

Lesson Plan

1. Prepare for this lesson by pre-printing the following pages:
4-5: one copy per student, double-sided
6-7: one copy per student, double-sided
8: one copy per group
10-17: three-four copies of each, one narrative per group, one per student
18-23: one copy per group
2. Open the lesson by asking students to share about an event they had planned for that didn't go as expected. Share an example of your own. (Example: Test you studied for doesn't look anything like the test in front of you; key player on your debate team is ill and unable to compete in an important tournament, etc.)
3. Hand out copies of **The Purpose of D-Day** (pages 4-5) and read through with students. Utilize maps and content to familiarize students with World War II and the events leading up to Operation OVERLORD.
4. Hand out copies of the **Background Briefing** (pages 6-7) and read through with students. Utilize maps and content to familiarize students with Operation NEPTUNE, Omaha Beach, and Primary Sources. Have students identify the primary source and secondary source information found on both **The Purpose of D-Day** and **Background Briefing**.
 - * Pages 25-30 provides the entire **Operation NEPTUNE** document
 - * **Page 4:** Text and Nazi Empire Map - Secondary
Page 5: Maps II and III - Primary; Omaha Beach and Operation OVERLORD information - Secondary
Page 6: Photo and Operation NEPTUNE Document - Primary; Text - Secondary
Page 7: Map XII, 1st Div. Patch, and Photo - Primary; Text - Secondary
5. Break students into eight groups of three or four students and assign each group to one **Primary Source Soldier Narrative** (pages 10-17). Give each student a copy of the narrative and distribute the corresponding artifact(s) to each group.
 - * Use the **Primary Source Set List** (page 9) to identify which artifacts correspond to each Soldier Narrative. This page also provides the basic information about each artifact (the answer key). Do not share this information with the students until after they have had a chance to do their own research.
6. After the groups have had a chance to read their **Primary Source Soldier Narrative** and observe the corresponding artifact(s), hand out copies of **Primarily Omaha Beach** (page 8) and have groups complete.
 - * Student can utilize tools such as the Internet and books to research the soldier and/or artifact(s).
7. Have each group share their soldier's story and how the artifact(s) they observed correlate to the story.
8. Direct a class discussion about **Primarily Omaha Beach**. Ensure students comprehend that although extensive planning went into the D-Day invasion, things did not go according to plan, especially on Omaha Beach, and it was leadership on the ground that saved thousands of lives.
9. Watch video footage of what really happened at:
www.eisenhowermemorial.org/experience/#/dday/206 OR
www.abmc.gov/multimedia/videos/ok-lets-go