

## TABLE OF CONTENTS

<b>Purpose</b> .....	1
<b>Overview</b> .....	2
<b>Setup Directions</b> .....	3
<b>Assessment</b> .....	8
<b>The Jigsaw Classroom</b> .....	10
<b>The Socratic Seminar Model</b> .....	14
<b>Resources</b> .....	17
<b>Bibliography</b> .....	18
<b>Unit Time Chart</b> .....	19
<b>Daily Directions</b> .....	20
<b>Reproducible Masters</b>	
PRETEST/POSTTEST .....	31
D-DAY RESEARCH .....	33
COOPERATIVE GROUP WORK RUBRIC .....	34
INVASION PLANNING SPECIAL ORDERS (1–3) .....	35
COORDINATING COMMAND REPORT: Pros and Cons .....	38
AFTER ACTION REPORT: North Africa Operation .....	39
AFTER ACTION REPORT: Sicily Operation .....	40
AFTER ACTION REPORT: Salerno Operation .....	41
AFTER ACTION REPORT: Anzio Operation .....	42
FINAL INVASION PLAN .....	43
WEATHER COMMAND ORDERS .....	44
CALENDAR (May and June 1944) .....	45
HOW TO READ CALENDARS .....	47
WEATHER COMMAND AFTER ACTION REPORT (1–2).....	48
LOCATION COMMAND ORDERS .....	50
MAP .....	51
MAP EXPLANATION .....	52
AREA PLUSES AND MINUSES .....	53
LOCATION COMMAND AFTER ACTION REPORT (1–2).....	54
STRATEGY COMMAND ORDERS .....	56
OPTION MAPS (A, B, C, D).....	57
OPTION PLUSES AND MINUSES .....	59
STRATEGY COMMAND AFTER ACTION REPORT (1–2) .....	60
EPILOGUE .....	62
SOCRATIC SEMINAR GUIDELINES .....	63
SOCRATIC SEMINAR OBSERVATIONS .....	64
SOCRATIC SEMINAR RUBRIC .....	65

# STUDENTS CONTENT

Samples are provided for evaluation purposes. Copying of the product or its parts for resale is prohibited. Additional restrictions may be set by the publisher.

Of all the events in the 20th century, none has changed the course of human history in a more significant way than the Allied invasion of Nazi-occupied Western Europe in World War II. At stake was the freedom of all those suffering under Nazi tyranny and all those resisting it. Had the Allies failed in their attempt to liberate Western Europe and destroy the German army, our world would be dramatically different. The success of the Allied invasion, commonly referred to as “D-Day,” was only possible because of the unique cooperation and participation of a variety of nations, and thousands of people with a variety of opinions, goals, and past experiences. Ultimately, the risk of failure allowed differences to be put aside, and allowed all participants to focus on the enormous task of intricately planning a successful invasion. Your students now have the opportunity to experience the frustration and satisfaction of successfully planning the invasion that changed the world, and to discover the advantage and power of cooperation. Your students will also experience the following:

### Knowledge

- The course of military and political decision-making during D-Day planning
- The geographic location of significant places relating to D-Day
- The campaigns associated with the code names *Shingle*, *Husky*, *Avalanche*, *Torch*, and *Operation Overlord*
- The need for cooperation in group decision-making
- The complexity and process of intricate planning
- The lesson of learning from past mistakes

### Skills

- Use information to validate opinions, defend positions, and effectively make decisions
- Cooperate within groups to achieve specific goals
- Use the Socratic method to understand and synthesize the full complexity of learned information

### Attitudes

- Appreciation for the work and effort of others
- Appreciation for the work it takes to achieve success
- Acknowledgment that with great accomplishment comes great risk
- Recognition of the need for a wide range of opinions, and respect for those opinions to achieve consensus and positive results

PURPOSE

## OVERVIEW

# OVERVIEW

D-DAY simulates the planning that resulted in “Operation Overlord,” the Allied invasion of Western Europe in June 1944. Under directives of Supreme Allied Commander, General Dwight Eisenhower, students assume the roles of Allied Commanders in charge of major aspects in the planning of the invasion. The simulation takes place in February 1944, when the Allies were finally ready to commit large forces to defeat Nazi Germany in a direct attack on Western Europe. At that time, all that remained was formalizing plans that would ensure a successful landing on the continent.

### **Introduction and Background Knowledge**

The simulation begins with a brief introduction to the simulation, general background reading, and a Research Activity designed to familiarize students with the events that preceded the invasion of Western Europe in World War II.

### **Jigsaw/Expert Group Work**

In heterogeneous teams of four, students form Invasion Planning Groups whose task is to develop a plan of invasion. Within the group students assume the role of Coordinating Commander, Location Commander, Weather Commander, or Strategy Commander. Before writing these plans, however, students must work temporarily in Expert Groups. His or her role determines which Expert Group each commander will join.

Expert Groups explore and discuss past invasions and note the shortcomings related to their special focus (weather, location, or strategy). Following Expert Group time, students reconvene in their original Invasion Planning Groups to discuss, formulate, and present their invasion plans.

### **Epilogue**

The *Epilogue* follows groups submitting their final invasion plans. For most students, the most dramatic aspect of the simulation will be finding out whether their invasion plan could have led to success. Although they can never know the answer to “what-if questions,” they can assess the many alternatives to the Allies’ actual response.

### **Socratic Seminar Activity**

After discovering if their plans would have succeeded, students explore several aspects of the war in the *Socratic Seminar* activity. The Seminar questions encourage students to synthesize learned information and develop broader ideas that extend their understanding beyond the simulation experience.

## SETUP DIRECTIONS

### 1. Before You Begin

Carefully and thoroughly read through this Teacher Guide and the Student Guide before beginning. This will help you plan your time and adjust the unit to meet your students' needs and abilities. Interact employs certain editorial conventions to identify materials.

- In preparing materials, *Class set* means *one per student*.
- One *Day* on the **Unit Time Chart** is the length of a normal class period—50 minutes to one hour.
- All masters and student handouts are listed by name using **ALL CAPITAL LETTERS**.
- Teacher reference pages are named in **Bold**.
- Special events are named using *Italics* (e.g., *Socratic Seminar*).

### 2. Incorporating D-DAY into Your Curriculum

D-DAY can be used in the following ways:

- A culmination to a World War II unit of study
- The study of D-Day (Operation Overlord)
- The examination of complex military decision-making

### 3. Timing Options

- Although you may lengthen the time scheduled for this unit, it generally takes a minimum of five 50-minute classes to complete the following activities in D-DAY:
  - Reading and researching general background information
  - Reading and discussing historical information on the shortcomings of previous invasions as related to one specific focus (weather, location, or strategy)
  - Presenting their perspectives within their Invasion Planning Group and formalizing the best invasion plan
  - Discussing their invasion plans as related to what actually happened
  - Exploring several aspects of the war in the *Socratic Seminar* activity
- Expect the Introduction and Background Knowledge to take approximately one day. Students can work on the Research Activity on their own time or as homework.
- Allow two+ days for the Jigsaw/Expert Group Work. Students need time to work together in their Expert Groups to understand their focus area before rejoining their Invasion Planning Groups (Jigsaw Groups) to discuss and formalize the best invasion plan.



5+ hours

*You may schedule research and/or instruction days between scheduled days of this unit. For example, Day 2 does not have to occur on the calendar day following Day 1.*

## SETUP DIRECTIONS



*Jigsaw and Expert Groups*



*If you have fewer than four students in a group, combine the roles of Coordinating Commander and Strategy Commander.*

- d. The *Epilogue* can be completed in 20 minutes. Conduct the *Epilogue* on a separate day or it can directly follow the Invasion Planning Groups' Final Invasion Plan decision(s).
- e. Plan one day for the *Socratic Seminar* Activity.

#### 4. Grouping Students

This unit utilizes cooperative learning. On Day 2 you will perform student grouping two times.

##### a. Jigsaw Groups—Invasion Planning Groups

Initially, form Invasion Planning Groups by dividing students into heterogeneous teams of four students each. Over the next two days these groups will work together to develop an invasion plan.

##### b. Expert Groups

Students join Expert Groups based on the role they play within their Invasion Planning Group. All the Location Commanders form one Expert Group, all the Weather Commanders form a second Expert Group, and so on. See **The Jigsaw Classroom**, page 10, for more information on this grouping strategy.

#### 5. Assigning Roles

- a. Each Invasion Planning Group (Jigsaw Group) contains four students. Each student assumes the role of an Allied Commander in charge of one major aspect in the planning of the invasion.

**Coordinating Commander**—This role requires and develops leadership, responsibility, maturity, and diplomacy. Coordinating Commanders make sure that their group produces a working invasion plan. During the Expert Group Activity, these Commanders examine all relevant information related to four previous invasions (location, strategy, and weather). These students should be the most respected and brightest members of the class.

**Location Commander**—This role involves the manipulation and analysis of map data, in order to determine “where?” the invasion of Western Europe will occur. During the Expert Group Activity, all Location Commanders become familiar with information related to the locations of four Mediterranean campaigns, in order to later brief their Coordinating Commanders and groups on the shortcomings made concerning “where?” past invasions occurred.

## DAILY DIRECTIONS DAY 2

### Setup

1. Before beginning, prepare Invasion Planning Group Top Secret Folders containing packets for the four different commanders for each group. Label each folder “Top Secret” and follow the directions in **Setup Directions #7, Reproducible Masters and #9, Top Secret Folders**.
2. Students complete and turn in D-DAY RESEARCH prior to Day 2. Check their work for student understanding.
3. Determine four areas of the classroom where the four Expert groups will work.

### Procedure

1. Conduct a brief review of World War II, leading up to D-Day. Be sure to clarify any student misunderstandings, based on student responses to D-DAY RESEARCH.

### The Simulation Begins

2. Divide the class into Invasion Planning Groups (Jigsaw Groups; groups of four students each). Carefully consider the information in **Setup Directions #4, Grouping Students**, and **#5, Assigning Roles**.
3. Assign roles of Coordinating Commanders (one per group; group leader). Assign or allow Coordinating Commanders to assign other group roles.
4. Distribute or use the display copy to explain the COOPERATIVE GROUP WORK RUBRIC and your expectations.
5. Distribute one Top Secret Folder per group. Instruct the Coordinating Commanders to read the **first page** of INVASION PLANNING SPECIAL ORDERS to the group before they distribute packets to other Commanders. Answer questions as appropriate.
6. When groups are clear on the first page of INVASION PLANNING SPECIAL ORDERS (instructions that guide groups through the Invasion Planning phase of the simulation), instruct Coordinating Commanders to read **page 2** (information related to their Expert Groups). Discuss the next phase of the simulation (Expert Group Work).



*Jigsaw and Expert Group work*



*This review may take the whole period depending on how much your students know about World War II and D-Day.*

*If there is a group with fewer than four members, one student plays the role of Coordinating Commander and Strategy Commander.*

## PRETEST / POSTTEST

### Matching

Write the letter of the name or term that matches each description below (for questions 1–10).

Note: Some letters will not be used.

- |                   |                  |                      |                         |
|-------------------|------------------|----------------------|-------------------------|
| a. Port Moresby   | f. Allies        | k. Austria           | p. Battle of El Alamein |
| b. Lend-Lease Act | g. Trade embargo | l. Battle of Britain | q. Battle of France     |
| c. Dunkirk        | h. U-boats       | m. France            | r. Operation Torch      |
| d. Soviet Union   | i. Poland        | n. Neutrality Act    | s. Panzers              |
| e. Pearl Harbor   | j. Axis          | o. Munich Pact       | t. Operation Neptune    |

- \_\_\_\_\_ Japan launched a surprise attack on this American naval base.
- \_\_\_\_\_ In response to Japanese aggression in Indo-China, America placed this on Japan.
- \_\_\_\_\_ Germany, Italy, and Japan formed this alliance.
- \_\_\_\_\_ With these weapons, Germany hoped to starve Britain into submission.
- \_\_\_\_\_ The United States passed this legislation to allow friendly nations to be supplied with American war materials.
- \_\_\_\_\_ Germany invaded this country, starting World War II.
- \_\_\_\_\_ This agreement, signed by Britain and France, failed to stop German aggression.
- \_\_\_\_\_ This battle was an attempt by Germany to control the skies over Britain.
- \_\_\_\_\_ This battle in North Africa stopped the Germans from advancing into Egypt.
- \_\_\_\_\_ This invasion marked the first time Americans invaded Axis controlled territory.

### Multiple Choice

Circle the correct answer.

- |  |   |
|--|---|
| 11. This body of water separates Britain from Western Europe.<br>a. Baltic Sea<br>b. Irish Sea<br>c. Mediterranean Sea<br>d. English Channel | 13. The Axis powers included all of the following countries, <i>except</i><br>a. Germany<br>b. Japan<br>c. Soviet Union<br>d. Italy |
| 12. Which of the following countries remained neutral in World War II?<br>a. France<br>b. Spain<br>c. England<br>d. Italy                    | 14. Which country does not border the Mediterranean Sea?<br>a. Germany<br>b. Spain<br>c. France<br>d. Italy                         |

## HOW TO READ CALENDARS

Each date for the months of May and June on the calendar includes a Beaufort scale number, expected rainfall, and moon phases. Predictions are based on past regional weather patterns in Western Europe.

<b>Beaufort Scale</b> (rates wind speed)		
<b>Beaufort Number:</b>	<b>Wind Speed:</b>	<b>Description:</b>
B,0 calm	1 mph	calm
B,1 light air	1–3 mph	smoke drifts
B,2 light breeze	1–4 mph	wind felt on face
B,3 gentle breeze	5–12 mph	wind extends flags
B,4 moderate breeze	13–18 mph	raises dust and paper
B,5 fresh breeze	19–24 mph	wavelets on water
B,6 strong breeze	25–31 mph	umbrella control lost
B,7 moderate gale	32–38 mph	trees sway
B,8 fresh gale	39–46 mph	moving cars veer
B,9 strong gale	47–54 mph	slight structural damage
B,10 storm	55–63 mph	considerable damage
B,11 violent storm	64–72 mph	widespread damage
B,12 hurricane	73+ mph	destruction

Use the Beaufort scale to determine the force of the wind represented by the Beaufort number. For each date, read in the following way:  
 B,1 = Beaufort Number 1 (light air, Wind Speed 1–3 mph, smoke drifts)

<b>Rainfall Scale</b> (rates expected rainfall)	
For each date, read in the following way (increasing in intensity):	
1	light rain
2	rain
3	heavy rain
4	showers
5	heavy showers
6	thunder storms

<b>Moon phases:</b>	
	New moon. The moon is dark, but gradually becomes brighter or “waxes” until it reaches its first quarter.
	First quarter moon. The moon continues to “wax” until it is full.
	Full moon. The moon “wanes” or darkens until it reaches its last quarter.
	Last quarter moon. The moon continues to “wane” until it is a new moon again.