

The World War II Foundation Multidisciplinary Integrated Curriculum

"Valor & Virtue: A World War II Journey"

Part X: "Values and Character Education"

"Values and Character Education" component of the "Valor & Virtue: A Journey Through World War II History" curriculum is perhaps the core component to the curriculum. It serves to deepen students' understanding of ethical behavior, character, and the human dimension of war. This part of the curriculum would be designed to facilitate discussions on moral complexity, leadership, personal integrity, and the consequences of actions during one of the most challenging periods in modern history. Here's the approach to apply in integrating these documentaries and their themes into the curriculum:

Curricular Focus on Values and Character Education:

Unit 1: Historical and Ethical Analysis (Pages 3-8) Utilize [*Survivors of Malmedy*](#) to engage students in discussions about war crimes, the rules of engagement, and the importance of maintaining humanity in the face of war. This documentary provides a poignant entry point for exploring the consequences of dehumanization and the significance of international law in protecting human rights.

Unit 2: Research and Reflective Projects (Pages 9-10) Encourage students to conduct research projects on the Malmedy massacre or similar historical events, focusing on the ethical dilemmas and choices faced by individuals involved. Students can create presentations, write essays, or develop digital storytelling projects that reflect on the moral lessons learned and how these lessons apply to contemporary ethical issues.

Unit 3: Exploration of Courage and Moral Courage (Pages 11-14) [*The Portillo Expedition: Mystery on Bougainville Island*](#) offers a unique perspective on the value of perseverance, historical inquiry, and the quest to uncover truth. Use this documentary as a basis for projects that investigate unsolved mysteries of WWII, the importance of remembering those who served, and the role of courage in both historical and contemporary contexts.

Unit 4: Values in Leadership (Pages 15-18) Through discussions about leadership during WWII, highlighted by both documentaries, students can explore various leadership styles, the decisions leaders made under extreme circumstances, and the qualities that define effective and ethical leadership. Role-playing activities, where students simulate the decision-making processes of WWII leaders, can provide insights into the challenges of leadership and the importance of values-based decision-making.

Unit 5: Community Engagement and Oral History (Pages 19-22) Partner with local veterans' organizations, museums, and educational institutions to bring firsthand accounts of WWII into the classroom. Invite veterans or family members of veterans to share their stories, providing a personal connection to the themes discussed in the documentaries. Students can engage in oral history projects, interviewing veterans or conducting research at local archives, to bring the lessons of [*Survivors of Malmedy*](#) and [*The Portillo Expedition*](#) to life.

Unit 6: Reflection and Ethical Discussion (Pages 23-25) Facilitate regular reflection sessions where students can discuss the ethical questions raised by the documentaries and the broader curriculum. These discussions can be structured around specific themes, such as the ethics of warfare, the impact of individual choices in historical events, and the relevance of WWII's moral lessons to today's world.

- **Assessment of Values and Character Education:** Develop rubrics and assessment criteria that focus on students' ability to critically engage with ethical dilemmas, articulate



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their values, and apply historical lessons to modern-day scenarios. Assessments can include reflective essays, project presentations, and contributions to class discussions, emphasizing depth of thought, ethical reasoning, and personal growth.

By weaving [*Survivors of Malmedy*](#) and [*The Portillo Expedition: Mystery on Bougainville Island*](#) into the "Values and Character Education" curriculum, educators can create a rich, multidimensional learning experience. This approach not only deepens students' historical knowledge but also cultivates ethical awareness, critical thinking, and a profound appreciation for the legacy of WWII and its enduring lessons on character and human dignity.

Curriculum created by Colonel John Fenzel (USA, Ret.). CEO of The World War II Foundation from January 2024 to May 2025. All mistakes and errors are the author's own.
Edited from original format by Cindy Tatum, Curriculum Developer, Wreaths Across America.



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"Valor & Virtue: A World War II Journey"

Lesson Plan

Part X: "Values and Character Education"

Unit 1: Ethics in Warfare and Human Rights

"Values and Character Education" component of the "Valor & Virtue: A Journey Through World War II History" curriculum is the core component to the curriculum. It serves to deepen students' understanding of ethical behavior, character, and the human dimension of war. This part of the curriculum would be designed to facilitate discussions on moral complexity, leadership, personal integrity, and the consequences of actions during one of the most challenging periods in modern history. Lesson Plans follow:

Topic: Historical and Ethical Analysis through "[*Survivors of Malmedy: December 1944*](#)"

Grade Level: High School (Grades 9-12)

Duration: 2-3 Class Periods

Objectives:

1. Analyze the concept of war crimes and the rules of engagement during WWII.
2. Understand the consequences of dehumanization and the importance of maintaining humanity in the face of war.
3. Discuss the significance of international law in protecting human rights.
4. Develop critical thinking and ethical reasoning skills through historical analysis.

Materials:

- Documentary: [*Survivors of Malmedy: December 1944*](#)
- Selected primary sources (e.g., war crime trial transcripts, soldiers' letters, international law documents)
- Worksheet for ethical analysis
- Chart paper/markers
- Internet access for research
- Rubric for assessment

Lesson Outline:

Day 1: Introduction to the Malmedy Massacre and War Crimes

Warm-Up Activity (10 minutes):

- Pose a discussion question: "What does it mean to maintain humanity during war?"
- Students share initial thoughts in pairs, then discuss with the whole class.

Introduction to the Documentary (10 minutes):

- Provide historical context on the Malmedy Massacre during the Battle of the Bulge.
- Briefly discuss the concept of war crimes and introduce the rules of engagement.

Documentary Viewing (35 minutes):

- Watch [*Survivors of Malmedy*](#) (or selected excerpts if time-constrained).

Guided Discussion (20 minutes):

- Engage students in a post-viewing discussion:
 - What stood out to you in the documentary, and why?
 - How did dehumanization contribute to the Malmedy Massacre?
 - What ethical dilemmas did soldiers face during this event?
 - How did survivors maintain their humanity in the face of war?

Homework Assignment:



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- Read an excerpt from the Nuremberg Trials transcript related to the Malmedy Massacre.
- Complete a worksheet identifying key principles of international law discussed in the trial.

Day 2: Analyzing War Crimes and Ethical Dilemmas

Warm-Up Activity (10 minutes):

Review homework responses in small groups and discuss ethical principles in the context of war crimes.

Ethical Analysis (30 minutes):

Provide a brief lesson on key concepts:

- **War Crimes:** Definition and historical context.
- **Rules of Engagement:** Principles guiding soldiers' conduct.
- **Human Rights:** How international law protects human rights.

Divide students into groups and assign each group a topic related to the documentary:

- Group 1: Dehumanization and its role in war crimes.
- Group 2: Rules of engagement and their challenges.
- Group 3: The role of international law in prosecuting war crimes.

Group Research and Analysis (30 minutes):

- Groups research their assigned topics using primary/secondary sources.
- Create a presentation (digital or on chart paper) summarizing findings.

Presentations and Class Discussion (20 minutes):

- Groups present their findings to the class.
- Facilitate a class discussion on the importance of maintaining humanity in the face of war.

Homework Assignment:

- Write a reflective essay (500-750 words) on the significance of international law in protecting human rights, drawing on the Malmedy Massacre and other historical examples.

Day 3: Reflection and Synthesis

Warm-Up Activity (10 minutes):

- Share initial thoughts from the reflective essay with a partner.
- Conduct a class discussion on diverse perspectives regarding international law.

Debate on Ethical Dilemmas (30 minutes):

- Organize a class debate on the topic:

"Is it ever acceptable to violate the rules of engagement in the name of victory?"

Divide the class into pro/con teams and allow each side to present arguments.

Encourage rebuttals and cross-examination.

Wrap-Up Activity (20 minutes):

- Conclude the lesson with a whole-class reflection on:
 - How did the Malmedy Massacre shape our understanding of war crimes?
 - What ethical challenges remain in modern warfare?
 - How does international law continue to evolve to protect human rights?

Assessment:



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- **Participation in Discussion/Debate (20%):** Active and thoughtful contribution to class discussions and debate.
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Selected Primary Sources

War Crime Trial Transcripts:

- **Nuremberg Trials Transcript:**
 - *Document:* "Judgment of the Military Tribunal in the Malmedy Case" (1946)
 - *Key Excerpts:* Prosecution evidence against the SS officers involved in the Malmedy Massacre.
 - *Link:* Transcript - Malmedy Case (Yale Law School - Avalon Project)
 - **Testimonies of Survivors and Witnesses:**
 - *Document:* "Testimony of Edward Fisher" (1946)
 - *Summary:* Eyewitness account of the events leading up to the Malmedy Massacre.
 - **Soldiers' Letters:**
 - **Letter from an American GI (Anonymous):**
 - *Date:* January 1945
 - *Summary:* Describes the emotional turmoil faced by soldiers who learned about the massacre.
 - **Letters from the Frontlines (British Soldier):**
 - *Author:* Private John Evans
 - *Date:* December 1944
 - *Summary:* Discusses his views on the treatment of POWs and the rules of engagement.
 - **International Law Documents:**
 - **Geneva Convention of 1929:**
 - *Document:* "Convention Relative to the Treatment of Prisoners of War"
 - *Summary:* Defines the treatment standards for POWs.
 - *Link:* Geneva Convention (1929)
 - **United Nations Universal Declaration of Human Rights (1948):**
 - *Document:* "Article 5 - Protection from Torture and Inhuman Treatment"
 - *Link:* Universal Declaration of Human Rights
 - **International Military Tribunal Charter (1945):**
 - *Document:* "Charter of the International Military Tribunal"
 - *Summary:* Defines the authority and jurisdiction of the tribunal.
 - *Link:* IMT Charter (1945)
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Worksheets for Ethical Analysis:

- **Ethical Analysis Worksheet - War Crimes:**
 - *Questions:*
 - What actions during the Malmedy Massacre could be classified as war crimes, according to international law?

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- How did dehumanization contribute to the massacre, and what steps could have been taken to prevent it?
- **Rules of Engagement Worksheet:**
 - *Questions:*
 - What are the key principles of the Geneva Convention related to the treatment of POWs?
 - How did soldiers' letters reflect the ethical dilemmas faced regarding the treatment of prisoners?
- **Reflective Essay Prompt:**
 - *Topic:*
 - Discuss the significance of international law in protecting human rights, drawing on the Malmedy Massacre and other historical examples.

Brief Lesson Plans on Key Concepts

1. War Crimes: Definition and Historical Context

Objective:

Understand the definition of war crimes and their historical context, particularly during WWII.

Materials:

- PowerPoint presentation on war crimes.
- Excerpts from the Nuremberg Trials transcript.
- Case studies of war crimes (e.g., Malmedy Massacre, Nanjing Massacre).

Lesson Outline:

Warm-Up (5 minutes):

- Ask students: "What do you think constitutes a war crime?" Have them write brief definitions on sticky notes and post them on the board.

Definition and Historical Context (15 minutes):

- Provide a clear definition:
 - *War Crimes:* Violations of the laws and customs of war, including the treatment of civilians, POWs, and the conduct of hostilities.
- Historical context:
 - Discuss the Hague Conventions (1899, 1907) as early attempts to define the rules of war.
 - Introduce the Geneva Conventions of 1929, focusing on POW treatment.

Case Study Analysis (15 minutes):

- Divide the class into small groups and assign each group a case study:
- **Malmedy Massacre (1944):**
 - Review excerpts from [*Survivors of Malmedy: December 1944*](#) and the Nuremberg Trials transcript.
 - Discuss how dehumanization led to war crimes.
- **Nanjing Massacre (1937-1938):**
 - Review testimonies from the International Military Tribunal for the Far East (IMTFE).
 - Identify violations of international law and discuss the prosecution of Japanese officials.

Group Presentations and Discussion (10 minutes):

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- Each group presents their analysis.
- Facilitate a class discussion on patterns of war crimes during WWII.

Assessment (5 minutes):

- Exit ticket: Define "war crime" in your own words and give one historical example.

2. Rules of Engagement: Principles Guiding Soldiers' Conduct

Objective:

Understand the principles guiding soldiers' conduct in warfare and the ethical dilemmas involved.

Materials:

- Copies of the Geneva Convention (1929) excerpts.
- Soldiers' letters highlighting ethical dilemmas.
- Worksheet for rules of engagement analysis.

Lesson Outline:

Warm-Up (5 minutes):

- Pose the question: "What rules should soldiers follow in warfare?" Have students share their thoughts in pairs.

Principles of the Geneva Convention (15 minutes):

- Provide a brief history of the Geneva Convention of 1929.
- Discuss key principles:
 - **Treatment of POWs:**
 - Humane treatment, provision of food and medical care.
 - **Conduct of Hostilities:**
 - Avoiding civilian casualties, using proportional force.
 - Provide students with excerpts and a worksheet.

Analyzing Soldiers' Letters (15 minutes):

- Distribute letters from WWII soldiers facing ethical dilemmas:

British Soldier's Letter (Private John Evans, 1944):

- Discuss the treatment of German POWs and the challenges of maintaining humanity.

American GI's Letter (Anonymous, 1945):

- Analyze the emotional impact of learning about the Malmedy Massacre.
- Students complete the worksheet to identify ethical dilemmas in the letters.

Group Discussion (10 minutes):

- Facilitate a discussion on:
 - The challenges soldiers faced in following the rules of engagement.
 - How rules of engagement affect the conduct of war.

Assessment (5 minutes):

- Exit ticket: Describe one principle of the Geneva Convention and how it guides soldiers' conduct.

3. Human Rights: How International Law Protects Human Rights

Objective:

- Understand the role of international law in protecting human rights.

Materials:

- United Nations Universal Declaration of Human Rights (1948) excerpts.



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- Documentary: [*Survivors of Malmedy: December 1944*](#).
- Chart paper/markers for group brainstorming.

Lesson Outline:

Warm-Up (5 minutes):

- Ask students: "What are basic human rights?" Write responses on the board.

Universal Declaration of Human Rights (10 minutes):

- Provide a brief introduction to the Universal Declaration of Human Rights (UDHR, 1948).
- Highlight key articles:
 - **Article 5:** Protection from torture and inhuman treatment.
 - **Article 9:** Freedom from arbitrary arrest.
 - **Article 11:** Right to a fair trial.

Documentary Viewing and Analysis (15 minutes):

- Watch selected excerpts from [*Survivors of Malmedy: December 1944*](#).
- Students take notes on violations of human rights depicted in the documentary.

Group Brainstorming Activity (15 minutes):

- Divide the class into groups and assign each group a question:
 - How does the UDHR protect human rights during war?
 - What role does international law play in prosecuting war crimes?
 - How can we prevent future human rights violations during conflicts?
- Groups brainstorm their responses on chart paper.

Presentations and Discussion (10 minutes):

- Groups present their brainstorming results.
- Facilitate a class discussion on the challenges of protecting human rights during conflicts.

Assessment (5 minutes):

- Exit ticket: Identify one article of the UDHR that is crucial in protecting human rights during war.

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Part X: "Values and Character Education"

Unit 2: Research and Reflective Projects

Encourage students to conduct research projects on the Malmedy massacre or similar historical events, focusing on the ethical dilemmas and choices faced by individuals involved. Students can create presentations, write essays, or develop digital storytelling projects that reflect on the moral lessons learned and how these lessons apply to contemporary ethical issues.

Lesson Outline:

Day 1: Introduction and Research Planning

Warm-Up Activity (10 minutes):

1. Pose the question: "What ethical dilemmas do soldiers face during wartime?"
2. Have students discuss in pairs and share responses with the class.

Introduction to the Malmedy Massacre (10 minutes):

- Provide a brief overview of the Malmedy Massacre:
- *Historical Context:* Battle of the Bulge, German SS troops, American POWs.
- *Key Facts:* Number of POWs executed and outcome of post-war trials.

Documentary Viewing (30-60 minutes):

- Watch "[*Survivors of Malmedy: December 1944*](#)" (or selected excerpts if time-constrained).

Research Project Introduction (10 minutes):

- Introduce the research and reflective projects:
- **Research Questions:**
 - What ethical dilemmas did individuals face during the Malmedy Massacre or similar events?
 - How did international law address these dilemmas?
 - What moral lessons can be learned and applied to contemporary ethical issues?
- **Project Options:**
 - *Research Essay:* 1000-1500 words.
 - *Digital Storytelling:* Create a short documentary (3-5 minutes).
 - *Presentation:* Develop a multimedia presentation on the ethical dilemmas.

Research Planning (10 minutes):

- Divide students into pairs or small groups.
- Distribute a research planning worksheet to guide their exploration.
- Groups begin brainstorming potential research questions and project formats.

Homework Assignment:

- Complete the research planning worksheet and begin preliminary research.

Day 2: Research and Project Development

Warm-Up Activity (5 minutes):

- Review research questions and share preliminary findings with a partner.

Research Session (45 minutes):

- Provide students with access to primary/secondary sources:
- *Primary Sources:* Nuremberg Trials transcripts, soldiers' letters, international law documents.
- *Secondary Sources:* Articles, books, documentaries.



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- Encourage groups to focus on:
 - Ethical dilemmas faced by individuals.
 - Historical context of the event.
 - Post-war prosecution and international law.

Project Development (30 minutes):

- Groups begin developing their projects:
 - *Research Essays*: Outline the essay and draft initial paragraphs.
 - *Digital Storytelling*: Script the video, collect visual/audio material.
 - *Presentations*: Create a storyboard or outline for the presentation.

Homework Assignment:

- Continue working on projects and refine the analysis of ethical dilemmas.

Day 3: Presentations and Reflection

Warm-Up Activity (5 minutes):

- Discuss progress made on projects and remaining challenges.

Project Finalization (20 minutes):

- Groups finalize their research essays, videos, or presentations.

Project Presentations (35 minutes):

- Each group presents their projects to the class:
 - *Research Essays*: Share the main findings and analysis.
 - *Digital Storytelling*: Screen the short documentary.
 - *Presentations*: Use multimedia to explain the ethical dilemmas.

Class Discussion and Reflection (20 minutes):

- Facilitate a class discussion on the ethical dilemmas and lessons learned:
 - How do historical war crimes inform our understanding of contemporary conflicts?
 - What moral responsibilities do soldiers and leaders have in wartime?
 - How can international law continue to protect human rights?

Assessment:

- **Research Essay (30%)**: Quality of research, depth of analysis, clarity of writing.
- **Digital Storytelling (30%)**: Historical accuracy, creativity, narrative structure.
- **Presentation (30%)**: Content quality, multimedia use, delivery.
- **Class Participation (10%)**: Contribution to discussions and collaboration.

Extensions:

- **Guest Speaker**: Invite a WWII historian or human rights lawyer to speak on war crimes and international law.
- **Comparative Study**: Compare the Malmedy Massacre with other war crimes (e.g., Nanjing Massacre, My Lai Massacre).

Resources:

- [*Survivors of Malmedy: December 1944*](#) (documentary)
- Nuremberg Trials transcripts, international law documents
- Library/internet resources



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Lesson Plan

Part X: "Values and Character Education"

Unit 3: Exploration of Courage and Moral Courage through *The Portillo Expedition: Mystery on Bougainville Island*

"The Portillo Expedition: Mystery on Bougainville Island" offers a unique perspective on the value of perseverance, historical inquiry, and the quest to uncover truth. Use this documentary as a basis for projects that investigate unsolved mysteries of WWII, the importance of remembering those who served, and the role of courage in both historical and contemporary contexts.

Unit: Values and Character Education - Exploring Courage and Historical Inquiry

Topic: Courage and Moral Courage in *The Portillo Expedition: Mystery on Bougainville Island*

Grade Level: High School (Grades 9-12)

Duration: 2-3 Class Periods (Plus Homework)

Objectives:

1. Understand the value of perseverance and historical inquiry in uncovering truth.
2. Investigate unsolved mysteries of WWII and their historical significance.
3. Explore the role of courage and moral courage in both historical and contemporary contexts.
4. Develop research and critical thinking skills through historical investigation.

Materials:

- Documentary: *The Portillo Expedition: Mystery on Bougainville Island*: Narrated by Gary Sinise. Follow a crew of explorers, led by legendary Chicago restaurateur Richard Portillo, to Bougainville, New Guinea to the northern Solomon Islands (Southwest Pacific) as they trek through dense jungle and deep mud to visit the remote site of the plane wreck of famed Japanese Admiral Isoroku Yamamoto's crashed Betty Bomber. Admiral Yamamoto is best known as the architect of the Japanese surprise attack on Pearl Harbor on December 7, 1941, and Japan's failed battle at Midway in June of 1942. He was also openly opposed to a war with the United States from the outset and against any alliance with Germany and Italy in WWII. However, no one in Japan prior to the attack on Pearl Harbor listened to his warnings, so he did what any admiral or general would do in his position, Yamamoto fought for his country despite his true feelings the war could not be won. Allied intelligence was able to decipher the Japanese naval code and identify that Yamamoto's plane was headed to Bougainville on April 18, 1943. His bomber was intercepted and shot down by American P-38 fighter planes. President Franklin D. Roosevelt gave the final ok on the assassination attempt. It was a bold decision that changed the outcome of the war in the Pacific. This is only part of the story, however. While on Bougainville, WWII Historian and Guide Andy Giles makes an incredible discovery in the mud. One that could change the long-held narrative of how exactly Admiral Yamamoto died in 1943. Narrated by Gary Sinise.
- Primary and secondary sources (e.g., expedition logs, WWII records)
- Worksheet for ethical and historical analysis
- Chart paper/markers
- Project rubric for assessment

Lesson Outline:



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Day 1: Introduction and Analysis of Courage

Warm-Up Activity (5 minutes):

- Ask students: "What does courage mean to you?" Have them write a brief definition on a sticky note and share it with a partner.

Introduction to the Documentary (5 minutes):

- Provide a brief overview of "[*The Portillo Expedition: Mystery on Bougainville Island*](#)":
 - *Historical Context*: WWII in the Pacific Theater, search for missing airmen.
 - *Key Facts*: The mission of the expedition to uncover the fate of American WWII airmen.

Documentary Viewing (35 minutes):

- Watch [*The Portillo Expedition: Mystery on Bougainville Island*](#).

Guided Discussion (15 minutes):

- Engage students in a post-viewing discussion:
 - What motivated the Portillo Expedition to uncover the mystery of missing airmen?
 - How did perseverance and moral courage play a role in the expedition?
 - Why is it important to remember those who served in WWII?
 - What ethical dilemmas did the expedition face?

Exploring Courage and Moral Courage (10 minutes):

- Provide definitions and examples:

Courage: Overcoming fear in the face of challenges.

Moral Courage: Doing what is right despite potential backlash or consequences.

- Students share examples of courage and moral courage from their own lives or historical events.

Homework Assignment:

- Write a brief reflection on the courage demonstrated by the Portillo Expedition and how it relates to the students' understanding of moral courage.

Day 2: Research and Investigation of Unsolved Mysteries

Warm-Up Activity (5 minutes):

- Review the homework reflections with a partner and discuss initial thoughts on the research project.

Research Project Introduction (10 minutes):

- Introduce the research and reflective projects:

Research Questions:

- What unsolved mysteries of WWII can be investigated today, and why are they important?
- How do perseverance and moral courage contribute to historical inquiry?
- What moral lessons can be learned from the Portillo Expedition?

Project Options:

- *Research Essay*: 1000-1500 words.
- *Digital Storytelling*: Create a short documentary (3-5 minutes).
- *Presentation*: Develop a multimedia presentation on WWII mysteries.

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Exploring Unsolved WWII Mysteries (10 minutes):

- Provide examples of unsolved mysteries:
 - **The Disappearance of Glenn Miller (1944):** American bandleader and pilot, disappeared over the English Channel.
 - **The Mystery of the USS Cyclops (1918):** Navy ship that disappeared with all hands in the Bermuda Triangle.
 - **The Lost Treasure of Yamashita (1945):** Japanese wartime treasure hidden in the Philippines.
- Discuss the historical significance and ethical dilemmas involved in solving these mysteries.

Research Session (30 minutes):

- Divide students into pairs or small groups to choose a mystery to investigate.
- Groups begin preliminary research using primary and secondary sources.

Project Development (20 minutes):

- Groups start developing their projects:
 - *Research Essays:* Outline the essay and draft initial paragraphs.
 - *Digital Storytelling:* Script the video, collect visual/audio material.
 - *Presentations:* Create a storyboard or outline for the presentation.

Homework Assignment:

- Continue working on projects and refine the analysis of perseverance and moral courage.

Day 3: Presentations and Reflection

Warm-Up Activity (5 minutes):

- Share progress made on projects and discuss challenges faced during research.

Project Finalization (20 minutes):

- Groups finalize their research essays, videos, or presentations.

Project Presentations (35 minutes):

- Each group presents their projects to the class:
 - *Research Essays:* Share the main findings and analysis.
 - *Digital Storytelling:* Screen the short documentary.
 - *Presentations:* Use multimedia to explain the mystery and analysis.

Class Discussion and Reflection (15 minutes):

- Facilitate a class discussion on the importance of historical inquiry and moral courage:
 - Why is it important to investigate and remember those who served in WWII?
 - How can perseverance and moral courage help uncover historical truths?
 - What moral lessons can be learned from unsolved WWII mysteries?

Assessment:

- **Research Essay (30%):** Quality of research, depth of analysis, clarity of writing.
- **Digital Storytelling (30%):** Historical accuracy, creativity, narrative structure.
- **Presentation (30%):** Content quality, multimedia use, delivery.
- **Class Participation (10%):** Contribution to discussions and collaboration.

Extensions:



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- **Guest Speaker:** Invite a WWII historian or investigator involved in solving historical mysteries to speak on perseverance and moral courage.
- **Comparative Study:** Compare the Portillo Expedition with other WWII historical inquiries.

Resources:

- [*The Portillo Expedition: Mystery on Bougainville Island*](#) (documentary)
- Primary and secondary sources on WWII mysteries
- Library/internet resources

Extra Credit:

[Grandpa's War Story Goes #Viral](#)

THE FILM: Narrated by Liev Schreiber.

Social Media is an essential tool in telling the real-life stories of World War II's Greatest Generation.

For Alaskan teenager Henry De Hoop, social platforms such as Facebook have proven to be an incredible resource in sharing his grandfather, James Schmidt's story, with a global audience.

Jim Schmidt, like 16 million others of his generation, served in World War II.

But the war journey of Henry's granddad is anything but routine. It's unlike anything most of us have ever heard or even thought possible. Jim Schmidt was keeping a big secret from the military and from his family too.

This incredible journey begins in a movie theater in 1942 with the film Parachute Battalion playing on the big screen in San Rafael, California. The United States is now at war on two fronts.

The story continues after World War II in Korea at the infamous frozen Chosin Reservoir.

It ends in the sweltering jungles of Vietnam more than two decades after WWII is over.

To use a 21st Century expression: Grandpa's War Story is About to Go #Viral thanks to Jim Schmidt's social media savvy grandson Henry De Hoop.

And what an amazing story it is!

Essay Question:

Describe why someone 14 years old would want to fight in World War II? Use specific examples of why Jim Schmidt wanted to enter the war and why people during that time period (1941-1945) were so patriotic.



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Lesson Plan

Part X: "Values and Character Education"

Unit 4: Values in Leadership

Through discussions about leadership during WWII, highlighted by both documentaries, students can explore various leadership styles, the decisions leaders made under extreme circumstances, and the qualities that define effective and ethical leadership. Role-playing activities, where students simulate the decision-making processes of WWII leaders, can provide insights into the challenges of leadership and the importance of values-based decision-making.

Lesson Plan: Values in Leadership

Unit: Values and Character Education - Exploring Leadership in WWII

Topic: Values-Based Leadership Styles and Decision-Making during WWII

Grade Level: High School (Grades 9-12)

Duration: 3 Class Periods (Plus Homework)

Objectives:

1. Understand various leadership styles and their effectiveness during WWII.
2. Analyze the ethical dilemmas faced by leaders under extreme circumstances.
3. Identify the qualities that define effective and ethical leadership.
4. Develop insights into values-based decision-making through role-playing activities.

Materials:

- Documentary: *Survivors of Malmedy: December 1944* and [*The Portillo Expedition: Mystery on Bougainville Island*](#)
- Primary and secondary sources (e.g., memoirs, letters, leadership principles)
- Worksheet for leadership style analysis
- Role-play scenarios and character profiles
- Chart paper/markers
- Project rubric for assessment

Lesson Outline:

Day 1: Introduction and Leadership Analysis

Warm-Up Activity (5 minutes):

- Ask students: "What are the qualities of an effective leader?" Have them write a brief definition on a sticky note and share it with a partner.

Introduction to WWII Leadership (10 minutes):

- Provide a brief overview of the key leaders during WWII:
 - **Allied Leaders:** Winston Churchill, Franklin D. Roosevelt, General Dwight D. Eisenhower.
 - **Axis Leaders:** Adolf Hitler, Benito Mussolini, Hideki Tojo.
- Discuss the challenges these leaders faced and the decisions they made.

Documentary Viewing (30 minutes):

- Watch selected excerpts from [*Survivors of Malmedy: December 1944*](#) and [*The Portillo Expedition: Mystery on Bougainville Island*](#)
- Students take notes on leadership styles, challenges, and ethical dilemmas depicted in the documentaries.

Leadership Style Analysis (15 minutes):



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- Introduce different leadership styles (e.g., autocratic, democratic, transformational).
- Provide students with a worksheet to analyze the leadership styles demonstrated in the documentaries.

Group Discussion (10 minutes):

- Divide students into small groups to discuss:
 - What leadership styles did you identify in the documentaries?
 - What challenges and ethical dilemmas did these leaders face?
 - How did values and principles guide their decision-making?

Homework Assignment:

- Research the leadership style of a WWII leader and write a brief summary of their approach and effectiveness.

Day 2: Values-Based Leadership and Role-Playing

Warm-Up Activity (5 minutes):

- Review homework summaries with a partner and share initial thoughts on values-based leadership.

Values-Based Leadership Discussion (10 minutes):

- Introduce the concept of values-based leadership:
 - **Integrity:** Consistency between actions and values.
 - **Empathy:** Understanding and considering the needs of others.
 - **Accountability:** Taking responsibility for decisions and actions.
 - **Courage:** Facing challenges and taking difficult decisions.
- Ask students to share examples of these values in leaders they researched.

Role-Playing Activity Introduction (10 minutes):

- Introduce the role-playing scenarios based on WWII leadership dilemmas.
- Assign each group a scenario and character profile:
 - **Scenario 1: Planning the D-Day Invasion (June 1944)**
 - *Leader Role:* General Dwight D. Eisenhower
 - *Ethical Dilemma:* Balancing civilian casualties against strategic objectives.
 - **Scenario 2: Making the Decision to Drop the Atomic Bomb (August 1945)**
 - *Leader Role:* President Harry S. Truman
 - *Ethical Dilemma:* Weighing the loss of civilian lives against ending the war.
 - **Scenario 3: Managing the Battle of the Bulge (December 1944)**
 - *Leader Role:* General George S. Patton
 - *Ethical Dilemma:* Prioritizing the rescue of surrounded troops vs. advancing against the enemy.
 - **Scenario 4: Conducting the Portillo Expedition (2014)**
 - *Leader Role:* Expedition Leader
 - *Ethical Dilemma:* Balancing the risks of the expedition against uncovering historical truths.

Role-Playing Preparation (15 minutes):



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- Groups discuss their assigned scenarios and develop a plan for role-playing the decision-making process.

Role-Playing Simulation (20 minutes):

- Each group conducts a role-playing exercise based on their scenario:
 - Discuss the ethical dilemmas and challenges faced by the leader.
 - Make a decision and justify it based on values and principles.

Group Presentations and Discussion (15 minutes):

- Each group presents their scenario and decision to the class.
- Facilitate a class discussion on the importance of values-based decision-making and the challenges of ethical leadership.

Homework Assignment:

- Write a reflective essay on either:
 - The leadership qualities and values demonstrated by the leader in the role-playing scenario.
 - Why did the Germans shoot and kill the 84 Americans at Malmedy? Be specific. What were the events that led up to the mass killing on December 17, 1944?

Day 3: Reflection and Synthesis

Warm-Up Activity (5 minutes):

- Share initial thoughts from the reflective essays with a partner.

Leadership Values and Qualities Analysis (15 minutes):

- Review the leadership qualities and values demonstrated in the role-playing scenarios:
- Integrity, empathy, accountability, courage, vision, humility, adaptability.
- Discuss how these qualities contribute to effective and ethical leadership.

Group Project Development (30 minutes):

- Assign groups a leadership project:
 - **Option 1: Research Presentation:**
 - Research and present on the leadership style of a WWII leader.
 - **Option 2: Leadership Documentary:**
 - Create a short documentary on the values and leadership qualities of a WWII leader.
 - **Option 3: Values-Based Decision-Making Guide:**
 - Develop a guide for leaders on making values-based decisions, using historical examples.

Project Presentations (20 minutes):

- Groups present their leadership projects to the class.

Class Discussion and Reflection (10 minutes):

- Facilitate a class discussion on:
 - How do leaders navigate challenges and ethical dilemmas in wartime?
 - What leadership values and qualities are essential in contemporary contexts?
 - How can values-based decision-making be applied in everyday life?

Assessment:

- **Leadership Project (30%):** Quality of research, depth of analysis, creativity.



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- **Role-Playing Activity (20%):** Understanding of the scenario, values-based decision-making.
- **Reflective Essay (30%):** Insightful reflection on leadership values and qualities.
- **Class Participation (20%):** Contribution to discussions and collaboration.

Extensions:

- **Guest Speaker:** Invite a military leader or historian to speak on values-based leadership during WWII.
- **Comparative Study:** Compare the leadership styles of WWII leaders with contemporary leaders.

Resources:

[Survivors of Malmedy: December 1944](#) (documentary). Narrated by Jason Beghe. The story of the World War II massacre of 84 American soldiers in the Malmedy, Belgium area on December 17, 1944, during the opening days of the famous "Battle of the Bulge." On December 17, 1944, after a short battle, 150 American GI's were taken prisoner just outside the Belgian town of Malmedy and herded into a field by an infamous German SS division led by one of the Nazi's most brutal commanders. The unarmed American POWs were gunned down. It was the largest single massacre of American troops in Europe in WWII. Those still alive after the initial shooting in the brutal cold were killed by SS soldiers ordered into the field to execute any Americans still breathing. Some American soldiers played dead. Some ran. Some escaped to nearby houses. In the end, more than 50 Americans did escape the infamous Malmedy Massacre. Today just two survivors remain. Narrated by Jason Beghe (NBC's Chicago P.D.).

- [The Portillo Expedition: Mystery on Bougainville Island](#) (documentary).
- Primary and secondary sources on WWII leadership principles



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Lesson Plan: Community Engagement and Oral History Projects

Part X: "Values and Character Education"

Unit 5: Community Engagement and Oral History

Partner with local veterans' organizations, museums, and educational institutions to bring firsthand accounts of WWII into the classroom. Invite veterans or family members of veterans to share their stories, providing a personal connection to the themes discussed in the documentaries. Students can engage in oral history projects, interviewing veterans or conducting research at local archives, to bring the lessons of [*Survivors of Malmedy: December 1944*](#) and [*The Portillo Expedition: Mystery on Bougainville Island*](#) to life.

Unit: Community Connections - Bringing WWII History to Life

Topic: Community Engagement and Oral History through [*Survivors of Malmedy: December 1944*](#) and [*The Portillo Expedition: Mystery on Bougainville Island*](#)

Grade Level: High School (Grades 9-12)

Duration: 4 Class Periods (Plus Homework)

Objectives:

1. Understand the significance of firsthand accounts in preserving and learning WWII history.
2. Build connections between students and the local community through oral history projects.
3. Develop research, interview, and storytelling skills.
4. Bring the lessons of *Survivors of Malmedy* and *The Portillo Expedition* to life through personal narratives.

Materials:

- Documentaries: [*Survivors of Malmedy: December 1944*](#) and [*The Portillo Expedition: Mystery on Bougainville Island*](#)
- Primary sources (letters, memoirs, oral history transcripts)
- Worksheets for interview preparation and ethical analysis
- Audio/video recording devices
- Project rubric for assessment

Lesson Outline:

Day 1: Introduction and Planning

Warm-Up Activity (10 minutes):

- Ask students: "Why is it important to preserve personal stories from WWII?"
- Share initial thoughts with a partner and discuss with the class.

Documentary Introduction and Viewing (30 minutes):

- Provide a brief overview of the documentaries:
 - **Survivors of Malmedy:** Personal accounts of American soldiers during the Malmedy Massacre.
 - **The Portillo Expedition:** Search for missing WWII airmen on Bougainville Island.
 - Watch selected excerpts from both documentaries.

Guided Discussion (15 minutes):

- Facilitate a discussion on the significance of firsthand accounts:



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- How do personal stories add to our understanding of historical events?
- What ethical dilemmas did individuals face in the documentaries?
- Why is it important to preserve the memory of those who served?

Oral History Project Introduction (15 minutes):

- Introduce the community engagement and oral history projects:
 - **Project Objectives:**
 - Build connections between students and local veterans' organizations.
 - Collect and preserve firsthand accounts of WWII.
 - Develop interview and storytelling skills.
 - **Project Components:**
 - *Research and Interview:* Learn about the individual's background, conduct interviews.
 - *Ethical Analysis:* Identify ethical dilemmas and lessons learned.
 - *Presentation:* Share the oral history through a report, presentation, or short documentary.

Planning and Partnership Development (10 minutes):

- Divide students into pairs or small groups for the project.
- Distribute the interview preparation worksheet.
- Develop partnerships with local veterans' organizations, museums, or educational institutions.
- Groups brainstorm potential interviewees and prepare initial interview questions.

Homework Assignment:

- Finalize interview questions and conduct preliminary research on the interviewee's background.

Day 2: Research and Interview Preparation

Warm-Up Activity (5 minutes):

- Share the completed interview questions with a partner and refine them.

Research and Oral History Ethics (20 minutes):

- Research the interviewee's background using available primary and secondary sources.
- Discuss the ethics of oral history interviewing:
 - **Informed Consent:** Ensure interviewees are aware of the project's purpose.
 - **Respect and Sensitivity:** Be considerate of emotional responses during interviews.
 - **Accuracy and Integrity:** Represent the interviewee's words accurately.

Interview Practice Session (20 minutes):

- Conduct a practice interview with a partner using the prepared questions.
- Provide constructive feedback on interviewing techniques.

Group Planning Session (15 minutes):

- Groups plan the interview logistics (e.g., date, location, recording devices).
- Discuss the roles of each group member during the interview (e.g., interviewer, note-taker, videographer).

Homework Assignment:

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- Conduct the interviews or prepare for upcoming interviews with local veterans.

Day 3: Conducting Interviews and Ethical Analysis

Warm-Up Activity (5 minutes):

- Share initial interview insights with a partner.

Interview Review and Analysis (30 minutes):

- Groups review their recorded interviews and transcribe key excerpts.
- Analyze the interviews for ethical dilemmas and lessons learned:
 - What challenges did the interviewee face during WWII?
 - How did moral courage and perseverance play a role in their experiences?
 - What lessons can be learned from their stories?

Research and Ethical Analysis Report (15 minutes):

- Groups draft a report on the interview, including:
 - Background research on the interviewee.
 - Summary of the interview and ethical analysis.
 - Reflection on the personal connection to the themes of the documentaries.

Project Development (20 minutes):

- Develop a plan for presenting the oral history:
 - **Option 1:** Written Report with Transcripts and Analysis.
 - **Option 2:** Multimedia Presentation with Recorded Excerpts.
 - **Option 3:** Short Documentary with Interviews and Visuals.

Homework Assignment:

- Finalize the project plan and begin preparing the presentation or report.

Day 4: Presentation and Reflection

Warm-Up Activity (5 minutes):

- Review progress on the project and share challenges with a partner.

Project Finalization (20 minutes):

- Groups finalize their oral history reports, presentations, or documentaries.

Project Presentations (40 minutes):

- Each group presents their oral history project to the class:
 - **Written Reports:** Share key findings and ethical analysis.
 - **Multimedia Presentations:** Use recorded excerpts to bring the interview to life.
 - **Short Documentaries:** Screen the documentaries and discuss the challenges faced.

Class Discussion and Reflection (20 minutes):

- Facilitate a discussion on the importance of community engagement and oral history:
 - How did personal stories enhance our understanding of WWII?
 - What challenges did veterans face in sharing their stories?
 - How can we continue to preserve and learn from WWII firsthand accounts?

Assessment:

- **Oral History Project (50%):** Quality of research, ethical analysis, and presentation.
- **Interview Transcripts (20%):** Accuracy, clarity, and integrity.
- **Class Participation (30%):** Contribution to discussions and collaboration.

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- **Extensions:**
- **Public Exhibition:**
 - Organize an exhibition at a local museum or community center featuring the oral history projects.
- **Digital Archive:**
 - Collaborate with local museums to create a digital archive of WWII veterans' oral histories.

Resources:

1. [*Survivors of Malmedy: December 1944*](#) and [*The Portillo Expedition: Mystery on Bougainville Island*](#) (documentaries)
2. Veterans' organizations, museums, educational institutions
3. Primary and secondary sources on WWII experiences



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Lesson Plan: Reflection and Ethical Discussion

Part X: "Values and Character Education"

Unit 6: Reflection and Ethical Discussion

Facilitate regular reflection sessions where students can discuss the ethical questions raised by the documentaries and the broader curriculum. These discussions can be structured around specific themes, such as the ethics of warfare, the impact of individual choices in historical events, and the relevance of WWII's moral lessons to today's world.

Unit: Values and Character Education - Exploring Ethics through WWII Documentaries

Topic: Reflection and Ethical Discussion on WWII's Moral Lessons

Grade Level: High School (Grades 9-12)

Duration: 2 Class Periods (Plus Homework)

Objectives:

1. Facilitate critical reflection on the ethical questions raised by WWII documentaries.
2. Discuss the impact of individual choices in historical events and their relevance to contemporary issues.
3. Foster a deeper understanding of the ethics of warfare and the moral lessons of WWII.
4. Develop students' ability to engage in structured ethical discussions.

Materials:

- Documentaries: [*Survivors of Malmedy: December 1944*](#) and [*The Portillo Expedition: Mystery on Bougainville Island*](#)
- Primary and secondary sources (e.g., war crime trial transcripts, international law documents)
- Worksheet for ethical analysis and reflection
- Chart paper/markers
- Discussion rubric for assessment

Lesson Outline:

Day 1: Introduction and Reflection on Ethical Questions

Warm-Up Activity (10 minutes):

- Pose the question: "What are some ethical challenges faced during wartime?"
- Students write their responses on sticky notes and share them on a collaborative "Ethics Wall."

Documentary Introduction and Viewing (30 minutes):

- Provide a brief overview of the documentaries:
 - **Survivors of Malmedy:** American soldiers' accounts of the Malmedy Massacre.
 - **The Portillo Expedition:** Expedition to find missing WWII airmen.
- Watch selected excerpts from both documentaries.

Guided Reflection Session (20 minutes):

- Engage students in a reflective discussion:
 - What ethical challenges did individuals face in these documentaries?
 - How did moral courage and perseverance influence their decisions?
 - What lessons can be learned from their stories?
- Record key reflections on chart paper for later reference.

Ethical Analysis Worksheet (15 minutes):



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- Distribute an ethical analysis worksheet to help students structure their reflections.
- Students complete the worksheet individually or in pairs, focusing on:
 - Ethical dilemmas and decisions.
 - Impact of individual choices on historical events.
 - Lessons learned and relevance to contemporary issues.

Homework Assignment:

- Write a reflective journal entry on the ethical challenges faced by individuals in the documentaries.

Day 2: Ethical Discussion on Themes and Moral Lessons

Warm-Up Activity (5 minutes):

- Review homework journal entries with a partner and share initial thoughts on ethical challenges.

Ethical Discussion Themes Introduction (10 minutes):

- Introduce the themes for the ethical discussion:
 - **Theme 1: Ethics of Warfare**
 - Principles of Just War Theory.
 - Treatment of prisoners and civilians.
 - **Theme 2: Individual Choices in Historical Events**
 - Impact of leaders' decisions on war outcomes.
 - Moral courage and resistance.
 - **Theme 3: Relevance of WWII Moral Lessons to Today's World**
 - Contemporary ethical issues in warfare.
 - Lessons learned from the moral challenges of WWII.

Structured Ethical Discussion (45 minutes):

- Divide students into small groups and assign each group a discussion theme.
- Provide guidelines for structured ethical discussions:
 - Listen actively and respectfully.
 - Support arguments with evidence from the documentaries and sources.
 - Reflect on personal connections to the ethical issues.
- Each group discusses their assigned theme using the provided guidelines.
- After 20 minutes of group discussions, bring the class back together for a whole-class discussion.

Whole-Class Discussion (15 minutes):

- Facilitate a whole-class discussion on the key reflections and insights:
 - How did the ethical challenges of WWII shape the decisions of individuals and leaders?
 - What ethical principles can guide us in contemporary conflicts?
 - How can we apply the moral lessons of WWII to today's world?

Homework Assignment:

- Write a reflective essay on the moral lessons learned from WWII and their relevance to contemporary issues.

Assessment:

- **Ethical Analysis Worksheet (20%):** Completeness and depth of analysis.



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- **Reflective Essay (40%):** Insightful reflection on moral lessons and contemporary relevance.
- **Class Participation (40%):** Contribution to discussions and adherence to discussion guidelines.

Extensions:

- **Ethics Debate:**
 - Organize a debate on the ethical questions raised in the documentaries (e.g., strategic bombing, treatment of prisoners).
- **Guest Speaker:**
 - Invite a historian or ethicist to speak on the ethics of warfare and moral courage.

Resources:

- [*Survivors of Malmedy: December 1944*](#) and [*The Portillo Expedition: Mystery on Bougainville Island*](#) (documentaries)
- Primary sources (war crime trial transcripts, international law documents)
- Secondary sources on ethics in warfare and moral courage

