PART I – PRIMARY SOURCE SET – enter the components of your topic-specific primary source set here.

1. **Teacher’s Guide** (title and introductory statement)

   **D-Day: World War II**

   “You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you...I have full confidence in your courage, devotion to duty and skill in battle.” -- General Dwight D. Eisenhower

2. **Historical Background** (brief background information about the topic of your primary source set)

   D-Day took place in 1944. The plan for D-Day was in preparation over a period of time. The plans were not given out to anyone until it was needed to be told. On June 6, 1944 the invasion took place on the Normandy coast. General Eisenhower made the decision on the date to attack. Families did not hear about what the plan was until it started. For those with family members in the war they were upset about not knowing what was occurring. The armies fought their way through France and Belgium and then into Germany. From the east came the troops from Russia. On May 7, 1945 was when Germany finally surrendered.

   Students will be able to look at pictures that were from D-Day. By using the pictures the students will be able to learn about what happened during this time. They will get to see how people were dressed, what things looked like then, and many other things that they will be able to inform you the teacher.

   There is a map included in the primary source set. The map is to show how the different branches of the military invaded the coast of Normandy. This will help show how they were able to get in with little notice and complete the mission.

   Included in this primary source set is an interview with a Veteran who was there on D-Day. This can be used by having the students listen to the interview or read the transcript from the interview. There is a lot of information that this Veteran was able to let us know from his experience in the service. The students will be able to learn more about the time and the topic.
3. **Primary Sources** (complete the bibliographic organizer)

<table>
<thead>
<tr>
<th>Title of Primary Source – Use MLA citation style and record the Digital ID/Permanent URL</th>
<th>Annotations for instructional use – how will you use this primary source with your students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabbert, Ryan and Fed Bahlau. <em>Oral History Interview with Fred Bahlau</em>. 12 Sept. 2009. <em>Veterans History Project</em>. Library of Congress. 10 Oct. 2012. <a href="http://lcweb2.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.74212/">http://lcweb2.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.74212/</a>.</td>
<td>This primary source can be used by having the students listen or read the interview with Fred Bahlau a Veteran. This will show the students how someone was feeling and about their time during the war.</td>
</tr>
<tr>
<td><em>D-Day the 6th of June: Normandy 1944</em>. Map. Washington, D.C.: Center of Military History, 1993?. Library of Congress. 10 Oct. 2012. <a href="http://hdl.loc.gov/loc.gmd/g5833n.ct001239">http://hdl.loc.gov/loc.gmd/g5833n.ct001239</a>.</td>
<td>This primary source can be used to show the students how the military worked through the Normandy Invasion. It tells you which part of the military attacked where. This gives the students a visual of the battle.</td>
</tr>
<tr>
<td><em>Dwight Eisenhower giving orders to American paratroopers in England</em>. 1944 June 6. <em>Selected from By Popular Demand: Portraits of the Presidents and First Ladies, 1789-Present. American Memory</em>. Library of Congress. 10 Oct. 2012. <a href="http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field%28NUMBER+@band%28cph+3a26521%29%29:displayType=1:m856sd=cph:m856sf=3a26521">http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field%28NUMBER+@band%28cph+3a26521%29%29:displayType=1:m856sd=cph:m856sf=3a26521</a>.</td>
<td>This primary source can be used with the students by having the students use the picture and then write what they think is going on in the picture. They can explain what they think is going on in the picture.</td>
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</table>
PART II – STANDARDS ALIGNED LESSON PLAN – develop the following lesson components below.

1. **Lesson Plan Code** (create a code to identify your lesson, for example if your lesson is Social Studies for Grade 5, Period 3 create a code that might look like this: SS.5.3 or SocSt-Gr5-Pd3).
   
   SocSt-Gr6-D-Day

2. **Subject**: D-Day

3. **Grade Level/Course**: 6th Grade

4. **Title of Lesson**: D-Day: World War II

5. **Teacher(s) name(s)**: Ms. Stephanie Good

6. **Alignments** (please use all relevant PA Academic and Common Core Standards for your specific subject, ELA, Math, Writing, and Speaking & Listening).

   8.3.6.B. Explain the importance of significant historical documents, artifacts, and places critical to United States history.

   8.3.6.D. Explain how conflict and cooperation among groups and organizations have impacted the history and development of the U.S.

7. **Vocabulary**: Invasion, Airborne, Amphibious Craft, Paratroopers, Division, Surrendered.

8. **Objective(s) for Learning**:

   - The students will identify in a one page paper the importance of D-Day from what they gathered from the picture.
   - The students will list the significant locations where D-Day took place.
   - The students will create an imaginary letter as if they were either on the front line or waiting back home to hear what was happening.

9. **Essential Questions (includes guiding investigative and other essential questions)**:

   - What do you think was going through their minds when the day came around?
   - Who helped the US during D-Day?
   - Where were some of the key locations during D-Day?
   - What is the importance of D-Day?
10. **Duration:** 3-2 days

11. **Materials:**

A variety of primary source pictures, letter from D-Day, overhead projector, analysis worksheet, paper, pencils, computers.

12. **Instructional Strategies** (include the WHERE TO and Stripling Model of Inquiry as you describe your instructional procedures).

**WHERE TO Instructional Strategy**

**Stripling Model of Inquiry**

<table>
<thead>
<tr>
<th>Connect: W and H</th>
<th>The teacher will begin by showing a picture from D-Day. The teacher will ask students the following questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● What do you think is going on in this picture?</td>
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<tr>
<td></td>
<td>● Can you tell what time it could be from?</td>
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<tr>
<td></td>
<td>● What are some of the differences between this picture and things now?</td>
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<td></td>
<td>“For the next couple of days we will be studying D-Day which was part of World War II. D-Day occurred during World War II when the US was at war with Germany.”</td>
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<td></td>
<td>“During this war many families were not aware of what was occurring until after it occurred. The soldiers could not tell anyone what was happening or going to happen because they wanted to surprise the Germans.”</td>
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<td></td>
<td>“Because of the current situation people had to just hope for the best. They would wait for letters from their loved ones; because they did not have cell phones or land lines in the locations they were, to find out that they were still alive.”</td>
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<td></td>
<td>“We are going to be taking a look at other photographs to help us learn more about D-Day. We are going to learn about the locations where the war took place as well as what caused the war to start. We are also going to be listening to interviews from Veterans who were part of D-Day. Also, to see how much you were paying attention we will be writing letters which I will explain later.”</td>
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</table>

<table>
<thead>
<tr>
<th>Wonder</th>
<th>“Does anyone know anything about D-Day?”</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>“What are some questions you have about D-Day?”</td>
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<tr>
<td></td>
<td>“Make some hypotheses about why you think it was such a top secret mission”</td>
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<tr>
<td></td>
<td>“Why do you think they could not write and tell their families about what was going to happen?”</td>
</tr>
</tbody>
</table>

| Investigate: First E and T | “We are going to create a KWL chart about D-Day. You will each create one by yourselves and I will create one for the class as we discuss what you have all put 
down. In the first column you will put a “K” which stands for “What you know”. In the second column you will put a “W” which stands for “What you want to know.” In the third column you will put an “L” which stands for “What you learned.”

“In the first column I would like you to put what you already know about D-Day.”

Allow the students to write in what they already know about D-Day.

“What do you know about D-Day? I am going to make a list on our class KWL chart.”

On an Elmo or overhead projector write down what the students know about D-Day.

“Now that we have a list of what we know about D-Day we are going to move to the next column. What are some things you want to learn about D-Day?”

Make sure to add onto the class list some such as:
- Who were some people important to D-Day?
- When was D-Day?
- What were some locations that were used during D-Day?

“As we are working on this next part of the activity I would like you to put these to the side of your desk. We will come back to this after we have learned about D-Day.”

The class will count off by 5 to create 5 groups. While in their groups they will be looking at one of the primary sources from the primary source set.

“We are going to count off by five which will create the five groups you will be working in to look at different primary sources.”

The group will be working to analyze pictures, interviews, and maps.

“You will be analyzing different primary sources that deal with D-Day. While you are analyzing the photographs, interviews, and maps I want you to think about the time period, the people, the locations, and anything else you might see or hear in the primary sources. I want you to try and see what you can gather from these sources to learn more about D-Day.”

“As you are working in your groups, I want you to fill in your analysis worksheet.”

Allow the students to work look at the sources and get as much from them as possible.

Once the students had time to learn from their primary source bring them back together and have each group share what they learned.

As the students are presenting the teacher will make a list of the important locations to D-Day on the board.
- Greenham Common, England
- Southern France
- English Channel
- Normandy France
- France
- England
| Construct: O | “We are now going to write letters as if you were there during D-Day. This letter that I am going to read and show you was from May 20, 1945. This was just under a year form when D-Day occurred.”  
“Now that you know what one letter was like from this time period I would like you to image that you were fighting in the war or at home writing to someone you care about. I would like you to put in 3-5 facts that you learned about D-Day into the letter.”  
Have some of the students read their letters. |
| Express: Second E | When the letters are all done allow the students to check over their letters.  
Make sure there is proper grammar, check spelling, check to make sure there are 3-5 facts that they learned about, check to make sure it is at least ½ page long, and check for the proper way to write a letter.  
The students will be able to see how their letter could have been written during that time period.  
Have the students talk with 4 others about their letters and the new information they have learned about. They will be able to learn more and have fun doing it. |
| Reflect: R | “Now we are going to get our KWL charts that we started at the beginning of the lesson. I would like you to list some things that you have learned from the past couple of days.”  
Allow the students to write some down on their paper.  
“Who has some things you have learned from our activity?”  
Some of the important things to make sure have been talked about would be:  
-D-Day was on June 5, 1944.  
-They went through the English Channel to fight Germany.  
-The supreme Commander was Dwight Eisenhower.  
“What are some other questions you may have about D-Day?” |
PART III – Assessment – develop a performance task and rubric.

1. Formative Assessment (Performance Task & Rubric)

You are to create one letter from either the perspective of you fighting the war or the perspective of someone at home writing to someone they care about. Remember you need to use proper grammar, check your spelling, check to make sure there are 3-5 facts that you learned about D-Day, check to make sure it is at least ½ page long, and check for the proper way to write a letter. There is a rubric to help you know what is expected of you and how the letter will be graded.

<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlling Ideas</td>
<td>Attempts to address the prompt but lacks focus or is off-task.</td>
<td>Addresses prompt appropriately, but with a week or uneven focus.</td>
<td>Addresses the prompt appropriately and maintains a clear; steady focus.</td>
<td>Addresses all aspects of the prompt appropriately and maintains a strongly developed focus.</td>
</tr>
<tr>
<td>Reading/Research</td>
<td>Directly restates information from reading materials, interviews, and/or visual materials; uses materials inaccurately, OR information from source materials is irrelevant for the purpose at hand.</td>
<td>Uses reading materials, interviews, and/or visual materials with minor lapses in cohesion, accuracy or relevance.</td>
<td>Accurately integrates reading materials, interviews, and/or visual materials to authenticate the letter.</td>
<td>Accurately and seamlessly integrates reading materials, interviews, and/or visual materials to authenticate the letter.</td>
</tr>
<tr>
<td>Development</td>
<td>Descriptions of experiences, individuals, and/or events are overly simplified or lack details. Lacks relevance to the topic.</td>
<td>Develops experiences, individuals, and/or events with some detail but sense of time, place, or character remains at the surface level. Somewhat on topic.</td>
<td>Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character. On topic, but not clear.</td>
<td>Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character. On topic and clear.</td>
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<tr>
<td>Organization</td>
<td>There is a total lack of structure.</td>
<td>Some attempt to structure the letter has been made, but the structure is poorly developed.</td>
<td>Structure developed reasonably well, but lacks clarity.</td>
<td>Structure of work is clearly developed.</td>
</tr>
<tr>
<td>Conventions</td>
<td>There are four or more errors in punctuation, grammar, or spelling.</td>
<td>There are two or three errors in punctuation, grammar, or spelling.</td>
<td>There is one error in punctuation, grammar, or spelling.</td>
<td>There are no errors in punctuation, grammar, or spelling.</td>
</tr>
<tr>
<td>Content Understanding</td>
<td>Attempts to include disciplinary content in letter, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. Did not include any facts.</td>
<td>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in use of content. Included 1 fact.</td>
<td>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. Included 2 facts.</td>
<td>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. Included 3-5 facts.</td>
</tr>
</tbody>
</table>