

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 Card – 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)

D-Day Scripted Experiential Learning Lesson

Narrator 1 (Teacher): Hello soldiers. You've been given a portfolio of materials that will help you to make the D-Day landings successful. Listen carefully. Learn and explore, and you will understand your part in one of the most important days in history.

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.

Narrator 1 (Teacher): It's time to smash through Hitler's "Atlantic Wall"; mile after mile of concrete bunkers and machine gun nests line the French side of the English Channel. These fortifications were built by the Germans; layers of barbed wire, anti-tank ditches, mines, and other obstacles have been designed to greet you as part of an invading army.

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?

Narrator 2 (Student): Josef Stalin, leader of communist Russia, has been pressuring the Allies to open a second front of attack against Nazi occupied Europe. The American General, Dwight D. Eisenhower, has been appointed supreme commander of an amphibious invasion – Codename: Operation Overlord.

Narrator 1 (Teacher): You've never seen combat before. Your regiment, the Queen's Own Rifles, and the entire 3rd Canadian Infantry Division, have been waiting in England for years, part of seemingly endless training and shore leave in whatever local British town would have you. You've spent months pouring over plans and three-dimensional models of the attack site, Bernières-sur-mer, Normandy, France.

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.

Narrator 3 (Student): Paratroopers of the 1st Canadian Parachute Division landed in the depths of the night. They're objective was to connect with the Resistance fighters in France, and to lay bombs. Those paratroopers were given the task of disrupting communication and supply lines, and destroying transportation lines that would allow the Germans to bring reinforcements to the coast to meet the coming invaders – you.

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?

Narrator 2 (Student): Reveille: 03 15hrs. Gather your equipment soldier. It's June 5th, 1944 and it is time to depart. You're going to leave the familiar surroundings of England's shores laden with the supplies of war. Your Lee-Enfield Rifle is your lifeline. It weighs almost 10 pounds, but as a rifleman you've been well trained in how to manoeuvre with it in battle. But you're carrying much more than that. How are you supposed to get to shore unharmed carrying so much on your back?

TASK: Locate the list of a soldier's materials and images of soldiers from World War II 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.

Narrator 1 (Teacher): An armada of over 6900 ships await deployment in the British Channel. 110 Canadian warships are among them, and you're aboard the SS Moroway – a ship converted to carry you and 549 other infantrymen and your Landing Craft Mechanized (LCM). Your wooden LCM has a 12m hull and is armed with a machine gun. It's the type with a landing ramp at the bow to let you and 29 other soldiers flood out onto the beach when landing. The beach in the distance looks relatively calm, but the British bombardment of neighbouring beaches Gold and Sword snaps you back into the reality that awaits. The Germans are there. They're waiting for you. It's not the quiet seaside town it appears to be.

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?

Narrator 3 (Student): 8:12am. "DOWN RAMPS!", you hear. Adrenaline replaces the sea-sickness that you suffered on the crossing from Britain – the closer to shore you got, the rougher the sea became. There's no time to feel sick, but you wobble and feel unsteady as you hit the beach. You exit the LCM at the bow and flood out into the waves – the rushing water is up to your waist and it seems that hours of artillery bombardment of the shoreline did little to soften the German defenses. The Atlantic Wall is still intact, ready to greet you. Your objective is clear. Your training re-asserts itself as you face the beach head on.

TASK: Review the quotations provided of soldiers (1 of them German) from the D-Day landings. Work as a group to;

- a. How would you describe the emotions of each soldier from the quotations you read? Identify an emotion that matches the experience of each soldier.
- b. Identify 3 facts about D-Day that you have learned from reviewing these accounts.
- c. Describe what it would have been like to fight on Juno Beach on D-Day, June 6, 1944 in your own words.

Teacher Note: Play the Video of Battle Scenes from "Saving Juno" while students are working (on mute if necessary).

Narrator 1 (Teacher): You surpassed the objective, but there were losses and you've witnessed true terror in action. 61 members of the Queen's Own were killed and 79 wounded.

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?

Narrator 2 (Student): You swell with pride knowing that in less than an hour and with minimal artillery support, and no tanks on land, yours were some of the first steps onto Juno beach. Local civilians flock to the Canadians, welcoming you and fortifying your arrival with Calvados cider.

TASK: Everyone say Cheers! (and hold an invisible glass up to the success of the D-Day landings).

Teacher Note: Play the Andrews Sisters song "Don't Sit Under the Apple Tree"

<https://www.youtube.com/watch?v=YcyiC79I910>

Narrator 3 (Student): You've cracked through the Atlantic Wall and have moved onwards towards the bridge to Caen. There you will link the British forces flanking the beaches on both sides of the Canadians. The Normandy Campaign has begun; it's time to Liberate France and other European nations from Nazi occupation.

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.

Narrator 1 (Teacher): You've made news on this tremendously important day in Canada's and the World's history. You're not done. You have to keep going. There's much more fighting to be done.

TASK: Play an archival newsreel reporting the success of the D-Day landings. Is the newsreel's portrayal of the D-Day landings accurate or embellished? Why do you think so?