

Lesson Plan

1. Ask students to share about an event they were looking forward to that was dependent on the weather. Share an example of your own. (Examples: outdoor concert, softball tournament, etc.) What if that event determined the fate of millions of people?

3 minutes

2. Use **The Purpose of D-Day** (page 5) to instruct students about the overall purpose of D-Day.

3 minutes

3. Use **Primary Sources: Preserving the Past** (page 6) to instruct students about the importance of primary sources and how to engage with them.

3 minutes

4. With students in groups of 2-3, examine primary source #1.6 (weather balloon) and guide them through filling out a **Primary Source Analysis** (page 7) sheet together.

* Each group should have its own copy of the primary source.

8 minutes

5. Use the **Background Briefing** (pages 8-9) to explain and discuss the significance and challenges of the weather conditions surrounding D-Day. What were the ideal weather conditions for D-Day? How did General Eisenhower and his team prepare to make the best decisions?

5 minutes

6. In groups of 2-3, have students examine the other primary sources in the set (each group gets the same set). Select one primary source for each group to focus on to fill out a **Primary Source Analysis** (page 7) sheet.

* After filling out the analysis sheets, each group shares their findings about their “focus object” with the class. Refer to the **Primary Source Set: 1. WEATHER** (page 10) to help determine if students correctly interpret the source.

20 minutes

10 min analysis/10 min sharing

7. Use **Commence or Delay** (page 11) to instruct students about the timeline of events leading up to Eisenhower’s decision. Each individual student is now asked to decide if, based on this information, they would commence with D-Day or delay, and explain why. Visually represent the students’ votes by asking students to get up and move to either side of the room, depending on their vote.

5 minutes

8. Use the information provided on **The Reality** (page 12) to read about and show the video clip of what the weather conditions were actually like on D-Day. Discuss student reactions.

5 minutes

9. If there is extra time, have students complete the **Countdown Assessment** (page 13). If time is out, send it home for the students to complete and hand in to their teacher.