Turning the Tide of World War II: The D-Day Invasion

Activity Packet
Thank you for choosing to participate in a livestreaming program with the National D-Day Memorial, the only memorial in the United States dedicated to the valor, fidelity, and sacrifice of the Allied Forces on June 6, 1944.

One of the primary goals of the National D-Day Memorial is to educate students and the public about the role of individual service men and women during World War II, the sacrifices made by families and communities during the war, and the critical significance of D-Day for the 21st century.

This Activity Guide is designed to complement your livestreaming program and curriculum with activities and lessons that are engaging. As you go through these activities and prepare for the program, let us know if there is anything we can do to help!

Sincerely,

[Image]

Education Department
education@dday.org
(800) 351 - DDAY

Content:
- Glossary
- Pre-Program Activities and Lessons
- Post-Program Activities and Lessons

Curriculum Standards Covered:

Common Core:
CCSS.ELA-LITERACY.RI.3.3 and 7, RI.4.3, 5, and 7, RI.5.3 and 7
CCSS.ELA-LITERACY.RH.6-8.2, 9-10.1-2, 11-12.1-3

Virginia Standards of Learning:
3.1.a, 3.1.c, 3.1.d, 3.1.f, 3.1.g, 3.1.j, 3.11.a, 3.11.c, VS.1.a, VS.1.b, VS.1.c, VS.1.d, VS.1.f, VS.1.g, VS.9.b, USII.1.a, USII.1.c, USII.1.d, USII.1.f, USII.1.g, USII.1.h, USII.1.I, USII.7.a, USII.7.b, CE.3.c, WHII.1.a, WHII.1.b, WHII.1.c, WHII.1.d, WHII.1.f, WHII.1.g, WHII.1.h, WHII.11.a, WHII.11.b, WHII.11.c, VUS.1.a, VUS.1.c, VUS.1.d, VUS.1.f, VUS.1.g, VUS.1.h, VUS.11.a, VUS11.b, VUS11.d

Classroom teachers may reproduce copies for classroom use only. The reproduction of any part of this packet for an entire school or school system is prohibited. No part of this material may be transmitted or recorded in any form without written permission of the National D-Day Memorial Foundation.

© 2017 National D-Day Memorial Foundation
“TURNING THE TIDE OF WWII: THE D-DAY INVASION”

Glossary

**Allied Expeditionary Force (AEF)**
The Allied forces in northwestern Europe who were under the command of U.S. General Dwight D. Eisenhower during World War II. Twelve nations supplied troops and equipment for the AEF: United States, Australia, Belgium, Canada, Czechoslovakia, France, Greece, Netherlands, New Zealand, Norway, Poland, and the United Kingdom.

**Allied Powers**
Countries that fought against the Axis Powers in World War II; most notably the United States, United Kingdom, and Russia.

**Amphibious Invasion**
A military operation that utilizes naval support for air and land forces targeting a hostile landing beach.

**Atlantic Wall**
An extensive network of coastal defenses constructed by the Germans during World War II, between 1942 and 1944, along the coast of mainland Europe and Scandinavia.

**Axis Powers**
The alliance of Germany, Italy, and Japan during World War II.

**Belgian Gates**
Also known as a Cointet-element or C-element. Heavy steel gate approximately 9 feet long and 6 feet tall used as an anti-tank obstacle on land and used as a part of the Atlantic Wall along the beaches.

**Churchill, Sir Winston**
Prime Minister of Britain during World War II

**Concrete Bunker**
Steel-reinforced concrete casement that provided cover and concealment for German guns and gunners. These bunkers were also known as pillboxes and were part of the Atlantic Wall.

**De Gaulle, Charles**
French General and leader of Free France, headquartered in London, England during German occupation of France from 1940-1944

**D-Day**
D-Day is military code for the day that the invasion is going to take place. D-Day literally means “Day-Day.” So June 6, 1944 was D-Day, the date of invasion; whereas, June 7, 1944 was D+1 or invasion day plus one day. The invasion of Normandy, France on June 6, 1944 is known as D-Day because it is the largest amphibious invasion ever to occur in history.
DUKW
An amphibious 2 ½ ton utility truck used to deliver supplies, ammunition, and weapons from ship to shore. Pronounced “duck” the acronym reflects the date it entered the inventory (D[ate]:1942); the kind of vehicle it is (U[tility], amphib.); its forward drive (K or front-wheel drive); and its rear drive (W or two rear driving axles).

Eisenhower, Dwight D.
United States General and Supreme Commander of all troops in the European Theater (Allied Expeditionary Force) during World War II, overseeing the invasions of North Africa, Sicily, and Normandy. He later became the 34th President of the United States.

Gold Beach
Codename for the D-Day invasion beach assaulted by the British 50th Division

Hedgehog
Obstacles hidden by high tides and composed of three metal beams welded together designed to scuttle landing craft. Originally used on land as an anti-tank obstacle.

Higgins, Andrew
New Orleans based boat designer and builder who developed the LCVP with its distinctive front ramp. More than 12,500 were built and used in every major Allied amphibious assault in WWII. Eisenhower referred to Higgins as the “man who won the war for us.”

Hitler, Adolf
Nazi Party leader and German dictator from 1933 to 1945. He established the Third Reich, re-militarized Germany, enacted anti-Semitic laws and policies, and started WWII in Europe by invading Poland in September 1939.

Home Front
A term used to describe the United States mainland during WWII.

LCVP
Landing craft, vehicle and personnel – also known as Higgins Boat, could hold up to 36 soldiers, or a tank and 12 soldiers

Mulberries
Artificial harbors constructed by the British. They were made from caissons (large watertight chambers) and steel sections that were towed across the English Channel and positioned near Omaha and Gold beaches on D-Day. They provided sheltered areas for ships supplying the build-up of invasion forces.

Nazi
Abbreviation for Hitler’s National Socialist German Workers Party
**Normandy**
Region of Northwest France that was the location of the D-Day invasions for Operation Overlord

**Omaha Beach**
Codename for the D-Day invasion beach assaulted by the U.S. 1st and 29th Infantry Divisions. Known as “Bloody Omaha” due to 2,400 out of 2,499 of American deaths on June 6, 1944

**Operation Fortitude**
The deceptive operation conceived to conceal Operation Overlord. General Patton oversaw this operation, focused mainly in Calais (the shortest distance across the English Channel between England and France), which was intended to divert the Germans from sending reinforcements to Normandy following June 6, 1944.

**Operation Neptune**
The code name for the naval operations that supported Operation Overlord

**Operation Overlord**
Code name for the operation that began with the D-Day invasion of Normandy on June 6, 1944 and ended on August 25, 1944 with the liberation of Paris, France

**Rommel, Erwin**
German General who fought on both the Eastern and Western European Fronts at the beginning of the war, commanded units in Africa, and led the defense of Normandy following the D-Day invasion.

**Roosevelt, Franklin Delano**
President of the United States from 1932 to April 1945, just a month before the end of WWII.

**SHAEF**
Supreme Headquarters, Allied Expeditionary Force - name given to the headquarters where Eisenhower and his team of men planned the invasion. The headquarters were located in the Southwick House, a manor house north of Portsmouth, England.

**Sword Beach**
Codename for the D-Day invasion beach assaulted by the British 3rd Division, the 27th Armored Brigade and the 1st Special Service Brigade Commando

**Utah Beach**
Codename for the D-Day invasion beach assaulted by the U.S. 4th Infantry Division
Map Out the Allied Invasion to End World War II

You are now a part of the Allied Expeditionary Force planning staff for the invasion of Europe and need to make your suggestions for the best location and route for an invasion and then the push into Germany.

1. You’ll need to make sure to color the Axis controlled countries in **RED** and the Allied controlled countries in **BLUE** first. Neutral countries will need to be colored **YELLOW**.
2. Draw a star where we should start the invasion in an Allied controlled country and another star where the invasion should occur in the Axis controlled country.
3. Use arrows to determine the direction you will take your troops, planes, and ships between the Allied and Axis invasion points.
4. Next, you will need to choose a path to get to Berlin, Germany from your Axis invasion point. Use arrows to direct your troops and planes.
Allied Leadership Responses to D-Day: Analyzing Historical Speeches

Questions to Ask the Entire Group (5 minutes)

“What needs to be present in order for a speech to occur?”
- Though the question may seem puzzling—too hard, or too simple—at first, students will eventually identify, as Aristotle did, the need for a speaker, a message, and an audience.

“Why is it important to identify the audience for a speech?”
- The class should then discuss audience and the importance of identifying the audience for speeches, since they occur in particular moments in time and are delivered to specific audiences.

Break Out Groups (5 Minutes)

Each group will receive one of the speeches given by an Allied leader regarding D-Day.

They will then need to review and answer the questions posed by the worksheet.

Questions to Ask Each Group Presentation Style (10 minutes)

Did your leader know and effectively reach his audience? How can you tell?

What was the purpose of this speech?

If you were in this leader’s shoes, what would you do differently?

Further Large Group Discussion (5 minutes)

If time permits, discuss how politicians and speech writers employ rhetorical strategies to influence the opinions of their audience members.
- Pull examples from previous elections, historical moments, etc.
D-Day Allied Leader Speech Analysis

Read through the speech that was given to you and answer the following questions.

Who gave this speech? ________________________________

Who did he give the speech to? ________________________________

What made the speech so remarkable? ____________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

How did the setting and deliverance evoke a response from the audience?
_____________________________________________________________________________________
_____________________________________________________________________________________

How did this leader portray D-Day? ____________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What were his presumed intentions in regards to the content and setting of the speech?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What are any other important aspects about the speech that you noticed?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
On June 4, British and American troops entered Rome. On June 6, the long-anticipated Allied invasion of Europe began, the principal landings being in Normandy. Churchill's statement that fighting was taking place in Caen was, however incorrect.

The House should, I think, take formal cognisance of the liberation of Rome by the Allied Armies under the Command of General Alexander, with General Clark of the United States Service and General Oliver Leese in command of the fifth and Eighth Armies respectively. This is a memorable and glorious event, which rewards the intense fighting of the last five months in Italy. The original landing, made on January 22nd at Anzio, has, in the end, borne good fruit. In the first place, Hitler was induced to send to the south of Rome eight or nine divisions which he may well have need of elsewhere. Secondly, these divisions were repulsed, and their teeth broken, by the successful resistance of the Anzio bridgehead forces in the important battle which took place in the middle of February. The losses on both sides were heavy—the Allies losing about 20,000 men, and the Germans about 25,000 men. Thereafter, the Anzio bridgehead was considered by the enemy to be impregnable.

Meanwhile, the great regrouping of the main Army had to take place before the attacks could be renewed. These attacks were at first unsuccessful, and Cassino still blocked the advance. On May 11th, General Alexander began his present operation, and after unceasing and intense fighting by the whole of the Armies, broke into the enemy's lines and entered the Liri Valley. It is noteworthy that, counting from right to left, the whole of the Polish, British Empire, French, and United States Forces broke the German lines in front of them by frontal attack. That has an important bearing on other matters, which I shall come to before I sit down.

At what was judged the right moment the bridgehead force, which by this time had reached a total of nearly 150,000 men, fell upon the retiring enemy's flank and threatened his retreat. The junction of the main Armies with the bridgehead forces drove the enemy off his principal lines of retreat to the North, forcing a great part of his army to retire in considerable disorder with heavy losses, especially in material, through mountainous country. The Allied Forces, with great rapidity, were regrouped, with special emphasis on their left flank, which soon deployed against Rome after cutting the important highway. The American and other Forces of the Fifth Army broke through the enemy's last line and entered Rome, where the Allied troops have been received with joy by the population. This entry and liberation of Rome mean that we shall have the power to defend it from hostile air attack, and to deliver it from the famine with which it was threatened. However, General Alexander's prime object has never been the liberation of Rome, great as are the moral, political and psychological advantages of that episode. The Allied Forces, with the Americans in the van, are driving ahead, northwards, in relentless pursuit of the enemy. The destruction of the enemy army has been, throughout, the single aim, and they are now being engaged at the same time along the whole length of the line as they attempt to escape to the North. It is hoped that the 20,000 prisoners already taken will be followed by further captures in future, and that the condition of the enemy's army, which he has crowded into Southern Italy, will be decisively affected.

It would be futile to attempt to estimate our final gains at the present time. It is our duty, however, to pay the warmest tribute of gratitude and admiration to General Alexander for the skill with which he has handled this Army of so many different States and nations, and for the tenacity and fortitude with which he has sustained the long periods when success was denied. In General Clark the United States Army has found a fighting leader of the highest order, and the qualities of all Allied troops have shone in noble and unjealous rivalry. The great strength of the Air Forces at our disposal, as well as the preponderance in armour, has undeniably contributed in a notable and distinctive manner to the successes which have been achieved. We must await further developments in the Italian theatre before it is possible to estimate the magnitude and quality of our gains, great and timely though they certainly are.

I have also to announce to the House that during the night and the early hours of this morning the first of the series of landings in force upon the European Continent has taken place. In this case the liberating assault fell upon the coast of
France. An immense armada of upwards of 4,000 ships, together with several thousand smaller craft, crossed the Channel. Massed airborne landings have been successfully effected behind the enemy lines, and landings on the beaches are proceeding at various points at the present time. The fire of the shore batteries has been largely quelled. The obstacles that were constructed in the sea have not proved so difficult as was apprehended. The Anglo-American Allies are sustained by about 11,000 firstline aircraft, which can be drawn upon as may be needed for the purposes of the battle. I cannot, of course, commit myself to any particular details. Reports are coming in in rapid succession. So far the Commanders who are engaged report that everything is proceeding according to plan. And what a plan! This vast operation is undoubtedly the most complicated and difficult that has ever taken place. It involves tides, wind, waves, visibility, both from the air and the sea standpoint, and the combined employment of land, air and sea forces in the highest degree of intimacy and in contact with conditions which could not and cannot be fully foreseen.

There are already hopes that actual tactical surprise has been attained, and we hope to furnish the enemy with a succession of surprises during the course of the fighting. The battle that has now begun will grow constantly in scale and in intensity for many weeks to come, and I shall not attempt to speculate upon its course. This I may say, however. Complete unity prevails throughout the Allied Armies. There is a brotherhood in arms between us and our friends of the United States. There is complete confidence in the supreme commander, General Eisenhower, and his lieutenants, and also in the commander of the Expeditionary Force, General Montgomery. The ardour and spirit of the troops, as I saw myself, embarking in these last few days was splendid to witness. Nothing that equipment, science or forethought could do has been neglected, and the whole process of opening this great new front will be pursued with the utmost resolution both by the commanders and by the United States and British Governments whom they serve. [Editor's Note: Mr. Churchill added the following statement later in the day]: I have been at the centres where the latest information is received, and I can state to the House that this operation is proceeding in a thoroughly satisfactory manner. Many dangers and difficulties which at this time last night appeared extremely formidable are behind us. The passage of the sea has been made with far less loss than we apprehended. The resistance of the batteries has been greatly weakened by the bombing of the Air Force, and the superior bombardment of our ships quickly reduced their fire to dimensions which did not affect the problem. The landings of the troops on a broad front, both British and American-Allied troops, I will not give lists of all the different nationalities they represent—but the landings along the whole front have been effective, and our troops have penetrated, in some cases, several miles inland. Lodgments exist on a broad front.

The outstanding feature has been the landings of the airborne troops, which were on a scale far larger than anything that has been seen so far in the world. These landings took place with extremely little loss and with great accuracy. Particular anxiety attached to them, because the conditions of light prevailing in the very limited period of the dawn-just before the dawn—the conditions of visibility made all the difference. Indeed, there might have been something happening at the last minute which would have prevented airborne troops from playing their part. A very great degree of risk had to be taken in respect of the weather.

But General Eisenhower's courage is equal to all the necessary decisions that have to be taken in these extremely difficult and uncontrollable matters. The airborne troops are well established, and the landings and the follow-ups are all proceeding with much less loss—very much less—than we expected. Fighting is in progress at various points. We captured various bridges which were of importance, and which were not blown up. There is even fighting proceeding in the town of Caen, inland. But all this, although a very valuable first step—a vital and essential first step—gives no indication of what may be the course of the battle in the next days and weeks, because the enemy will now probably endeavour to concentrate on this area, and in that event heavy fighting will soon begin and will continue without end, as we can push troops in and he can bring other troops up. It is, therefore, a most serious time that we enter upon. Thank God, we enter upon it with our great Allies all in good heart and all in good friendship.
On the night of June 6, 1944, President Roosevelt went on national radio to address the nation for the first time about the Normandy invasion. His speech took the form of a prayer.

“Soldiers, Sailors, and Airmen of the Allied Expeditionary Force!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hope and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.

Your task will not be an easy one. Your enemy is will trained, well equipped and battle-hardened. He will fight savagely.

But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The United Nations have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to Victory!

I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory!

Good luck! And let us beseech the blessing of Almighty God upon this great and noble undertaking.”
On June 6, 1944, British and American troops entered Rome. On June 6, the long-awaited Allied invasion of Europe began, the principal landings being in Normandy. Churchill's statement that fighting was taking place in Caen was, however incorrect.

"My fellow Americans: Last night, when I spoke with you about the fall of Rome, I knew at that moment that troops of the United States and our allies were crossing the Channel in another and greater operation. It has come to pass with success thus far.

And so, in this poignant hour, I ask you to join with me in prayer:
Almighty God: Our sons, pride of our Nation, this day have set upon a mighty endeavor, a struggle to preserve our Republic, our religion, and our civilization, and to set free a suffering humanity.
Lead them straight and true; give strength to their arms, stoutness to their hearts, steadfastness in their faith. They will need Thy blessings. Their road will be long and hard. For the enemy is strong. He may hurl back our forces. Success may not come with rushing speed, but we shall return again and again; and we know that by Thy grace, and by the righteousness of our cause, our sons will triumph.
They will be sore tried, by night and by day, without rest—until the victory is won. The darkness will be rent by noise and flame. Men's souls will be shaken with the violations of war.
For these men are lately drawn from the ways of peace. They fight not for the lust of conquest. They fight to end conquest. They fight to liberate. They fight to let justice arise, and tolerance and goodwill among all Thy people. They yearn but for the end of battle, for their return to the haven of home.
Some will never return. Embrace these, Father, and receive them, Thy heroic servants, into Thy kingdom.

And for us at home--fathers, mothers, children, wives, sisters, and brothers of brave men overseas--whose thoughts and prayers are ever with them--help us, Almighty God, to rededicate ourselves in renewed faith in Thee in this hour of great sacrifice.

Many people have urged that I call the Nation into a single day of special prayer. But because the road is long and the desire is great, I ask that our people devote themselves in a continuance of prayer. As we rise to each new day, and again when each day is spent, let words of prayer be on our lips, invoking Thy help to our efforts.
Give us strength, too -- strength in our daily tasks, to redouble the contributions we make in the physical and the material support of our armed forces.

And let our hearts be stout, to wait out the long travail, to bear sorrows that may come, to impart our courage unto our sons wheresoever they may be.

And, O Lord, give us Faith. Give us Faith in Thee; Faith in our sons; Faith in each other; Faith in our united crusade. Let not the keenness of our spirit ever be dulled. Let not the impacts of temporary events, of temporal matters of but fleeting moment let not these deter us in our unconquerable purpose.

With Thy blessing, we shall prevail over the unholy forces of our enemy. Help us to conquer the apostles of greed and racial arrogancies. Lead us to the saving of our country, and with our sister Nations into a world unity that will spell a sure peace a peace invulnerable to the schemings of unworthy men. And a peace that will let all of men live in freedom, reaping the just rewards of their honest toil.

Thy will be done, Almighty God.

Amen.
During the early hours of June 6, 1944, paratroopers from the 82nd and 101st Airborne divisions landed behind Utah Beach to assist the landing units as they made their way in land in Normandy, France.

Complete the crafts below to understand the significance of their role and equipment.

**Paratrooper Crafts**

**Airborne Parachute**

**What you need:**
- Plastic shopping or trash bag
- String or dental floss
- Hole punch
- Ruler
- Scissors
- Small toy soldier

**What to do:**
1. Cut a circle about 14 inches in diameter out of the plastic bag.
2. Punch six holes around the edge of the circle.
3. Cut six 24-inch long pieces of string.
4. Tie one piece of string through each hole.
5. Tie the six ends of the string together, then tie them around the waist of the toy soldier.
6. To make the paratrooper float in his parachute, fold the parachute up and throw it in the air, or drop it from a high place like a chair or top step.

**Take it a step further!**
Create a target on the floor for your paratrooper. Experiment with dropping him directly over the target while standing still and walking by the target. How do you think jumping out of a plane would affecting paratroopers hitting their targeted landing location?

**Paratrooper’s Cricket**

**What you need:**
- Two plastic spoons
- Clear tape

**What to do:**
1. Bend the spoons back and forth until the handles break off.
2. Throw away the handles.
3. Tape the ends of the spoons to your thumb and forefinger.
4. Click them together to make a noise.

**Take it a step further!**
Turn out all of the lights in the room or go outside at night with your friend. Pretend you are paratroopers and try to find each other with your crickets using one or two clicks. How well do you think this worked for the Americans? Do you think the Germans figured out the code quickly?
Sacrifice in Victory

In a single day of battle there were 4,413 known fatalities of men fighting for the Allied Expeditionary Forces. It would take six weeks or longer for families back in the United States to hear about family members who were killed or wounded in action during the D-Day invasion. In the small farming community of Bedford, VA, (population 3,200 in WWII) where the D-Day Memorial is located, 35 men were involved in the D-Day invasion (34 actually went out on June 6, 1944). Their company was chosen to be one of the first companies to land on Omaha Beach. In 30 minutes, 19 of those 35 men were killed in action. Bedford had the highest lost per capita of any community in the United States for the D-Day Invasion.

The Bedford Boys’ company, Company A of the 116th Infantry Regiment of the 29th Infantry Division had a total of 170 men. In those short 30 minutes after landing at 6:30 am, 91 were killed in action and 64 were severely wounded. There were 2,499 American fatalities and 1,914 men from the 11 other Allied countries who invaded on D-Day.

To try to put this in perspective, the United States has been involved in the War in Iraq since March 2003. From March 2003 to September 2012, there have been a total of 4,477 United States fatalities. If you look at both the war in Iraq and the one in Afghanistan, there are a total of 6,280 fatalities for 11 years of combat in the region (based on current data from September 26, 2012).

Directions:

1. Assign each student a name from either List A, B, or the Bedford Boys. These names are men who actually landed during the D-Day Invasion.
2. The highlighted names on each list reflect men who were killed during the invasion. With every student standing in the room, read down the list in roll-call fashion only reading out the names of the highlighted men. Have those students sit down.
3. Have students assess how many are left within their own small company and think about what that would mean for the community at home and for the men who had spent years training together.

Enrichment:

Students can research their own communities and/or state to see the sacrifices men and women close to home made throughout the war. If it is possible, and there are willing participates, have students conduct oral interviews with local people who were alive during World War II. This can be people who were on the home front or in the military during the war.

The following link provides an overview and sample questions for oral histories: http://www.nationalww2museum.org/learn/education/for-students/oral-history-guidelines.html.
List A

1. Clyde Powers
2. Henry B. Pearson
3. Ervin Wright
4. Wallace Carter
5. William Fizer
6. Andres J. Coleman
7. Allen W. Huddleston
8. W. Antonia Rosazza
9. John Clifton
10. Edward Vargo
11. Robert “Tony” E. Marsico
12. Thomas E. Hicks
13. Landon Bowyer
14. Wilbur Silbaugh
15. Atlas Wright
16. John Wimmer
17. Nick N. Gillaspie
18. Toby Driscoll
19. Daniel Young
20. Grant Yopp
21. John Reynolds
22. Harry Hamilton
23. Raymond Hoback
24. Ray Noell
25. Russell Fifer
List B

1. Jack G. Powers
2. Leslie C. Abbott, Jr.
3. Roy Wilson
4. Early Wilson
5. Frank Sumpter
6. Bedford Hoback
7. Fred Pollard
8. Thomas Williams
9. Capt. Taylor N. Fellers
10. Ray Nance
11. Clifton Lee
12. Jack Mitchell
13. Ray Stevens
14. Elmer Wright
15. John Wilkes
16. Roy Stevens
17. Gordon White, Jr.
18. Glenwood Overstreet
19. Earl Parker
20. John Schenk
21. H.M. Nance
22. Frank Draper
23. Andrew Huddle
24. Wesley Bowyer
25. M. Pride Wingfield
26. Malcom Wilkes
Bedford Boys

1. Leslie C. Abott, Jr.
2. Wallace R. Carter
3. John D. Clifton
4. Andrew J. Coleman
5. Frank P. Draper, Jr.
7. Capt. Taylor N. Fellers
8. Charles W. Fizer
9. Nick N. Gillaspie
10. Robert L. Goode
11. Bedford T. Hoback
12. Raymond S. Hoback
13. Allen Huddleston
14. James Lancaster
15. Clifton G. Lee
16. Robert “Tony” E. Marsico
17. Elisha R. Nance
18. Glenwood E. Overstreet
19. Earl L. Parker
20. Henry Clyde Powers
22. Weldon A. Rosazza
23. John F. Reynolds
24. John B. Schenk
25. Ray O. Stevens
26. Roy O. Stevens
27. Anthony M. Thurman
28. James W. Watson
29. Harold E. Wilkes
30. John L. Wilkes
32. M. Pride Wingfield
33. Elmere P. Wright
34. Grant C. Yopp