on the Mediterranean Sea
10. __G__ Marseille	J. a town of central Italy on the Tyrrhenian Sea south-southeast of Rome

Port Battalion Soldiers in World War II Vocabulary Quiz, Form B

Answer Key

Define each term by matching the definition on the right to the term on the left. Place the correct letter on the space provided beside each term.

1. __J__ stevedore	A. a ground force unit composed of a headquarters and three or more companies or similar units
2. __A__ battalion	B. a vehicle with a pronged device in front for lifting and carrying heavy loads
3. __G__ port battalion	C. a room or building where groups of people, especially soldiers, eat together
4. __D__ convoy	D. a group of ships or vehicles traveling together, typically accompanied by armed troops, warships, or other vehicles for protection
5. __C__ mess hall	E. a device (as a rope or chain) by which something is lifted or carried
6. __F__ latrines	F. a toilet or outhouse, especially a communal one in a camp or barracks
7. __B__ forklift	G. men on the docks unloading ships and reloading ships, or loading trains, or trucks
8. __I__ winch	H. a portable platform for handling, storing, or moving materials and packages
9. __H__ pallet	I. a hauling or lifting device consisting of a rope, cable, or chain winding around a horizontal rotating drum, turned by a crank or by motor or other power source
10. __E__ sling rope	J. a person employed or engaged at a dock to load and unload cargo onto or from ships

Questions for Stevedore Film

Working with a partner, answer the following questions after you watch the video about stevedores in training. Use appropriate vocabulary words to answer each question.

1. At the beginning of the video QM is listed on the title. What does QM mean?
2. The narrator mentions that the longshoreman train on a “landlocked” ship. What does he mean by landlocked?
3. Why are these service members called “soldier longshoremen”?
4. What does the narrator mean when he says that the longshoremen are making the “rope fast”?
5. Before the stevedores begin their work, they remove their helmets, can you explain why they do not need their helmets?
6. The stevedores remove the hatch covers, what is stored below the the hatch?
7. What is meant by the term “aft deck”?
8. What does the narrator mean by “debarkation points”?
9. The winchman is responsible for several different operations, explain at least two.
10. Why do stevedores train with a compressed air winch?

Questions for Stevedore Film cont.

Reflection

Write a paragraph which:

- Uses at least five of the terms from the vocabulary list (underline the terms you use);
- Describes some basic duties of stevedores who served in port battalions during World War II; and
- Make an inference as to how the soldiers in port battalions affected the efforts of combat units.

Questions for Stevedore Film Teacher Key

Teacher Tip: Be prepared to either discuss the questions with the students or show the video again should the students need clarification for any of the questions.

1. At the beginning of the video QM is listed on the title. What does QM mean?
QM stands for quartermaster.
2. The narrator mentions that the longshoreman train on a “landlocked” ship. What does he mean by landlocked?
A landlocked ship is not on the water, it is a mock or fake ship that is on the land and is used only for training purposes.
3. Why are these service members called “soldier longshoremen”?
Soldiers are a part of the United States Army, and longshoremen are members of the Army, therefore Army longshoremen are known as soldiers.
4. What does the narrator mean when he says that the longshoremen are making the “rope fast”?
The narrator means that the longshoremen are tying the rope tightly.
5. Before the stevedores begin their work, they remove their helmets, can you explain why they do not need their helmets?
Even though these service members are soldiers, the stevedores see no combat duties, therefore the helmet is not a necessary piece of equipment while they load and unload supplies but if attacked stevedores must be ready to fight.
6. The stevedores remove the hatch covers, what is stored below the the hatch?
Cargo is stored below the hold.
7. What is meant by the term “aft deck”?
The aft deck is located at the back of a ship.
8. What does the narrator mean by “debarkation points”?
Debarkation points are the ports to which the ships take the supplies.
9. The winchman is responsible for several different operations, explain at least two.
The winchman is directed to lower the sling rope that the longshoremen attach to the pallet. Once the sling rope is attached the winchman is directed to lift the pallet to the dock where the forklifter picks it up and moves cargo.
10. Why do stevedores train with a compressed air winch?
It is easier and cheaper to use an air compressor than steam.

525th Port Battalion Duties Questions and Analysis

In an effort to keep the military fully supplied with materials from the United States, port battalions moved into close proximity of the war zone to provide not only supplies but also to construct various facilities. Therefore, it was important for port battalion commanders to know where the combat units were located in order to keep the supplies moving in a timely fashion. To supply the initial battles of Sicily and Italy, port battalions were located in Great Britain and North Africa. As the war moved into France and Germany, the North African battalions followed the combat units. George B. Davis was a member of the 525th Port Battalion which served to supply the war efforts in Sicily, Salerno, and Anzio from March 1944 to February 1945 when the battalion moved to Southern France. The 525th Port Battalion followed the combat troops into Germany to work with transfer units, to guard German prisoners of war, and to build necessary facilities.

Directions: You are a soldier with the 525th Port Battalion in Mole Millerand, Oran, Algeria. Supply ships have arrived from the United States. You must unload the cargo, organize the supplies, and disperse needed items to each location. American soldiers are located in Sicily, Salerno, and Anzio, Italy, France, and Germany. Use the map of the Rome-Arno campaign to assist your decision making.

Use your knowledge of World War II and port battalions to answer the questions to the best of your ability with your partner. The supply list has been provided to assist you in making critical decisions regarding which supplies should be sent to troops and when each shipment should be sent.

ARMAMENTS	TRANSPORTATION PARTS	FOOD	MEDICAL SUPPLIES	CLOTHING	NON-ESSENTIALS
ammunition	gasoline	k-rations	penicillin	gloves	cigarettes
rifles	tires	water	bandages	socks	gum
explosives	spare parts	canned goods	cotton swabs	Long underwear	pencils/pens
knives	oil	dried goods	stretchers	shirts	mail
handguns	transmission	fruit	needles	pants	stationery
artillery	tools	meats	aspirin	coats	chocolates
		coffee		scarfs	

Access Anzio and Rome-Arno Campaign interactive map at

http://www.abmc.gov/sites/default/files/interactive/interactive_files/ROME_web/index.html

1. On the Prelude section of the ABMC Rome-Arno Campaign, maneuver the map so that you can locate the 525th Port Battalion stationed in Oran, Algeria.
2. On September 9, 1943, combat troops are no longer fighting in Sicily. General Patton is still stationed in Palermo awaiting orders to move to England.
 - What kind of supplies will these troops need on a daily basis?
 - How often should shipments be sent to Sicily?

Consider this:

American combat troops landed at Salerno September 9, 1943 which was the beginning of the Allied Italian Campaign. By January 1944 Allied armies faced the Germans just north of Naples at the Gustav Line, the section of Italy between Salerno and Anzio that stretched across Italy from the western to the eastern coast. The Allies goal was to reach Rome, expel the Germans, and liberate the Italians.

3. As the combat troops fight through the winter
 - What supplies will these troops need?
 - Why would clothing shipments change for the combat soldiers?
 - Explain how the supplies for Salerno are different from the ones shipped to General George Patton and his troops in Sicily.
 - The Quartermaster must decide where cargo is sent: how does he determine which supplies are a priority?

4. Allied Armies arrived in Rome in June of 1944, Patton and his soldiers still remained in Sicily, while others prepared for D-Day in Great Britain
- Should the 525th Port Battalion stay in Oran to distribute supplies to the combat troops in Italy?
 - Study the ABMC map and consider the following:
 - If the 525th Port Battalion is moved, what would be the next most logical port location?
 - How much further do the supply ships have to travel from the United States to the new port?
 - Is it worth the time to move, since all buildings and dock equipment must be constructed at the new location? Explain your reasoning.
 - Why would it be more advantageous to remain in Oran until the combat troops move into Northern Italy and France? Why not?

Consider this:

In August 1944 the Allied combat troops attacked Southern France in Operation Dragoon. General Dwight D. Eisenhower deemed southern France an important staging point as battalions could easily supply combat troops from this location. By September two ports, Marseille and Toulon, were opened for use. The 525th Port Battalion moved into Marseille in February 1945 from Algeria via Italy. The battalion followed the combat troops into Germany and became part of the Continental Advance Section, CONAD, which maintained the highways for transporting supplies in and around Germany to combat units. The 525th Port Battalion also took on the responsibility of guarding two German Prisoner of War companies.

5. When the 525th Port Battalion arrived in Germany the soldiers took charge of Prisoners of War companies. Of the following list of facilities, prioritize and briefly explain why each building is necessary to accommodate not only the prisoners but also the combat troops and the battalion itself.

Facility options: barracks, schools, hospital, latrines, mess hall, recreational buildings, garages, warehouses, church.

Consider this:

As part of a Transfer Unit with CONAD, the 525th Port Battalion unloaded supply trucks, organized materiel, and then reloaded other trucks. Drivers would drive 12-hour shifts night and day to deliver necessary cargo to combat units. General Eisenhower recognized the critical role transportation units played in the war effort when he stated, "In any war, there are two tremendous tasks. That of the combat troops is to fight the enemy. That of the supply troops is to furnish all the material to insure victory. The faster and farther the combat troops advance against the foe, the greater becomes the battle of supply" (U.S. Army Transportation Museum).

6. Why should the U.S. Army provide a separate unit to transport supplies rather than have each combat unit have its own trucks and drivers?

Logistics Assessment Student Roles

Leader/Editor

- Leads discussion and gets ideas from all group members.
- Coordinates the works of the Writer and the Graphic Designer.
- Makes sure that the supply design includes all important information and is labeled appropriately.
- Assists the Writer in presenting all written assignments accurately and in a positive way.
- Approves the final draft of the group's work before the assignment is turned in.

Graphic Designer

- Designs the layout of supplies on the dock.
- Works with the Writer to make sure each item is labeled correctly.
- Makes sure the dock layout is completed on time and with accuracy.
- Works with the Writer to make sure all answers are complete.

Writer

- Makes sure that proper terminology is used when describing each of the tasks.
- Writes the information for the group so that it is accurately written and easy to understand.
- Gets writing assistance from the Editor when necessary.
- Works with the Graphic Designer to make sure all labels match what is written on the dock drawing.

Reader/Materials Person

- Reads each section of the lesson aloud to the group prior to discussion and beginning work.
- Makes sure that the group has all supplies to complete each task.
- Helps Writer and Graphic Designer use terminology appropriately.

Logistics Assessment Task One

- Leader will read aloud the scenario and Supply List to the group.
- Leader will direct a discussion how to best organize cargo on the docks.
- Graphic Designer will draw and label how the cargo is organized on the docks.
- Writer will compose a paragraph explaining the rationale for the organization.
- Materials Person will turn in completed assignment to the teacher.

Scenario: It is December 20, 1944. A supply ship has just arrived at Mole Millerand; Oran, Algeria. Stevedores are tasked with unloading the cargo and organizing the supplies to distribute to three different ports – Palermo, Salerno, and Anzio. The following items are on board the incoming supply ship:

4 jeeps	20 - 50 lb. bags coffee	20 - 50 lb. bags sugar
2 transportation trucks	100 bibles	10 - 50 lb. bags flour
500 canisters of blood	3 cases white wine	200 pairs of winter boots
100 tires	1000 knives	100 shovels
1000 cases hypodermic needles	60 - 50 lb. bags pasta	10,000 death certificate forms
3000 cases bandages/gauze	60 cases canned vegetables	10,000 rifles
500 winter gloves	5000 guns	10 truck transmissions
6000 sutures	10,000 cases ammunition	35 smoked whole turkeys
500 scarves	16 smoked half pigs	2000 coffins
2000 blankets	500 stretchers	20 boxes of tools
600 - gallon containers vehicle oil	20,000 – 5 gallon containers gasoline	1000 – 5 gallon containers water
200 - gallon containers transmission fluid	100 - gallon containers cooking oil	construction lumber for hospitals and latrines
10 axes	Mail from home	60 cases paper for letter writing
3000 cartons cigarettes, 10 packs per carton	6000 crates rations (each crate holds 12 complete daily rations, one for each soldier)	packages for soldiers from home
2000 pens	100 boxes beef jerky, 100 sticks per box	1000 disinfectant packets
25 cartons of matches	1000 pairs of winter socks	1000 pair long underwear

On a blank piece of paper, complete each task below:

1. Decide whether it is more logical to organize by similar items or by where the items will be delivered. Remember there are three different ships taking supplies and different stevedores will need to load cargo for their destination.
2. Write a paragraph that explains the rationale for how your group decided to organize the supplies.
3. Upon completion of Task One, Materials Person will get Task Two from the teacher.

Logistics Assessment Task Two

- Leader will read aloud the scenario to the group.
- Leader will lead the discussion to answer each question listed below.
- Graphic Designer will compose a paragraph for question one.
- Writer will write answers for question two.
- Leader will edit and make final corrections.
- Materials Person will turn in completed assignment to the teacher.

Scenario: The date is December 22, 1944, combat units in Salerno and Anzio are in need of their daily rations and more. Men in Sicily are waiting orders to report to duty. The hospital located in Anzio needs an additional building to house the injured. Medics need medical supplies. Transportation units need automotive supplies to continue to deliver supplies to combat units. There will be three separate ships, one for each destination. (Palermo, Salerno, Anzio)

1. Before answering the following questions, check over the map used on Activity Two to locate each port. Remember even in Italy it becomes colder in winter especially for combat units located in the mountains. Sicily may be milder.
 - Besides everyday needs, what will combat units need that will help them survive the elements? *Hint:* check the date for this scenario.
 - Men in Palermo are not in a combat zone, but still need supplies. What makes this list different from the lists headed to the combat units?
2. As a group decide and answer each question and write a paragraph describing how your group will complete each of the following tasks:
 - Which supplies are needed for the destination?
 - How should supplies be organized on the ship – prioritize the cargo?
 - Once at the destination there are no ports only beaches. The cargo ship cannot land on the beach. How will stevedores transport supplies from the ship to each destination?
 - Each location has four trucks, describe how to organize and load supplies onto each truck.

Logistics Assessment Rubric

	Advanced	Proficient	Basic	Emerging
Following Instructions	The group has followed instructions correctly to complete the assignment.	The group has followed most instructions to complete the assignment. Some reminders needed.	The group has met most of the requirements of the assignment but did not follow some of the instructions.	The group has met some of the requirements of the assignment and did not follow some of the instructions.
Presentation	The finished presentation is detailed, creative, and neat. Drawings are clearly organized and appropriately labeled.	The finished presentation is neat but may lack details and creativity. Drawings are organized and labeled.	The finished presentation is adequate; however, a number of mistakes and an overall lack of detail are evident. Drawings are present but may not be appropriately labeled.	The finished presentation is deficient and lacks an overall consistency. Drawings, answers, and paragraphs are present.
Written Materials	Questions are detailed and correctly answered. Paragraphs are well written.	Questions are correctly answered. Paragraphs are adequate.	Questions are answered, but at a basic level. Paragraphs are evident.	Many questions are not answered, and paragraphs are incomplete.
Errors	The article contains specific historical details like dates, statistics, and facts.	There are a few errors, but they do not detract from the overall effect of the final presentation.	There are multiple errors which detract from the overall effect of the final presentation.	Too many errors and a lack of detail detract from the overall presentation.

Rome-Arno Campaign Map

Liberating Rome Interactive

American Battle Monuments Commission

