

## Lesson Plan on the Battle of the Bulge

**Introduction:** In this activity, students will learn about the Battle of the Bulge.

**Illinois Educational Standards Addressed:**

16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).

16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.

16.A.3c Identify the differences between historical fact and interpretation.

16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 – present.

16.A.4a Analyze and report historical events to determine cause-and-effect relationships.

16.A.4b Compare competing historical interpretations of an event.

16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).

16.B.5a (W) Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.

**Objectives:**

Know the date and location of the Battle of the Bulge.

Know who the sides battling were and who their military leaders were.

Know what equipment such as what fighter planes were used by each side.

Know how each side did in the battle.

Know who the victor was.

Know what condition each side was in after the battle.

Know what the casualty amount was for each side.

Know what the reason for the battle was.

**In the classroom:**

Divide the students into three groups. Assign each group to be either Germany, the United States, or the United Kingdom.

**At the library:**

Have each group research what part their country had in the Battle of the Bulge and answer these questions:

Where and when did the battle take place? Why did this battle happen?

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Who was their country's leader for this battle? How did their side prepare for the battle?  
What was their side's planned strategy? What equipment did their side use?

How did their side do during the battle? How was the outcome of the battle for their  
side? After the attack, what was the casualty amount for their army?

**After your visit:**

Have the student groups compare their research. Ask the students "How did the views of  
each country involved differ?"

**Resources at the Pritzker Military Library:  
(also available through interlibrary loan from your local library)**

*Books:*

Davis, Franklin M. *Breakthrough: the epic story of the Battle of the Bulge: the greatest  
pitched battle in America's history*. Derby, CT: Monarch, 1961.  
Call Number: D756.5.A7 D3 1961.

Goolrick, William K. *The Battle of the Bulge*. Alexandria, VA: Time-Life, 1979.  
Call Number: D756.5.A7 G66 1979.

Merriam, Robert E. *Dark December: the full account of the Battle of the Bulge*.  
Chicago: Ziff-Davis, 1947. Call Number: D756.5.A7 M4 1947.

Toland, John. *Battle: the story of the Bulge*. New York: Random House, 1959.  
Call Number: D756.5.A7 T6 1959.

*Video:*

Annakin, Ken. *Battle of the Bulge*. Burbank: Warner Home Video, 1984.  
Call Number: PN1997 1965.