

D-Day and the Texas Panhandle

Unit Title: World War II

Subject/Grade: US History/11th

Lesson Title: D-Day and the Texas Panhandle

Approximate Timeframe: 1 to 2 class periods

Content TEKS: US History 6B, 6C

6B- analyze major issues and events of World War II such as fighting the war on multiple fronts and the invasion of Normandy.

6C- explain the roles played by significant military leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton.

Related TEKS (i.e. process skills):

8B- pose and answer questions about geographic distributions, patterns shown on maps, charts, graphs, models and databases.

21C- analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity.

24A- locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.

24C- explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context.

24D- use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

24E- evaluate the validity of a source based on language, corroboration with other sources, and information about the author.

24F- identify bias in written, oral, and visual material.

Key Understanding(s):

The student will be able to identify and understand the important figures, events, and terminology that pertain to the Allied invasion of Normandy (D-Day).

Guided Questions for Understanding:

- When did D-Day take place?
- What was the name of the operation?
- Who commanded the Allied forces?
- Why was D-Day a significant event in WWII?
- What was Nazi Germany's response to D-Day?

Performance Indicator(s):

The students will create a front page of a newspaper, template provided, which informs the local community of the invasion of Normandy. Included in this front page will be a brief summary of the initial invasion, a gripping headline, and a military map that informs the public where the invasion takes place. Students will explain why the invasion was important to both sides in the war.

Vocabulary of Instruction:

D-Day	Operation OVERLORD	Dwight Eisenhower	Omar Bradley
Omaha Beach	Paratrooper	Utah Beach	

Materials/Resources: (handouts & video clips are on the enclosed DVD & at <http://www.esc16.net/kacvww2lessons>)

- Video Clip: Ken Burns - The War - Invasion of Normandy
- This video clip can be omitted and a different focus used.
- Notes D-day in the Texas Panhandle (1 copy of Master & Blank)
- Transparency Newspaper D-Day Master

KACV WWII Video Clips/Primary Source Interview Segments:

- [ddaygkoumalats1.mpg](#)
George Koumalats, of Amarillo, TX, recalls the injuries he sustained to his hand while serving in the 501st Parachute Infantry Regiment in France. George explains how he had to travel five days before he was able to reach a hospital.
- [ddaygkoumalats2.mpg](#)
George Koumalats, of Amarillo, TX, discusses his role in the invasion of Normandy as part of the 501st Parachute Infantry Regiment. George describes the jump over Normandy and landing behind enemy lines.

Advanced Preparation:

- Ken Burns DVD cued to landing scenes at Normandy
- Copies of Notes D-day in the Texas Panhandle; 1 per student
- Copies of Newspaper D Day Blank; 1 per student

Instructional Procedure:

(Including background information, teacher talk, equipment/safety concerns as necessary)

- **Focus**

At the beginning of class, ask the students to close their eyes and imagine themselves a soldier at war. Then ask them to imagine the worst situation that they might find themselves in during wartime. After allowing them a moment to think, ask them to open their eyes and show them a clip of “The War” that shows the landing of troops on the beaches of Normandy.

- **Explain**

Explain to the students they will learn about D-Day today. Briefly explain D-Day using the skeleton lecture provided on the student worksheet Notes D-Day in the Texas Panhandle MASTER. Make sure the students have a copy of Notes D-Day in the Texas Panhandle BLANK, so they may fill in the open notes. You will be viewing the 2 video clips of George Koumalats during the notes; your cues to viewing are on the MASTER copy of the notes page along with all the answers to the questions.

- **Explore**

Instructions for student research are on the Notes D-Day in the Texas Panhandle MASTER. They will use their book and internet resources to complete the notes.

- **Evaluate**

Pass out the Newspaper D-Day Blank to all students. Then review their instructions from the Transparency Newspaper D-Day Master. You might want to copy the Master on the back of their Blank copy.

GT Adjustment: Have them create a key for their newspaper map and add German fortifications to the beaches at Normandy.

- **Closure**

Discuss the following questions with the class:

Would you have gotten off the boat under the hail of gunfire?

Was the Invasion of Normandy significant to the war effort? Why?