

Day Two Lesson Plan: D-Day Strategy Stations

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	In this lesson, students will apply the knowledge from Day 1 to primary source analysis. At each of 5 stations, students will explore a series of documents, photographs and maps related to one of the 5 topics (Allied Strategy, Allied Cooperation, Axis Defenses, Axis Response, Diversion Tactics.) Students will record information on a document analysis sheet and then use the information to write an essay answering the question: Why did the Germans lose at D-Day?
Guiding Question(s)	★ How effective was the Allied military strategy at D-Day? ★ How effective was the coordination/cooperation between the Allied Powers? ★ How effective were the Axis defenses? Could they have been improved? ★ How effective was the Axis response to the invasion? ★ How effective were the Allied diversion tactics employed before and during the invasion?

Learning Objectives:

1. Students will evaluate the Allied military strategy, cooperation between the Allied Powers, the Axis defenses in France, the Axis response to the invasion, and the Allied diversion tactics before and during the invasion.
2. Students will construct a point-of-view essay that uses primary source material to defend their thesis.

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;
- 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.

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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
- Differentiate between historical facts and historical interpretations, but acknowledge also that the two are related: that the facts the historian reports are selected and reflect therefore the historian's judgment of what is most significant about the past.
- 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.
- Evaluate the implementation of a decision by analyzing the interests it served; estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.

Assessment Tool(s)

- 1.) Completed charts for each station
- 2.) Student maps of Europe with significant locations indicated
- 3.) Student essays answering the question: Why did the Germans lose at D-Day?

Materials/Resources:

- ★ Student Handouts Day 2 (Document Analysis Charts for each station)
- ★ Document List links and computers/internet access at each station **or** printed packets of documents at each station
- ★ Outline map of Europe from Day 1
- ★ Stats Cards from Day 1
- ★ Access to online maps (Google Map/Earth) or print sources at each station
- ★ Optional: Access to digital databases or print sources for research

Modifications:

- ★ To save time or to differentiate: for struggling learners: Limit the number of primary resources for students to evaluate at each station.
- ★ Extension: Have students use the website www.historypin.com to upload documents, photographs and their analysis on an interactive world map.
- ★ Extension: Students can research the American soldier experience using the Library of Congress Veterans History Project website. (<http://www.loc.gov/vets/>) The site is a database of veteran stories and is searchable by war, battle, hometown, name, etc. The students can also participate in collecting veteran stories and uploading them to the site. The various stories will give teachers a chance to discuss some of the advantages and pitfalls of personal narrative as a research tool.

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Instructional Procedures/Process:

	Teacher Procedure	Student Procedure	Materials	Time
Opening	Do Now: Distribute copy of sample document analysis form Assist students as they examine the document – can be done individually or as whole class instruction depending on the needs of students. Model using the <i>Terms of Engagement</i> vocabulary sheet.	Do Now: Students will examine the document and fill out the analysis form. Students can share thoughts with class, either as a think, pair, share or with whole class.	1.) Copies for each student of the Sample Document Analysis Form	5-10 minutes
Learning Process	Strategy Stations: Should be set up in advance of class Each station should have a computer/internet access and a digital copy of the primary source document links sheet (saved to the desktop) for that station or a printed packet of the primary sources for students to evaluate. Students should be divided into learning groups of 4-5 and should complete the Document Analysis Forms as a group. It may be helpful to appoint a scribe for each group. Teacher will monitor as students work in groups. Collect group packets, individual student maps, & stats cards for evaluation.	Strategy Stations: Students will be divided into groups of 4-5. Each group will have 15 minutes per station to evaluate up to 8 of the primary sources available at that station. The group will complete the Document Analysis forms together and should discuss their answers before filling in the chart. Students can use their maps and stats cards from Day 1 as reference. They will also find the <i>Terms of Engagement</i> vocabulary sheet helpful when looking at the documents. Students should note any locations mentioned in their documents that they do not already have labeled on their maps. They can use computers or print map resources to properly locate places.	1.) Computers or printed packets of the primary source documents for each station 2.) Copies of the Day 2 handouts (Document Analysis Forms for each station and the <i>Terms of Engagement</i> handout) for each group. 3.) Individual student maps from Day 1 4.) Individual Stats cards from Day 1 5.) Timer	15 minutes per station

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Closure	Assign essay question and distribute essay rubric. Students should have access to the primary source documents as they work on their essays. Document links can be posted online or hard copies of each source can be kept in the classroom.	Homework: Students will write an essay answering the question: Why did the German's lose at D-Day?	1.) Essay question and rubric	5 minutes in class 20-30 minutes outside of class
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