ON LEAVE IN PARIS
Maps as Primary Sources

(Franklin D. Roosevelt Presidential Library & Museum, 65638(22).))

INTRODUCTION

Primary sources come in many shapes. While letters, diaries, speeches, and newspaper articles are some of the most common sources for historical study, visual sources like photographs, posters, artwork, and maps can be useful as well. In this lesson, students practice extrapolating information about the lived experience of Allied personnel and civilians visiting France after it was liberated in 1944.

OBJECTIVE

Students will analyze a 1944 map of Paris as a primary source, identifying textual and visual evidence to support conclusions about the purpose of the map and the lived experiences of the people it was created for. Students will also think critically about how this information expands or differs from what can be learned from a purely textual source relating to the same topic.

GRADE LEVEL

7–12

TIME REQUIREMENT

1–2 class periods

MATERIALS

- Copies of the **Student Worksheet** for each student
- Copies of the **Red Cross Map of Paris** (provided as an insert)

ONLINE RESOURCES

ww2classroom.org

▷ **Thomas Galloway Oral History**

▷ **Liberation of Paris Video**

🌐 **Red Cross Map of Paris**

STANDARDS

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.

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

CCSS.ELA-LITERACY.RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (for example, visually, quantitatively, as well as in words) in order to address a question or solve a problem.

NATIONAL STANDARDS FOR HISTORY

HISTORICAL CONTENT ERA 8, STANDARD 3B
The student understands World War II and how the Allies prevailed.

HISTORICAL THINKING STANDARD 2
The student is able to read historical narratives imaginatively, taking into account what the narrative reveals of the humanity of the individuals and groups involved—their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.

The student is able to appreciate historical perspectives, describing the past on its own terms through the eyes and experiences of those who were there as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like.

PROCEDURES

1. Use the **European Strategy Overview Essay** to introduce students to the series of events that took place after D-Day, noting especially the liberation of Paris in August 1944. Explain that soldiers often visited liberated European cities while on leave. You may want to provide an example of what this was like by playing the **Thomas Galloway Oral History.**

2. Review the difference between primary and secondary sources, and ask students to name a few examples of primary sources (letters, diaries, newspapers, speeches, oral histories, etc.). Emphasize that primary sources come in many forms, including some that are visual rather than just textual (photographs, maps, propaganda posters, diagrams, etc.). Inform students that they can develop a deeper understanding of a topic by extracting historical evidence from a wide variety of sources.

3. Divide the students into groups and distribute a copy of the **Red Cross Map of Paris** (provided as an insert) and copies of the **Student Worksheet** to each group. Explain to students that they will now be analyzing this map as a primary source, thinking critically about what it can tell them about Paris during World War II and the experiences of people who were there.

   Depending on the ability levels of your students, you may want to start out by projecting the map onto a screen and exploring the basic features of the map as a class. You may also want to check students' existing knowledge of the role of the American Red Cross.

4. Have students analyze the **Red Cross Map of Paris** in groups, completing the **Student Worksheet** as they go.

5. Once students have finished analyzing the map, return to the whole group to discuss the students' observations and the inferences they have drawn. In addition to reviewing the students' answers to the questions on the **Student Worksheet**, you may also choose to ask these questions:

   • What, if anything, can this map tell you about how people of different races interacted in Paris at the time the map was created?
   • What, if anything, can this map tell you about the role of the American Red Cross in the liberated cities of Europe?
   • Based on what you see on this map, what kinds of activities do you think its users were doing while in Paris?

ASSESSMENT

You will be able to determine how well students were able to extrapolate historical information from the map and draw relevant conclusions based on their answers on the **Student Worksheet** and during discussion.

EXTENSION/ENRICHMENT

• Have students write a letter home from the perspective of a soldier visiting Paris in 1945, drawing on the various map elements for inspiration as to the experiences that soldier might have had.

• Have students draw their own simplified map of Paris, showing only "essential" roads, landmarks, and other elements a soldier would need to get around the city in wartime. Ask students to explain which "essentials" they selected for their map and why they chose those particular ones.

• Have students search for wartime photographs of the landmarks shown on the **Red Cross Map of Paris** using The National WWII Museum's Digital Collections (ww2online.org).

NAME: **DATE:**

1. Describe what you see on the map. What elements do you recognize? What kinds of information does the map show?

2. What stands out to you as interesting, unusual, unfamiliar, or unexpected?

3. Who created the map?

4. When was the map created?

5. Who do you think this map was intended for? What evidence helped you reach that conclusion?

6. Based on the evidence you have collected, what conclusions can you draw about the experiences of people who might have used this map?

7. How reliable is this map as a primary source? What about the map helps you judge its reliability? What other sources could you use to confirm the conclusions you have drawn?