

LESSON PLAN 10



10: What was it like to be there? (D-Day)

LESSON DURATION

1 class period
(75 minutes)

LESSON MATERIALS & PREPARATION

- “D-Day: Canada’s Role” Reading and Worksheet (for flipped lesson)
- 3 copies of Simulation Script
- “D-Day Landing Folders” prepared in advance (1 for every 4 students in small groups).
- 2 Yellow Cards
- 3 Blue Cards
- 8 Printed Newspaper Front Pages
- Markers
- Cue Cards (or half-sheets of paper) for each student in your class

OTHER NOTES FOR EDUCATORS

- Preparation of the “D-Day Landing Folders” takes time, but is well worth the effort. Print and cut out the various materials. You can print them in colour or on coloured sheets of paper. A manila envelope or folder will help to gather the contents.
- Desks can be set up around the perimeter of the room in groups of 4-5.
- Be sure to leave space to establish a community circle in the middle of your room or outside the groups of desks to facilitate reflection and conversation.

HISTORICAL THINKING CONCEPT & RATIONALE

HISTORICAL PERSPECTIVE

Students will try to recreate the experience of being on Juno Beach, June 6, 1944. By examining historical evidence and many different primary sources, they will begin to understand the experience of those who lived through this momentous battle in Canada’s history.

CLASSROOM INQUIRY PROCESS

Formulate Questions

Flipped Homework, “D-Day: Canada’s Role” Worksheet

Community Circle: “What would you die for?”

Gather & Organize

D-Day Landing Simulation
Using “D-Day Landing Folder” contents to gain knowledge and analyse evidence from the past

Interpret & Analyse

Evaluate & Decide

Community Circle De-brief of the simulation

Communicate

One word Answer posted on classroom wall.

1. FORMULATE QUESTIONS: (15 minutes) - With Activation and Exploration

1. **Activation:** FLIPPED LESSON HOMEWORK FROM THE NIGHT BEFORE (15 minutes)
Provide students with the quick homework assignment on D-Day. Students will read through the given information. They will establish their own 5W questions about D-Day and try to answer them using the reading provided. This will help to establish a foundation of knowledge for the lesson to follow (next class).

... the next day:

2. **Exploration:** What would you die for? (5 minutes)
Form a community circle in your classroom. This is a challenging question, you may need to ask some other leading questions before you dive right into this particular question. Students will stand in a circle (shoulder to shoulder). Ask the students, but be sure to share yourself.
 - a. What role would you want to play in a Canada at war in the Second World War? (i.e. soldier, nurse, factory worker, leader).
 - b. What word do you associate most with war? (Students share their words).
 - c. What would you die for? (Students share their words, or choose to pass).

Distribute the following to students before you begin.

- 1 Copy of the Script for 1 Teacher Narrator
- 2 Copies of the Script for 2 Student Narrators
- 2 Yellow Cards – to represent the 340 Canadians who died on Juno Beach on June 6, 1944
- 3 Blue Cards – to represent the 574 Canadians who were wounded on Juno Beach on June 6, 1944
- 8 Newspaper Front Pages (Archival Headlines)
- 1 D-Day Landing Folder (prepared in advance - see “D-Day Landing Folders” document for suggested contents) for each group of 4 students.

The structure of this lesson is significantly different, but it does not lack in student inquiry. In order to help students to understand the Historical Perspective of those who lived through the D-Day landings, you and student volunteers will lead the class through a simulation of the events on Juno Beach, June 6, 1944.

In each step of the simulation there are tasks for students to complete as a group. Each group will receive a “D-Day Landing Folder” with contents for use throughout the lesson. There are also some Audio/Visual components to the lesson that you can have cued up and ready to go before you begin.

The Chart below outlines the content and tasks of the script. See the Script Document for the entire simulation.

| 2. GATHER & ORGANIZE | 3. INTERPRET & ANALYSE |
|--|-----------------------------------|
| TASK: This is your training guide. Open your folder of materials and spread them out in front of you. Familiarize yourself with the contents of this folder. | |

| 2. GATHER & ORGANIZE | 3. INTERPRET & ANALYSE |
|---|--|
| TASK: Locate images of the “Atlantic Wall” defenses awaiting the Allies. | Describe what you see to your group members. Why do you think miles of coastline were so heavily defended? |
| TASK: Find the Regimental Crest of the Queen’s Own Rifles regiment. | Use your personal devices to translate their Latin motto. |
| TASK: Analyse the Infographic planning map. Are you ready? What will your first steps be like? | Review the plan with your group and identify the use of a “Total War” (Land, Air, Sea, Homefront, and Espionage) strategy. |
| TASK: Find Photographs of the French Resistance in your folder. | What would it have been like to lead a double life in Nazi occupied France during the war? |
| TASK: Locate the list of a soldier’s materials and images of soldiers from the Second World War provided. | What would it feel like to be in uniform? Do you think you’d have what you need to survive? Is survival just about the items you carry into combat? Explain. |
| TASK: Locate an image of your LCM (Landing Craft Mechanized). Watch the D-Day Landing video clip. | What would be running through your head in the moment of attack? |
| <p>TASK: Review the 4 quotations provided of soldiers (1 of them German) from the D-Day landings.</p> <p>Teacher Note: Play the Video of Battle Scenes from “Saving Juno” while students are working (on mute if necessary).</p> | <p>Work as a group to discuss the following:</p> <ol style="list-style-type: none"> How would you describe the emotions of each soldier from the quotations you read? Identify an emotion that matches the experience of each soldier. Identify 3 facts about D-Day that you have learned from reviewing these accounts. Describe what it would have been like to fight on Juno Beach on D-Day, June 6, 1944 in your own words. |
| TASK: If you received a yellow card at the beginning of the lesson, you were killed in the D-Day landings. If you received a blue card, you were wounded. Stand up and move to one side of the room, lined up against the wall. | How does it feel to know those who were killed and wounded in battle? |

| 2. GATHER & ORGANIZE | 3. INTERPRET & ANALYSE |
|---|--|
| <p>TASK: Everyone say Cheers! (and hold an invisible glass up to the success of the D-Day landings).</p> <p>Teacher Note: Play the song “Don’t Sit Under the Apple Tree” from the Andrews Sisters https://www.youtube.com/watch?v=YcyiC79l910</p> <p>TASK: All students who were given Newspaper Front Pages, please STAND. Please read aloud the newspaper headlines from the Canadian newspapers reporting the successes of D-Day. Read the main headline and the source newspaper that reported it.</p> <p>TASK: Play an archival newsreel reporting the success of the D-Day landings.</p> | <p>Is the new media’s (newspaper and newsreel’s) portrayal of the D-Day landings accurate or embellished? Why do you think so?</p> |

4. EVALUATE & DECIDE – Community Circle (10 minutes)

- Students will return to the community circle that opened the lesson. There you will lead a debriefing conversation with the class to consolidate student learning and support the creation of their response to today’s investigation question.

These discussion questions can support your de-briefing of the simulation;

- What resonated with you in the simulation? When did you feel connected to those who experienced D-Day the most? Explain the situation and your reaction.
- What do you think the most difficult aspect of D-Day was? Explain. Tell me more.
- What do you think you will remember most about D-Day from our lesson? Why?
- What single word will you use to describe the experience of D-Day soldiers? Lock that word in your head. Every student should share their word (regardless of repetition) around the circle.

5. COMMUNICATE – What was it like to be there? (5 minutes)

- Students will receive a single cue-card or 8.5x5.5” piece of paper (half sheet). Using a marker they will record their one chosen word (or another if they have come up with a better one) for display in the classroom.

Other Options for Continued Learning:

1. Watch a video of D-Day veterans who describe their experience. D-Day 70: The Veterans (share their stories) - Curio.ca is only viewable for subscribers - Video (10:05)

- <https://curio.ca/en/video/d-day-70-the-veterans-4181/>

2. Visit the Memory Project Website for WWII veterans. Locate, Watch, and discuss the experience of a D-Day Veteran through this invaluable classroom resources.

- <http://www.thememoryproject.com/stories/WWII>

3. Book a Canadian Veteran of the Second World War to visit your school or classroom.

- <http://www.thememoryproject.com/book-a-speaker>

Lesson Resources:

The Juno Beach Centre website is a tremendous resource for continued research of many topics related to Canadians in the Second World War. You can research Events, People, and Arms and Weapons with many different sub-categories within each. <https://www.junobeach.org/canada-in-the-second-world-war/>

Video

- Canada Carries On: Break Through - Video (10:40) - archival Newsreel footage

- <https://www.youtube.com/watch?v=Z6q9GAVSxaY>

- Crusade for Liberation - Newsreel Video (6:30)

- <http://www.cbc.ca/archives/entry/crusade-for-liberation-newsreel-brings-d-day-pictures-to-canadians>

- Storming Juno Battle Scenes (1 of 3) - Video (14:55)

- <https://www.youtube.com/watch?v=cankEAEVycY>

- D-Day: A Critical Moment in History - Video (3:40)

- <https://www.youtube.com/watch?v=IDZs442oqxA>

- D-Day 70: The Veterans (share their stories) - Curio.ca is only viewable for subscribers - Video (10:05)

- <https://curio.ca/en/video/d-day-70-the-veterans-4181/>

- Juno Beach 60 Years Later - Curio.ca is only viewable for subscribers - Video (14:45)

- <https://curio.ca/en/video/juno-beach-sixty-years-later-2065/>

Images:

- Here are a collection of images from Juno Beach on June 6, 1944

- <http://www.canadaatwar.ca/photos/9/normandy-juno-beach/>

Infographics:

- D-Day collected infographics

- <http://ww2live.com/en/content/world-war-2-21-best-infographics-d-day-normandy-landings>

Text/Article/Website:

- Normandy Invasion - The Canadian Encyclopedia

- <http://www.thecanadianencyclopedia.ca/en/article/normandy-invasion/>

- Juno Beach - The Canadian Encyclopedia

- <http://www.thecanadianencyclopedia.ca/en/article/juno-beach-feature/>

- Lucie Aubrac - French Resistance - Biography

- <http://www.biography.com/people/lucie-aubrac-507261#synopsis>

Music:

- CBC Radio online has a list of popular music from the Second World War

- <http://music.cbc.ca/#!/blogs/2013/11/Remembrance-Day-playlist-popular-songs-from-WWII>

- “Don’t Sit Under the Apple Tree” from the Andrew’s Sisters

- <https://www.youtube.com/watch?v=YeyiC79l910>