

Day One Lesson Plan: Landing on the Beaches: D-Day Logistics and Leaders

Project Title: Why Did the Germans Lose at D-Day? Evaluating Operation Overlord and the Axis Response.

Key Words: D-Day, Normandy Invasion, Allied Strategy, Allied Cooperation, Diversion Tactics, Axis Defenses, Axis Response

Grade Level: High School (World History, U.S. History)

Time Allotted: Two 90-minute blocks. Can be modified to fit other schedule options.

Lesson Overview	This lesson examines the history of the D-Day invasion through the strategy planning and decision making of both the Allied and Axis Powers. Students will participate in an interactive lecture, analyze primary sources, research leaders, map significant geographic locations, and practice organized note-taking skills.
Guiding Question(s)	★ Who was involved in the Normandy invasions? ★ What happened before, during, and after the invasion? ★ Why did the invasion take place? ★ How did the invasion affect the war? ★ What advantages did the Allies and Axis Powers each have? ★ What obstacles/mistakes did the Allies and Axis Powers face/make?

Learning Objectives:

- 1.) Students will recognize the order of significant events before, during, and after the D-Day invasion.
- 2.) Students will be able to identify the major military and civilian leaders involved in the Normandy invasion.
- 3.) Students will locate significant geographic places on a map of Europe.
- 4.) Students will compare and contrast the advantages and obstacles/mistakes of the Allies and Axis Powers before and during the D-Day invasion.

Standards of Learning:

VUS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to:

- a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art, to increase understanding of events and life in the United States;
- b) evaluate the authenticity, authority, and credibility of sources;

America on the World Stage
Teacher Scholars Program

- i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

VUS.11b

The student will demonstrate knowledge of World War II by describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan.

OAH Historical Skills Taught:

Standard 3 – Historical Analysis and Interpretation

- Identify the author or source of the historic document or narrative and assess its credibility
- Challenge arguments of historical inevitability by formulating examples of historical contingency, of how different choices could have led to different consequences.

Standard 5 – Historical Issue-Analysis and Decision-Making

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

Assessment Tool(s)

- 1.) Do Now: What if D-Day Failed? & Summarizer Question
- 2.) Note taking chart to accompany PowerPoint on D-Day
- 3.) Student researched & created stats cards for each leader. (collect after Day 2 lesson)
- 4.) Map of Europe (collect after Day 2 lesson)
- 5.) Graphic organizer to accompany student created notes for *Ike at D-Day* article.

Materials/Resources:

- ★ Student Handouts Day 1 (includes Do Now: What if D-Day Failed?, PowerPoint graphic organizer, Stats Cards for military/civilian leaders, graphic organizer for *Ike at D-Day* article.)
- ★ Article *Ike at D-Day* (available from e-library database or local library) citation: Anonymous. "IKE AT D-DAY." *Smithsonian*. 01 Dec. 2007: 48.
- ★ "D-Day" PowerPoint of basic information
- ★ Outline map of Europe - pdf also available from http://www.phschool.com/curriculum_support/map_bank/
- ★ Digital copy of Eisenhower Draft speech (optional plain text version also available)
- ★ Teacher Key for Day 1 Handouts
- ★ Access to digital databases or print sources for research on leaders
- ★ Optional: access to online maps (Google Map/Earth) or print sources

Modifications:

- ★ For struggling readers - the *Ike at D-Day* article can be read in class as a teacher directed activity. Use a document camera or projector to model note taking on the student handout.

America on the World Stage
Teacher Scholars Program

- ★ For extension - Additional key players could be added to the Stats cards: Air Chief Marshal Sir Trafford Leigh-Mallory, Air Chief Marshall Arthur W. Tedder, General Walter Bedell Smith, General George S. Patton, Field Marshal Karl Rudolf Gerd von Rundstedt, General Charles de Gaulle

Instructional Procedures/Process:

	Teacher Procedure	Student Procedure	Materials	Time
Opening	Do Now: Distribute do now handout and display copy of Eisenhower draft speech (digital copy included.) Assist students as they examine the speech – they may struggle with reading the handwriting. Point out the edits and the mistaken date. Ask students to share their thoughts.	Do Now: Students will examine the Eisenhower draft speech written in the event of a failure at D-Day and answer questions with their own opinions. Students can share thoughts with class, either as a think, pair, share or with whole class.	1.) Digital copy of Eisenhower Draft Speech. 2.) Plain Text copy of Eisenhower speech (if needed) 3.) Handout - Do Now: What if D-Day Failed? (included in Day 1 student handouts packet)	5-10 minutes
Learning Process	Direct Instruction: Teacher will present the D-Day PowerPoint as an interactive lecture. Collect the student notes at end of lecture. Stats Cards Research: Teacher will direct students to academic research sources to complete the stats cards. Recommended (if available) the online subscription database <i>Gale Group: World History in Context</i>. Students can also use other encyclopedia websites in the public domain (Britannica, Brainy Quote, etc.) or print resources from your library. Mapping Activity: (Depending on your student academic level and the availability of resources this can be done as a guided practice or independent	Direct Instruction: Students take notes on the graphic organizer provided. Stats Cards Research: Using academic sources, students will research and create stats cards for each of the major leaders (Allied and Axis) at D-Day. Mapping Activity: Students will locate and label the following significant places on the Europe in WWII map • English Channel	1.) Digital PowerPoint: D-Day 2.) Graphic Organizer Handout – PowerPoint: D-Day 3.) Handout - Stats Cards (can be printed in hard copy or shared and completed digitally) 4.) Student copies of <i>Europe in WWII</i> map 5.) Computers/internet access for databases and mapping or print resources	Direct Inst: 20 minutes Stats Cards: 40 minutes Map: 15 minutes

America on the World Stage
Teacher Scholars Program

	learning activity.) Guided Practice – have students follow along as you label the locations on a map. Independence Practice - have students use an atlas or online mapping (Google Maps/Earth) program to find locations and label maps.	• Atlantic Ocean • Great Britain • France • Normandy • London • Southwick • Juno beach • Sword beach • Gold beach • Utah beach • Omaha beach • Paris • Pas de Calais • Dover		
Closure	Ask students to turn over their copy of the Do Now and answer the following question: How close do you think the D-Day invasion came to failing? Collect the Do Now and distribute copies of the graphic organizer and article: Anonymous. (2007, December 01). IKE AT D-DAY. <i>Smithsonian</i>, 48-58. (available at local library or from the <i>e-library</i> online database.	Students answer the question on the back of their do now and turn in the sheet to the teacher. How close do you think the D-Day invasion came to failing? Homework: Students will read the article and complete the graphic organizer as a note-taking tool.	1.) Graphic Organizer: <i>Ike at D-Day</i> 2.) Copies of the article	5 minutes in class 20-30 minutes outside of class