

HONORING VETERAN LEGACIES

★ THE ETERNAL SALUTE ★



Analyzing Images: World War II



OVERVIEW:

Through the analysis of a photograph of WWII and Korean War Veteran Harold Murran at age 95 and a 2019 interview with Murran, students will take inspiration from both the image and video to write a poem in the format of the students choosing to include references to Murran’s actions and reflections regarding the events surrounding D-Day on June 6, 1944.

HISTORICAL CONTEXT:

On June 6, 1944 the Allied Forces of Britain, America, Canada, and France attacked German forces on the coast of Normandy, France. With a huge force of over 150,000 soldiers, the Allies attacked and gained a victory that became the turning point for World War II in Europe. Harold Murran, the subject of this lesson,

OBJECTIVES:

- At the conclusion of this lesson, students will be able to
- Analyze an image and video for content, historical context, significance, and create a poem based upon the inspiration from the analysis
 - Make observations and record reflections of a speaker, specifically looking for key phrases used by the speaker and the mood created by the speaker and the content.

D-Day
Normandy, France
Utah Beach
June 6, 1944

STANDARDS:

- ELA21.3.42 Write poetry or prose in response to visual images to interpret their meanings.
- ELA21.10.13 Interpret a digital audio source to determine subject, occasion, audience, purpose, tone, and credibility.
- ELA21.10.8 Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.

MATERIALS NEEDED:

- Document A - Photo of Harold Murran
- Document B - Analyzing Images Parts I and II: FACTS and OBSERVATIONS
- Document C - Analyzing Images Part III: MOOD
- Document D - Analyzing Images Part IV: DICTION
- [Video D-Day ‘Things You Don’t Forget’ Memoirs of WWII #4](#)
- Computer with Internet Access and a projector (for video)
- Supplemental Material
- Biography
 - Dwight D. Eisenhower’s Order of the Day
 - Completed charts and sample poem for teachers

ACTIVITY ONE: Analyzing Images: FACTS, OBSERVATIONS, and MOOD

(50 minutes)

1. Project the photograph of Mr. McMurren for the students to study. Give them a minute to look at the photograph.
2. Give each student a copy of the Analyzing Images Part I: FACTS.
 - Have students complete the Part 1: FACTS chart.
 - (You could have the students try to complete this from memory first by stopping the projection momentarily.)
3. Have students complete Analyzing Images Part 2: OBSERVATIONS
 - Discuss what the students identified as background, foreground, and items of importance.
 - What information do the students know about these objects?
 - They will use this information to help write their poem
4. Give the students a copy of Analyzing Images: Part 3: MOOD
 - Have students complete the chart focusing on different senses: Sound, Taste, Sight, Touch, Smell. Students should be creative and imagine what the scene is like. Encourage your students to jot down two or three descriptive words or phrases for each
 - Have students share what they wrote down for each of the different senses. Be sure each student has at least one adjective for each of the senses.
 - After all 5 senses have been recorded, have students determine what the MOOD of the Image is. Remember, MOOD is the climate, or overall feeling, of the work.
 - Have students share what they interpreted the MOOD to be. By identifying the MOOD, students will be able to create the appropriate tone for the poem they will write.

ACTIVITY TWO: Analyzing Images with Your Senses to Write Poetry

(50 minutes)

1. Play the video *D-Day 'Things You Don't Forget' Memoirs of WWII #4* (Length - 10:13)
2. Give students each a copy of Analyzing Images Part IV: DICTION
 - Have the students make a list of words and phrases from the video that resonate with the student.
 - You can stop periodically to point elements of the video out to your students, or simply let the video run, and then discuss it at the end.
 - Review what quotes your students found most important. Be sure that they included "Key Words" from the video to use in their poem.
3. Project the image of WWII and Korean War Veteran Harold McMurren.
 - IF your students completed Activities ONE and TWO, have your students review what they wrote for the FACTS, OBSERVATIONS, and MOOD.
 - Give each student a highlighter and have them highlight key words or phrases from each chart that they want to incorporate in their poem.
4. Now students will write a poem - in the format of their choosing - inspired by Mr. McMurren including details and reflections using an appropriate tone.

DOCUMENT A



Photo credit: Chris Batte

On June 6, 2019, Harold McMurrin, a veteran of WWII and the Korean War, stands on the beach in Normandy, France where he participated in D-Day on June 6, 1944 as a technician at first, but then an infantryman when the need changed. He holds a vial of sand from “Utah” beach as a physical reminder of that life-changing event.

DOCUMENT B

Analyzing Images
What Do You Observe?

Directions: Using the provided image, complete the following charts.

I. FACTS: Complete the chart below based on the assigned image.

Subject of Image:	
Medium of Image:	
Artist / Creator of Image:	
Date of Image:	
Publication Information:	

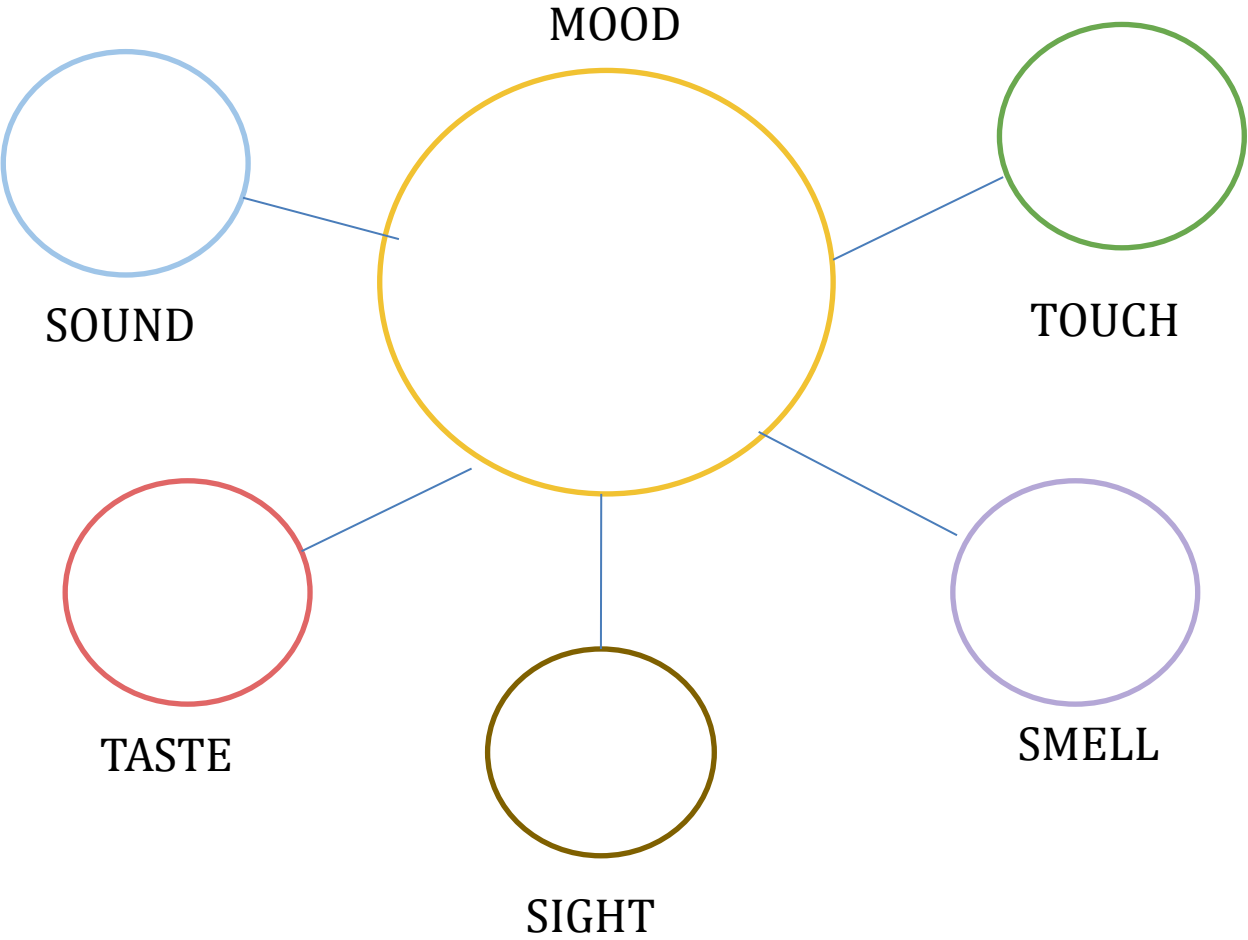
II. OBSERVATIONS: Respond to the guided reading questions to analyze the image.

Guided Observation Questions	Item	Description	Historical Context / Relevance
What item is in the foreground?			
What item is in the background?			
What is one significant item in the image?			
What is one significant item in the image?			
What is one significant item in the image?			

DOCUMENT C

Analyzing Images
What Do You Hear, Taste, See, Touch, Smell?

III. MOOD: Using the assigned image, complete the chart below by using the five senses to determine the mood of the image.



DOCUMENT D

Analyzing Videos
What Do You Hear and See?

IV: DICTION: Use the included video to complete the chart below by recording four phrases (quotes) that help interpret the importance of the video with specific attention to phrases that are related to the correlating image. Write down key words you want to use in your poem.

Quote	Meaning	Key Words

DOCUMENT E

BY Skip Vaughn, Redstone Rocket. -- On June 6, 1944 Harold McMurren was in a landing ship tank with other American Soldiers about to go ashore to liberate France from Nazi occupation.

He was a 19-year-old Soldier just shy of his 20th birthday June 10. He recalled the scene from D-Day, June 6, 1944.

“I landed on Utah Beach,” the New Market resident said. “I went in behind the 4th Infantry. What wave it was, I don’t have no idea. They talk about waves; I don’t know if anybody knew. They just went in one after the other and they got mixed up going in.

“It was sometime around 7 o’clock in the morning. Well, it was a horrible day. I mean it’s hard to describe what went on, what you saw and how you felt. I had three modes that I went through. First, I was scared; then I was afraid; then I was numb. It didn’t make any difference.

“It was bullets flying all around, artillery shells bursting all around. And there were people lying in front of you. Some wounded, some dead. The next bullet may be for you. Have you ever seen the movie “The Longest Day”?

In my estimation, that’s the most accurate.”

McMurren is a native of Dora, which was mainly a coal mining town back then. He was the oldest and lone son of three children of William McMurren, a railroad conductor who got coal from the coal mines.

He was a member of the 546th Ordnance Company, a 275-member unit which was supposed to retrieve damaged heavy equipment on D-Day. “I think it took three LSTs (landing ship tanks) to hold us. Mine was the first that went in,” he recalled. During the battlefield chaos, when the Germans would aim their weapons on those seeking damaged tanks and other heavy equipment, the unit’s mission shifted from Ordnance to infantry. “So we gave up as an Ordnance outfit, we became infantry,” McMurren said.

That day, McMurren recalled, the Soldiers barely got off the beach because the Germans had hedgerows as barriers. “It took us six weeks to fight through those hedgerows,” he said. He and his companions became part of Gen. George Patton’s Third Army.

During the worst winter he can remember, he fought in the Battle of the Bulge. From Dec. 16, 1944, to Jan. 25, 1945, this was a major German offensive campaign launched through the densely forested Ardennes region of Wallonia in Belgium, France and Luxembourg on the Western Front toward the end of World War II in Europe.

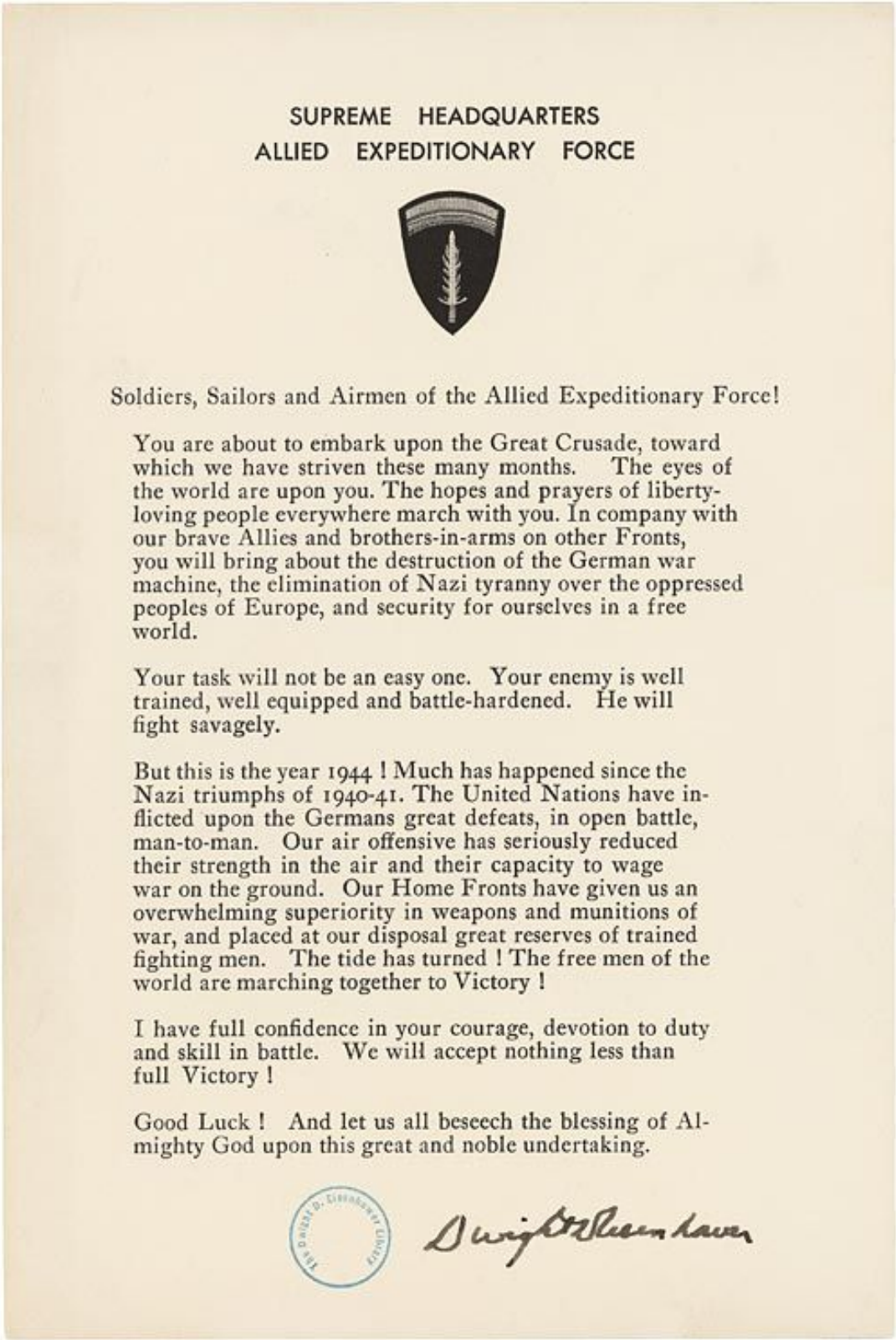
“And there was more men incapacitated from frozen feet in the Battle of the Bulge than was wounded by the Germans,” he said. He avoided this by keeping dry socks in the waist of his uniform; and when his feet got wet, he’d put on the dry socks.

After that fateful battle, his unit was shipped to Marseille, France, a staging point to go to the Pacific to fight the Japanese. But the atomic bombs dropped on Hiroshima and Nagasaki ended the war.

“They loaded us on a victory ship 26 December ‘45,” McMurren said, “and shipped us home.”

He has a battle star from two of WWII’s most important battles, D-Day and the Battle of the Bulge, and he recently received the Legion of Honor from the French government.

DOCUMENT F



I. FACTS: Complete the chart below based on the assigned image.

Subject of Image:	WWII and Korean War Veteran Harold McMurren
Medium of Image:	Photograph
Artist / Creator of Image:	Chris Batte
Date of Image:	June 6, 2019 (Normandy, France - Utah Beach)
Publication Information:	Honoring Veteran Legacies

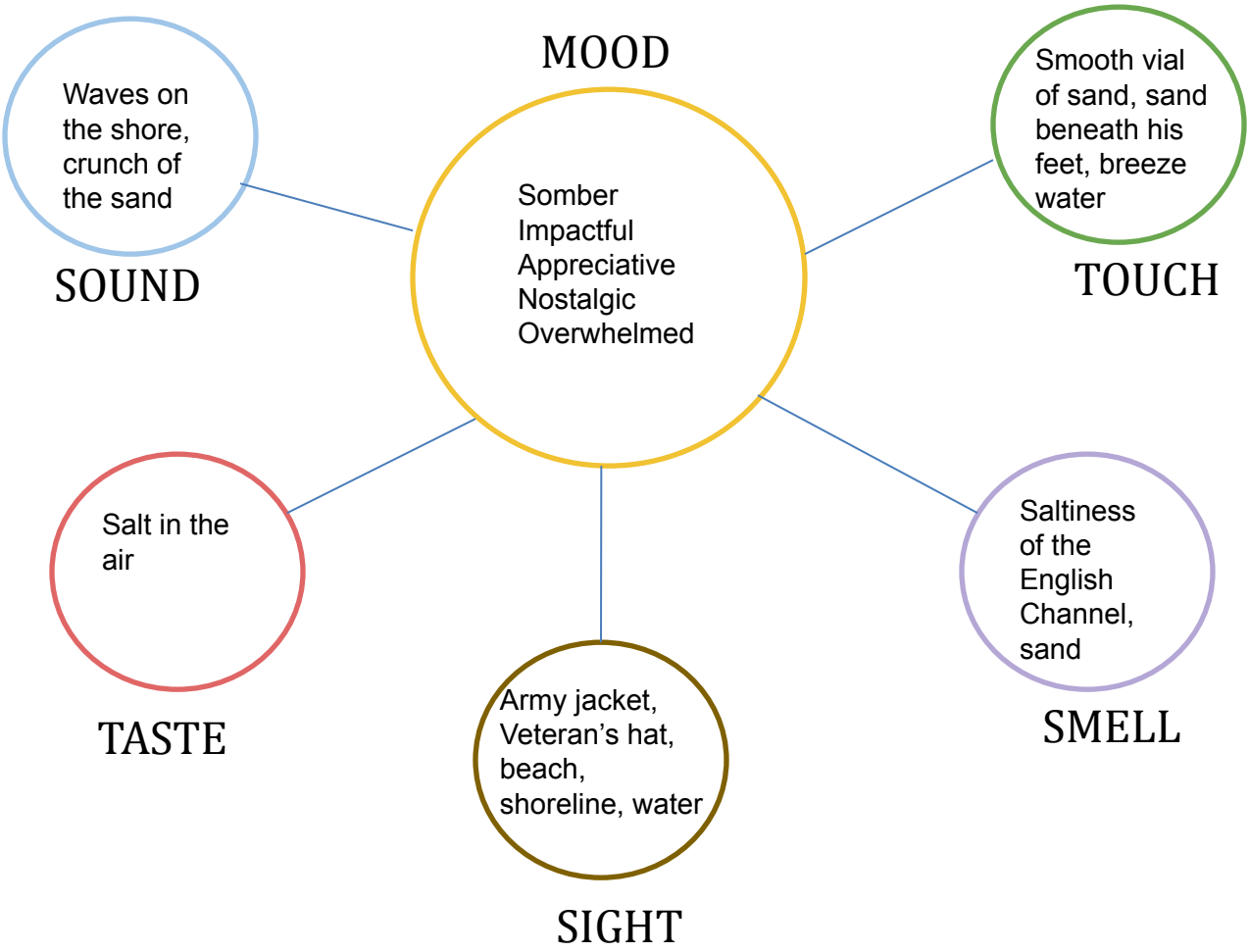
II. OBSERVATIONS: Respond to the guided reading questions to analyze the image.

Guided Observation Questions	Item	Description	Historical Context / Relevance
What item is in the foreground?	Vial of sand labeled "Utah"	Sand collected from the "Utah" beach in Normandy in a small bottle McMurren could take home.	This is the location where, on D-Day (June 6, 1944), McMurren participated in the storming of this beach to fight against the Germans
What item is in the background?	Horizon	The horizon line, beyond which is the English Channel	The attack came via the beach in Normandy via
What is one significant item in the image?	Patch	ALLIED Forces Badge	75th Anniversary Allied Forces - United States, Great Britain, Canada, and France
What is one significant item in the image?	Medal	75th Anniversary of the D-Day Invasion	Medal was given to Mr. McMurren during the 75th Anniversary Celebration
What is one significant item in the image?	D-Day Pass	Blue D-Day badge on a lanyard for access to the site	On June 6, 2019, WWII veterans went to Normandy, France for the 75th Anniversary

Analyzing Images

What Do You Hear, Taste, See, Touch, Smell?

III. MOOD: Using the assigned image, complete the chart below by using the five senses to determine the mood of the image.



Analyzing Videos
What Do You Hear and See?

IV: DICTION: Use the included video to complete the chart below by recording four phrases (quotes) that help interpret the importance of the video with specific attention to phrases that are related to the correlating image. Write down key words you want to use in your poem.

Quote	Meaning	Key Words
“If one of those 500 pound bombs dropped within 100 yards of you, it would bounce you out of that hole like you had springs in your shoes. And you’d crawl back in”	When the bombs dropped, the intensity of the explosion physically moved the soldiers out of the hole they were hiding in, and then they had to crawl back in, knowing another bomb was coming.	<div><div>-</div>Bounce you out of that hole</div> <div><div>-</div>Crawl back in</div>
“We went in way, way too early. They had not taken as much of the beach as they thought they would. So when we got there we actually became infantry.	The invasion on D-Day didn’t go quite as planned. Mr. McMurren’s job changed from a maintenance man to an infantryman.	<div><div>-</div>Too early</div> <div><div>-</div>Not taken as much of the beach</div> <div><div>-</div>Became infantry</div>
“The Germans had just about every inch of that beach covered with gunfire. You could see it, the bullets hitting all around you in the sand, just popping up all around you. There were very few of us that made it through without getting hit.”	When Mr. McMurren reached the shore, gun fire was coming from all directions. He remembers the bullets hitting the ground all around him. He remembers that only a few soldiers were not hit.	<div><div>-</div>That beach covered with gunfire</div> <div><div>-</div>Bullets hitting all around</div> <div><div>-</div>Popping up all around you</div> <div><div>-</div>Few of us made it through without getting hit</div>
“...you just see [soldiers] just blood and guts everywhere. Hit with a machine gun - a 50-caliber machine gun. You’d be splattered with his blood and no way to clean it up from you.	The soldiers all around him were being shot and dying and were covered in blood. Sometimes their blood landed on him, but there was no way for him to clean it up.	<div><div>-</div>Blood and guts</div> <div><div>-</div>50-caliber machine gun</div> <div><div>-</div>Splattered with his blood</div>

When You See Something Like That
By Renée Quaipe

And so it goes, waves crash full of the sea and men

The rise and fall of the weight of the waves and the “eyes of the world” fill each man from the helmet he prays does its job to the dry socks he values like his rifle.

Men fall with the bombs from the planes over enemy land and sea. They are cast down among the clouds and buffeted in and out of hope and terror and gusts of wind.

Decoy tanks occupied by soldiers - wearied and worried - wait to draw the fire away from the beaches, away from the deliberate storm on that D-Day.

Misery after misery from sky and sea to shore pull some, drown some, misguide some too soon for even the sun to arrive.

On the shore, maintenance man no more, he adapts as soldiers are trained to do.

Echoes of machine guns the Germans had hoped would be a hindrance perpetually hit the sand and bounce around his boots and memories.

Splattered, scattered, and scared soldiers wear the stains of the man next to him on his sleeve and in his memory as his fear of being the next battles with the inescapable battle ahead.

Broken, but undeterred by death and disappointment of failed plans and destroyed lives, he knows that if they don’t take that beach “everyone would be a loser.”

Resolve and conviction, choices of the heart, establish a link between eighteen-year-old boys to soldiers to sacrificers.

The wrinkles on his face mark his years since that beach, and the intangibles permanently emblazoned in his eyes tell the rest of the story

The patches, badges of determination - courage - tenacity - valor - hope - trim his jacket, not as decorations but as the Battle Star and battle scars he earned.