Activity: Piecing Together the Puzzle: Using Source Materials to Understand Lives of the Fallen

Guiding question:
How do we discover and uncover the personal lives and stories of the everyday service members who fought in World War II?

DEVELOPED BY KEVIN WAGNER
Grade Level(s): 9-12
Subject(s): Social Studies
Cemetery Connection: San Francisco National Cemetery
Fallen Hero Connection: Lieutenant Colonel Charles Benjamin Leinbach
Overview
Using online databases from the National Archives and Records Administration (NARA), the American Battle Monuments Commission (ABMC), and the National Cemetery Administration (NCA), as well as other primary and secondary sources, students will become familiar with the historical research process and learn to tell the story of a Fallen Hero from World War II.

Historical Context
Charles Leinbach’s story is just one of thousands of World War II stories from the Pacific Theater that have been lost to American memory over time. More than 12 million men and women served our nation during the war with approximately 73 percent serving overseas for an average of 16 months. Their personal stories help put a human face on the war effort from 1941 to 1945.

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

• Identify and analyze primary source documents for key pieces of information in developing a service member’s personal story;

• Evaluate the credibility of source materials for historical research; and

• Contextualize a period of time through multiple perspectives.

Standards Connections
Connections to Common Core
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.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**Connections to C3 Framework**

D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.His.10.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

**Documents Used ★ indicates an ABMC source**

**Primary Sources**
Charles Leinbach, 1930 U.S. Federal Census
United States Census Bureau

“Ex-Pottstonian Who Survived Bataan Death March Is Buried”, October 7, 1948
_Pottstown Mercury_

U.S. Army Service Card, Charles Benjamin Leinbach
U.S. Army

**Secondary Sources**
1930 U.S. Federal Census Form
U.S. Census Bureau, Ancestry.com

ABMC & NCA Sites ★
*Understanding Sacrifice*
_http://www.abmceducation.org/understandingsacrifice/abmc-sites_

Burials and Memorializations Database ★
American Battle Monuments Commission
_http://www.abmc.gov/database-search_
Activity: Piecing Together the Puzzle: Using Source Materials to Understand Lives of the Fallen

Lee Ann Potter, “Teaching with Documents: The 1930 Census”
Social Education, National Council for Social Studies, 2002

National Archives & Records Administration
https://www.archives.gov/

Nationwide Gravesite Locator ★
National Cemetery Administration
http://gravelocator.cem.va.gov/

Primary Source Analysis Tool
Library of Congress
http://www.loc.gov/teachers/primary-source-analysis-tool/

Teacher’s Guide, Analyzing Primary Sources
Library of Congress
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf

Materials

• Computer with internet capability to access websites for student use
• Process One
  ◦ Using the ABMC Website Handout
  ◦ Sample Service Member Report - ABMC Website
  ◦ Using NCA Website Handout
  ◦ Sample Service Member Report - NCA Website
• Process Two
  ◦ Using the National Archives and Records Administration Access to Archival Databases (AAD) Handout
• Process Three
  ◦ Blank 1930 U.S. Federal Census Form
• Process Four
  ◦ Primary Source Analysis Tool
  ◦ Teacher’s Guide, Analyzing Primary Sources
Lesson Preparation

- Process One
  - Make one copy of the following for each student:
    - Using ABMC Website Handout;
    - Sample Service Member Report;
    - Using NCA Website Handout; and
    - Sample Service Member Report.
  - Set up classroom technology, if necessary.
  - Reserve computer access for students.
  - Test all online resources before class.

- Process Two
  - Make one copy of the Using the National Archives and Records Administration Access to Archival Databases (AAD) Handout for each student.
  - Test all online resources before class.

- Process Three
  - Make one copy of the blank 1930 U.S. Federal Census Form for each student.
  - Make one copy of Charles Leinbach 1930 U.S. Census for each student.

- Process Four
  - Make one copy of the *Pottstown Mercury* from October 7, 1948 for each student.
  - Make one copy of the Primary Source Analysis Tool for each student.
  - Download one copy of the Teacher’s Guide, Primary Source Analysis for your personal use.

- Process Five
  - Make one copy of the U.S. Army Service Card for each student.

Procedure

**Process One: How Do You Locate a Service Member to Research? (30 minutes)**

- **Teacher Tip:** For this step in the initial process of locating a service member to research, you should be mindful that students may use either the American Battle Monuments Commission (ABMC) or the National Cemetery Administration (NCA) website but not both of them. The ABMC site lists the names of those service members who are buried or memorialized in overseas military cemeteries from World Wars I and II. The NCA site lists the names of those service members who are buried in U.S. National Cemeteries within the United States (with the exception of Arlington National Cemetery) and can go beyond World Wars I and II. In some rare cases, it is possible to be listed in both databases. That can occur when someone was missing and his name was placed on a Wall of the Missing at an ABMC site. If that person’s remains were
recovered at a later date and returned for burial at a national cemetery, he may be listed in both locations.

• To use the American Battle Monuments Commission site:
  ◦ Provide each student with a copy of the Using the ABMC Website Handout and the Sample Service Member Report.
  ◦ Ask students go to the American Battle Monuments Commission’s Burials and Memorializations Database. The ABMC Website Handout can serve as a guide.
    • Select “World War II” in the War/Conflict column.
    • Select their home state in the “Entered service from.”
    • Select other criteria they may wish to search with like “Unit,” “Cemetery/Memorial,” or “Branch of Service,” which can help to narrow down the number of possibilities.
    • Click “Search.”
  ◦ Search through the names of the several service members that appear. Students can click on a last name to get more detailed information on the person, including rank, unit, date of death, awards, etc.
  ◦ Ask students to use a Sample Service Member Report to assist them in deciphering the information provided on their selected individual. Students should write this information down and save for later. Be sure to have the students copy down the “Service #” of one service member, as this will assist them later on in their research.
    ◦ **Teacher Tip:** There is an easy way to find out whether a service member enlisted or was drafted. If the service number starts with the number “1,” the person most likely enlisted in the armed forces. Service numbers that start with with the number “3” indicate that the person was drafted. If you see the letter “O,” then the person was an officer.

• To use the National Cemetery Administration site:
  ◦ Provide each student with a copy of Using the NCA Website Handout and the Sample Service Member Report.
  ◦ Proceed to the online National Cemetery Administration Nationwide Gravesite Locator. Using the NCA Website Handout can serve as a guide.
  ◦ Select a cemetery using the pull-down menu – perhaps use a cemetery located in your home state. Students may also leave it at “all” to search nationwide.
  ◦ Select under the “Last Name” menu at least one letter of the alphabet. Students need to have at least something in this box to get any hits.
  ◦ Instruct students to try using any year from 1941 through 1945 under “Date of Death,” as these are the years service member would have perished from World War II.
  ◦ Click “Go.”
  ◦ Search through the names of the several service members that appear.
    ◦ **Teacher Tip:** Please note that this database will locate all those buried between 1942 and 1945. This will include veterans from previous conflicts as well as spouses
or dependent children who died during these years. It is important to help students cross-reference clues (age, names) to help determine that they are indeed finding someone who died in service during World War II.

○ Ask students to select one service member and write down that person’s rank, date of birth and death, and plot information as this will assist them later in their research.

**Process Two: How Do You Use the National Archives and Records Administration to Access Additional Information? (30 minutes)**

- Provide each student with a copy of Using the National Archives and Records Administration AAD Database Handout to serve as a guide.
- Proceed to the [National Archives and Records Administration](https://www.archives.gov) website.
  ○ Click on “Research Our Records” at the top of the page.
  ○ Click on “Access to Archival Databases (AAD)” in the section “Other Online Research Tools.”
  ○ Access the “World War II” tab in the section “War/International Relations.”
  ○ **Teacher Tip**: There are three databases that may be useful in this section. Students may want to try one or all of them in order to locate their service member by entering his name and/or his service number they identified in the previous search of the ABMC or NCA websites.
- Enter the name and/or Service Number of the service member in each database and then click on “Search.”
  ○ **Teacher Tip**: Students may have better luck when they use middle initials when searching the database.
- Click on the file icon in the column named “View Record” on the next page.
- Preview and record the information found on this page. This will be the beginning of information regarding the student’s service member. Among the facts listed here, which is typically at the time of the individual’s enlistment, students will learn about his birth, level of education, and marital status. All of these elements will help them during the next phases of their research.
  ○ **Teacher Tip**: Note that not all service members may not be found with this search, as officers do not appear in this database.

**Process Three: How Do You Use a Census Record to Gain Additional Information? (30 minutes)**

- **Teacher Tip**: Document analysis is the first step in working with any primary source. Students should learn to think through primary source documents for contextual understanding and to extract information to make informed judgements. Remind students that there are four key steps to good primary source analysis: reading the document, observing its parts, trying to make sense of it, and using it as historical evidence.
- Provide each student with a copy of the Blank 1930 U.S. Federal Census Form. Ask students
what information can be gleaned from the census data. Possible responses may include:
- Columns 1 to 4: “Place of Abode”
- Column 5: “Name”
- Column 6: “Relation”
- Columns 7 to 10: “Home Data”
- Columns 11 to 15: “Personal Description”
- Columns 16 to 17: “Education”
- Columns 18 to 20: “Place of Birth”
- Column 21: “Mother Tongue of Foreign Born”
- Columns 22 to 24: “Citizenship”
- Columns 25 to 27: “Occupation and Industry”
- Columns 28 to 29: “Employment”
- Columns 30 to 31: “Veterans”

• Provide each student with a copy of the 1930 U.S. Census document showing Charles B. Leinbach and his family on line 96. Ask students to now make observations about his life in 1930. You may want to use the categories listed above as a way for students to categorize pieces of information.

• Ask students what they learned overall about Charles B. Leinbach. Have students attempt to put their understanding in terms of one or two complete sentences
  - Sample response: In 1930, Charles B. Leinbach, at the age of 38, was living with his wife, Pearl (age 28), and daughter, Lorraine (age 11), in a rented home or apartment in Chattahoochee County, Georgia. He grew up in Pennsylvania and is now serving in the U.S. Army.

• Ask students what additional unanswered questions do they have about Charles B. Leinbach at this point? What additional information would they need to know more about his life?
  - Teacher Tip: Additional historical background on the 1930 Census can be found in an article written for Social Education, 2002.

Process Four: How Can Newspaper Articles Provide Additional Information? (30 minutes)

• Provide students with a copy of the article from the Pottstown Mercury on October 7, 1948.
• Read the article aloud as a class and ask students to identify one additional piece of information they now know about Charles B. Leinbach.
  - Use the Library of Congress’ Primary Source Analysis Tool worksheet. As a class complete the observation column with information students can glean from the newspaper article.
  - Ask students to analyze the newspaper article independently, looking at the remaining two columns - reflect and question.
  - Teacher Tip: There is a Teacher’s Guide, Analyzing Primary Sources included to help teachers guide students through the analysis process.
• Lead a discussion on the students’ findings and have them develop questions for further investigation into Charles B. Leinbach’s life.

**Process Five: How can a U.S. Army Service Card Provide Information Regarding a Service Member’s Military Experience? (30 minutes)**

• Provide students with a copy of Charles B. Leinbach’s U.S. Army Service Card. Ask students to analyze the document and make some general observations about his military service.

• Guide students through a discovery process of the document using some guiding questions such as:
  - Where was Leinbach living when he enlisted?
  - Where did Leinbach enlist?
  - Why do you think he enlisted in New York and not in Pennsylvania?
  - During what war did Leinbach enlist?
  - How many different ranks (or grades) has Leinbach obtained?
  - Did he serve overseas during World War I? Why or why not?
  - After 1918, what did Leinbach do?

• Assign students to research the various abbreviations found on the card (Btry, F.A., OTS, Corp., etc.) to see what information can be gleaned. Allow students to share out the information they find and as a class, attempt to piece together the military service of Leinbach.

**Assessment**

• Ask students to complete a 3-2-1 exit ticket. Students should create a triangle on notebook paper and divide it into three sections horizontally. In the bottom section, the students record three ways primary sources help us learn about a person. In the middle section, the students describe two types of documents that may help them in telling a person’s story. In the top section, the students record one question they have about historical research.

**Methods for Extension**

• Students may want to explore the possibility of World War II Fallen Heroes from their own school or hometown. Team up with your school’s librarian to look at old yearbooks from the late 1930’s and early 1940’s to attempt to identify individuals who may have served in World War II. Students may also want to contact their local or county historical society for possible known World War II service members or even Medal of Honor recipients from their hometown.

• Students with more interest in researching the personal stories of World War II service members may want to develop a project website for inclusion in the National History Day’s Silent Heroes program. They should check out [http://www.NHDSilentHeroes.org](http://www.NHDSilentHeroes.org) for more information and project guidelines.
• The American Battle Monuments Commission maintains U.S. military cemeteries overseas while the National Cemetery Administration maintains National Cemeteries in the United States. These cemeteries are permanent records to the fallen and can also be a starting point to 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 the ABMC & NCA Sites page of the Understanding Sacrifice website.

• Teachers can enhance students’ interest in the impact of loss on the World War II homefront by exploring this related lesson plan on ABMCEducation.org:
  ◦ Sacrifice, Loss, and Honor: A Simulation of the Homefront in World War II

**Adaptations**

• Teachers can adapt the project to younger learners by changing the focus of the activities in each of the processes to identifying rather than analyzing.

• In each of the process steps, teachers can divide the class into several mixed-ability groups and ask each group to work together in analyzing the primary source or document.

• Teachers can group students in several ways. One strategy would be to have groups of heterogeneous ability work their way through the steps of the entire historical process as outlined in the lesson. Another method is to consider students’ strengths and group them according to their said abilities, assigning tasks that fit said strength – recorder, time manager, etc.
Activity: Piecing Together the Puzzle: Using Source Materials to Understand Lives of the Fallen | Process One

Using the ABMC Website Handout

**Start Your Search**

(Make as many choices as you like, then click Search)

- **First Name**
  - Enter Name
- **Last Name**
  - Enter Name
- **Serial/Service #**
  - Enter Number
- **Unit**
  - Any
- **Entered Service From**
  - Any
- **Cemetery/Memorial**
  - Any
- **Branch of Service**
  - Any
- **War/Conflict**
  - World War I
  - World War II
  - Korean War
  - Other
  - Vietnam War
- **Date of Death**
  - Day
  - Month
  - Year
  - Any
  - Any
  - YYYY
- **Medal of Honor Recipient**
- **Civilian**

- **Keyword**
  - Enter Keyword

- **Search**
- **Clear**

**To Use the ABMC Website Handout:***

1. **Perhaps select a particular unit** if you have one.
2. **Select your home state.**
3. **Perhaps select a particular overseas cemetery.**
4. **Select a branch** (U.S. Army, U.S. Marine Corps) if desired.
5. **Check this box.**
6. **Click here when done making your selections.**

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ABMCEDUCATION.ORG

American Battle Monuments Commission | National Cemetery Administration | National History Day | Roy Rosenzweig Center for History and New Media
Noel E. Beck

World War II

Service #: 33793035
Rank: Sergeant, U.S. Army Air Forces
Unit: 5th Bomber Squadron, 9th Bomber Group, Very Heavy
Entered Service From: Pennsylvania
Date of Death: May 26, 1945
Status: Missing In Action
Memorialized: Courts of the Missing
Honolulu Memorial
Honolulu, United States

Purple Heart
Air Medal

TIP: Throughout your research, you will need to build a family tree indicating the names, dates, and professional occupations of the members involved.
Activity: Piecing Together the Puzzle: Using Source Materials to Understand Lives of the Fallen | Process One

Using NCA Website Handout

SELECT A CEMETERY IN YOUR HOME STATE OR LEAVE IT SET TO "ALL" TO SEARCH NATION-WIDE.

ENTER AT LEAST ONE LETTER OF THE ALPHABET HERE.

HIT "GO" WHEN READY.

ENTER AT LEAST A YEAR. TRY USING ANY YEAR BETWEEN 1942-1945.
### Sample Service Member Report - NCA Website

#### Nationwide Gravesite Locator

1. **LEINBACH, CHARLES B**
   - **Rank**: LT COL  US ARMY
   - **Service**: WORLD WAR I, WORLD WAR II
   - **Date of Birth**: 02/08/1892
   - **Date of Death**: 01/09/1945
   - **Buried At**: SECTION OS  ROW 82  SITE 12
     - SAN FRANCISCO NATIONAL CEMETERY
     - 1 LINCOLN BLVD PRESIDIO OF SAN FRANCISCO SAN FRANCISCO, CA 94129
     - (650) 589-7737

**BE SURE TO WRITE DOWN THE PERSON'S BIRTH AND DEATH DATES.**

**CLICK HERE TO SEE AN AERIAL VIEW OF CEMETERY AND LOCATION**
Activity: Piecing Together the Puzzle: Using Source Materials to Understand Lives of the Fallen | Process Two

Using the National Archives and Records Administration AAD Database Handout

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<th>Wars/ International Relations: World War II</th>
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<tr>
<td>Electronic Army Serial Number Merged File, ca. 1938 - 1946 (Reserve Corps Records)</td>
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<td>World War II Prisoners of the Japanese File, 2007 Update, ca. 1941 - ca. 1945</td>
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</tbody>
</table>

**Search this Series**

**Advanced Search**

**Series Description**

There are 1 File for this series in AAD:

World War II Prisoners of the Japanese File, 2007 Update, ca. 1941 - ca. 1945

**Title:** World War II Prisoners of the Japanese Data Files, created, 4/2005 - 10/2007, documenting the period ca. 1941 - ca. 1945

**Creator:** American Defenders of Bataan and Corregidor. (Most Recent)

**Type of Archival Materials:** Data Files

**Level of Description:** Series from Collection ADBC: Records of the American Defenders of Bataan and Corregidor

**Location:** Electronic and Special Media Records Services Division (NWME), National Archives at College Park, 8601 Adelphi Road, College Park, MD 20740-6001 PHONE: 301-837-0470, FAX: 301-837-3681, EMAIL: cer@nara.gov

**Inclusive Dates:** 4/2005 - 10/2007

**Coverage Dates:** ca. 1941 - ca. 1945

**Date Note:** The donors created and maintained this series starting in April 2005. However, the series includes information dated from about 1941 to about 1945.

**Part of:** Collection ADBC: Records of the American Defenders of Bataan and Corregidor

**ENTER THE NAME OR SERVICE NUMBER OF YOUR SERVICE MEMBER HERE.**

**SELECT ONE OF THE ABOVE DATABASES BY CLICKING ON "SEARCH" BESIDE IT.**
Activity: Piecing Together the Puzzle: Using Source Materials to Understand Lives of the Fallen | Process Two

Using the National Archives and Records Administration AAD Database Handout cont.

Free-Text Search Results

1 record in 1 Series searching within World War II Prisoners of the Japanese Data Files, created, 4/2005 - 10/2007, documenting the period ca. 1941 - ca. 1945, listed by number of records matched

Search this File Unit

Charles B. Leinbach

Search

- Search within a field

Display Partial Records

File unit: World War II Prisoners of the Japanese File, 2007 Update, ca. 1941 - ca. 1945

You searched for: Charles B. Leinbach and any field.
You found 1 partial record out of 29,879 total records in this file.

If your search or query has returned more than 1,000 partial records neither the sort option nor the download option can be used. If the width of any column displayed in the partial records is greater than 80 characters, there is no option to sort the partial records by this column.

You may wish to View the FAQs for this series.

View Record | NAME | SERVICE NUMBER | ARM OR SERVICE | SUBORDINATE UNIT | ASSIGNED UNIT | PARENT UNIT
--- | --- | --- | --- | --- | --- | ---
LEINBACH CHARLES B | O8011578 | Field Artillery | 1st Battalion | 24th Field Artillery Regiment (Philippine Scouts) | Philippine Division

SELECT "VIEW RECORDS" TO SEE THE FILE.

CLICK ON THE FILE ICON UNDER "VIEW RECORD."
Using the National Archives and Records Administration AAD Database Handout cont.

Display Full Records

**File Unit:** World War II POWs of the Japanese File, 2007 Update, ca. 1941 - ca. 1945

**in the Series:** World War II POWs of the Japanese Data Files, created 4/2005 - 10/2007, documenting the period ca. 1941 - ca. 1945. - Collection ADBC [info]

**Brief Scope:** This series contains information on military personnel and a few civilians who were prisoners of the Japanese during World War II.

You may wish to [View the FAQs](#) for this series.

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<td>24th Field Artillery Regiment (Philippine Scouts)</td>
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### Activity: Piecing Together the Puzzle: Using Source Materials to Understand Lives of the Fallen | Process Three

#### Blank 1930 U.S. Federal Census Form, front

**Title:** Population Schedule

**Department of Commerce — Bureau of the Census**

**From 1-6**

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**Blank 1930 U.S. Federal Census Form, front**

[Image of the census form]
Populating the Census Form, back

<table>
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<tr>
<th>NAME OF HEAD OF HOUSEHOLD</th>
<th>RELATION TO HEAD</th>
<th>AGE</th>
<th>SEX</th>
<th>COLOR/ETHNIC ORIGIN</th>
<th>OCCUPATION</th>
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</tr>
</tbody>
</table>

**NOTES**

1. Fill out the columns as requested.
2. Use the census form to gather information about the head of the household and their family members.
3. Record the occupation, birthplace, and tenancy status.

**Population Schedule**

**Fifteenth Census of the United States: 1930**

Department of Commerce — Bureau of the Census

**For 1930**
Charles Leinbach, 1930 U.S. Federal Census
United States Census Bureau

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**Activity: Piecing Together the Puzzle: Using Source Materials to Understand Lives of the Fallen | Process Three**

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<th>Sex</th>
<th>Color</th>
<th>State</th>
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<th>Address</th>
<th>Relationship</th>
<th>Occupation</th>
<th>Race</th>
<th>Nativity</th>
<th>Education</th>
<th>Owner-Renter</th>
<th>Year of Birth</th>
<th>Year of Death</th>
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<tr>
<td>Charles Leinbach</td>
<td>30</td>
<td>M</td>
<td>White</td>
<td>Georgia</td>
<td>Savannah</td>
<td>109 E 5th St</td>
<td>Head</td>
<td>Farmer</td>
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<td>1930</td>
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</table>
“Ex-Pottstonian Who Survived Bataan Death March Is Buried,”

October 7, 1948

Pottstown Mercury
“Ex-Pottstonian Who Survived Bataan Death March Is Buried,”
October 7, 1948 cont.

Pottstown Mercury

EX-POTTSTONIAN—

(Continued From Page One)

return to reside in Monterey in June, 1944.

On Sept. 29, 1944, Mrs. Leimbach was presented with the Silver Star Medal, posthumously awarded to her husband, in ceremonies at Ft. Ord, Calif.

The discovery of his body was made after many months of research on the part of the Graves Registration service. The remains were recovered by an American searching party in the Spring of 1946 from a mass grave at Takan Harbor.

It was described in the official report as located "along the beach near the Formosan cemetery about one kilometer toward Kiao from Hamangul tea-room, Nakah Beach."

AFTER THE RECOVERY of the remains, they were shipped to the American mausoleum, Shanghai, China, and at a later date to Honolulu where identification was completed. They were returned to the United States aboard the U.S. Army Transport S.S. Morris K. Crain, which arrived in San Francisco recently.

Col. Leimbach was a member of Trinity Reformed church.

In addition to his wife and daughter, who now live in San Francisco, he is survived by the following sisters and brothers: Mrs. Myrtle Bell, 222 York Street, South Pottstown; Mrs. Lotte Bechler, 241 High Street; Reider Leimbach, 12 West Main Street, South Pottstown; Lee Leimbach, 602 North Evans Street; Laura Leimbach, Reading, and Owen Leimbach, Youngstown, Ohio.

Interment was made in the San Francisco National cemetery.
**Primary Source Analysis Tool**

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Activity: Piecing Together the Puzzle: Using Source Materials to Understand Lives of the Fallen | Process Four

Teacher's Guide, Analyzing Primary Sources
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FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Ask students to identify and note details.

Sample Questions:
- What do you notice first? What do you notice that you didn’t expect? What do you notice that you didn’t earlier?
- What do you notice that you can’t explain?
- Encourage students to generate and test hypotheses about the source.
  - Where do you think this came from? Why do you think somebody made this? What do you think was happening when this was made? Who do you think was the audience for this item? What tool was used to create this? Why do you think this item is so important? If somebody made this today, what would be different? What can you learn from examining this?
- Invite students to ask questions that lead to more observations and reflections.

A few follow-up activity ideas:

Beginner
- Have students compare two related primary source items.
  - Ask students questions about the relationship between the two items.
  - How are the items similar? How are they different?
  - What can you learn from comparing these items?

Intermediate
- Have students identify and note details.
  - What do you notice first? What do you notice that you didn’t expect? What do you notice that you can’t explain?
- Encourage students to generate and test hypotheses about the source.
  - Where do you think this came from? Why do you think somebody made this? What do you think was happening when this was made? Who do you think was the audience for this item? What tool was used to create this? Why do you think this item is so important? If somebody made this today, what would be different? What can you learn from examining this?
- Invite students to ask questions that lead to more observations and reflections.

Advanced
- Have students expand or alter textbook explanations of history based on primary sources they study.
  - What do you notice that you didn’t earlier?
  - What do you notice that you can’t explain?
- Encourage students to generate and test hypotheses about the source.
  - Where do you think this came from? Why do you think somebody made this? What do you think was happening when this was made? Who do you think was the audience for this item? What tool was used to create this? Why do you think this item is so important? If somebody made this today, what would be different? What can you learn from examining this?
- Invite students to ask questions that lead to more observations and reflections.

For more tips on using primary sources, go to http://www.loc.gov/teachers

Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

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American Battle Monuments Commission | National Cemetery Administration | National History Day | Roy Rosenzweig Center for History and New Media
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U.S. Army Service Card, Charles Benjamin Leinbach

U.S. Army

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APPROVED