

The World War II Foundation Multidisciplinary Integrated Curriculum

"Valor & Virtue: A World War II Journey"

Part I:

History and Social Studies (pages 3-6)

- **D-Day Remembrance:** Utilize [Day of Days: June 6, 1944 - American Soldiers Remember D-Day](#) to explore the historical significance of the Normandy landings. Discuss the strategic planning involved, the collaboration between the Allied nations, and the impact on the course of the war. Emphasize the values of courage, sacrifice, and unity.
- **Innovative Military Strategies:** [Doolittle's Raiders](#) can demonstrate to students how innovative military strategies were developed and implemented. Discuss the importance of leadership and decision-making under pressure.

Language Arts (Pages 7-10)

- **Narrative Analysis:** Encourage students to analyze the personal narratives within [Day of Days](#) to understand the soldiers' experiences and the emotional weight of their words. Use [Doolittle's Raiders](#) to study the narrative structure of heroic tales and the language used to convey suspense and determination.
- **Creative Writing:** Assign projects where students create journal entries or letters home from the perspective of soldiers involved in the events of D-Day or the Doolittle Raid, integrating historical accuracy with emotional expression.

Science (Pages 11-15)

- **Technological Advancements:** Use [Doolittle's Raiders](#) to explore the advancements in aviation technology during WWII and the scientific principles behind long-range bombing raids.
- **Physics of Flight:** Discuss the physics involved in the flight and navigation of WWII aircraft, including the B-25 bombers used in the Doolittle Raid.

Mathematics (Pages 16-18)

- **Logistics and Calculations:** Teach students about the logistical planning of D-Day using [Day of Days](#), including calculations of troop movements, supply chain management, and the probabilities involved in strategic planning.
- **Statistical Analysis:** Use casualty and survival statistics from both documentaries to help students understand the human costs of war and the mathematical concepts of probability and risk assessment.

Arts (Pages 19-22)

- **Visual Arts:** Analyze propaganda posters and military insignia from the era, relating them to the documentaries' content. Encourage students to create their own artwork that reflects the themes of heroism and sacrifice.
- **Dramatization:** Have students perform dramatic readings or reenactments based on the interviews and accounts from [Day of Days](#), fostering empathy and a deeper understanding of the human stories behind historical events.

Civic Education and Ethics (Pages 23-25)

- **Moral Questions:** Use [Doolittle's Raiders](#) to discuss the ethical implications of military actions and the balance between strategic objectives and potential civilian casualties.
- **Civic Responsibilities:** Highlight the role of citizens during wartime by discussing how the home front supported the war effort, as depicted in the personal stories from [Day of Days](#).



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Relevant "Front to the Films" Podcast Episodes

1. D-Day and European Theater:

- ["An American Paratrooper on D-Day"](#)
- ["U.S. Navy Coxswain Richard Fazzio talks about landing on D-Day on Omaha Beach"](#)
- ["Naval Combat Demolition Unit specialist Ernie Corvese talks about landing on D-Day"](#)

2. Pacific Theater:

- ["Pacific Historian Daniel Martinez Talks about Pearl Harbor and the battle for the Philippines"](#)
- ["Pearl Harbor Survivor Vernon Carter Talks about December 7, 1941"](#)

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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Lesson Plan

Part I

Unit 1: History and Social Studies – WWII Strategies and Values Through a Multifaceted Approach

Grade Level: High School

Duration: Two 60-minute classes

Objectives:

1. To gain insight into the strategic importance of D-Day and the Doolittle Raid during WWII.
2. To understand the collaboration among the Allied nations and the innovative strategies employed.
3. To analyze the ethical implications and moral dilemmas of wartime decisions.
4. To reflect on the values of courage, sacrifice, unity, and leadership exemplified during these events.

Materials Needed:

- [*Day of Days: June 6, 1944 - American Soldiers Remember D-Day*](#) documentary.
- Informational resources on [*Doolittle's Raiders*](#).
- A world map and interactive digital maps showing troop movements and strategic targets.
- Timeline materials and primary source documents (letters, diaries, official reports).
- Multimedia presentation tools (e.g., digital storytelling software, PowerPoint).
- Reflection journals for each student.
- Contact information for guest speakers (veterans, historians).
- Access to WWII strategy games or simulations.

Class 1:

Introduction (10 minutes):

- Begin with a discussion on the significance of D-Day using a digital map to show the location and scale of the Normandy landings.
- Introduce primary source documents for students to get a sense of the personal experiences of those involved.

Talking Points for Class 1 Introduction:

1. Opening Remarks on WWII's Scale:

- Start by setting the scene for the vast global scale of World War II, highlighting how it involved many nations across different continents.

2. Strategic Significance of D-Day:

- Explain that D-Day was one of the largest amphibious military assaults in history and marked a pivotal turn in the war against Nazi Germany.
- Use the digital map to show Normandy, France, where the landings took place, and explain the Allies' strategic objectives.

3. Understanding the Doolittle Raid:

- Briefly outline the Doolittle Raid as the first American air raid on the Japanese home islands, which served to boost American morale and shake the sense of invulnerability Japan had enjoyed.

4. Allied Nations' Collaboration:



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- Discuss how the success of these operations depended on the collaboration among the Allied nations, with many countries contributing forces, resources, and intelligence.
- 5. Insight into Personal Experiences:**
 - Introduce primary source documents such as soldiers' letters or diary entries to provide personal perspectives on these significant events.
 - Explain how these sources offer invaluable insights into the thoughts and feelings of individuals during the war.
- 6. The Values Exemplified:**
 - Encourage students to think about the values of courage, sacrifice, unity, and leadership as they learn about these events.
 - Pose reflective questions: "What does courage look like in such challenging times?" or "How important is unity in achieving a common goal?"
- 7. Guest Speakers and Living History:**
 - Mention that guest speakers, potentially veterans or historians, will be sharing their knowledge or personal accounts to bring these historical events to life.
- 8. Interactive Engagement:**
 - Highlight that students will be engaging with interactive digital maps and possibly strategy games or simulations to better understand the complexities of military planning and execution.
- 9. Reflection Journals:**
 - Introduce reflection journals, explaining that students will be using them to record their thoughts and learning experiences throughout the unit.
- 10. Connecting Past and Present:**
 - Encourage students to start thinking about how the strategies and values from WWII can be seen or applied in today's world.

By providing these talking points, you are setting up the students for an interactive and immersive learning experience that not only educates them on historical events but also encourages them to consider the underlying values and ethical dimensions.

Activity 1: D-Day Remembrance with Primary Sources (20 minutes):

- Students examine primary sources in small groups, discussing the values reflected in these documents.
- Groups share their findings, highlighting the themes of courage and sacrifice.

Activity 2: Interactive Timeline Creation (25 minutes):

The class collaboratively constructs a timeline of WWII, with special emphasis on D-Day and the Doolittle Raid, using classroom space to place events, photos, and key decisions.

Closure (5 minutes):

- Summarize the day's activities and link the historical events to modern-day values and ethics.
- Assign students to start a reflection journal entry on what they have learned today.

Class 2:

Review and Multimedia Presentations (10 minutes):

- Quickly review the timeline and primary sources from the previous class.
- Students present their multimedia presentations on either D-Day or the Doolittle Raid, integrating their research with maps and primary sources.



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Activity 1: Ethical Discussion and Role-Play (25 minutes):

- Initiate a class discussion on the ethical implications of the Doolittle Raid.
- Engage students in a role-play activity, where they must make decisions as military leaders with limited information.

Talking Points for Activity 1: Ethical Discussion and Role-Play

Introduction to the Doolittle Raid:

- Briefly outline the Doolittle Raid, emphasizing it as America's first air attack on Japan during WWII.
- Explain that it was a direct response to the attack on Pearl Harbor and intended as a strategic move to boost American morale and retaliate.

The Nature of the Raid:

- Discuss how the raid involved bombing targets in Tokyo and other Japanese cities, and the inherent risks to civilian populations.
- Mention that the raid was both a military and symbolic action, meant to demonstrate that Japan was vulnerable to American attacks.

Ethical Implications:

- Raise questions about the ethical implications of targeting areas that would inevitably affect civilians.
- Discuss the concept of military necessity versus humanitarian considerations and the justifications given for the raid at the time.

Role-Play Scenario Setup:

- Set the stage for the role-play by assigning roles: military strategists, pilots, government officials, and possibly civilian representatives.
- Provide background information for each role, including the limitations of what was known at the time and the pressures each role faced.

Decision-Making Under Pressure:

- Challenge students in their roles to make quick decisions based on limited information, as was often the case in wartime scenarios.
- Encourage them to discuss among their groups the potential consequences of various actions.

Reflection on Outcomes:

- After the role-play, guide students to reflect on the outcomes of their decisions.
- Ask them to consider the long-term effects of the Doolittle Raid and how history views those actions today.

Contemporary Parallels:

- Connect the discussion to modern warfare, where similar ethical dilemmas arise with the use of drones or other precision weapons in populated areas.

Debrief and Discussion:

- Conclude the activity with a debrief, allowing students to express how they felt during the role-play and what insights they gained into the complexity of wartime ethics.
- Ask students to think about what they might have done differently and why.

Values in Focus:

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- Highlight the values of courage, sacrifice, and leadership that played a role in the decisions made during the Doolittle Raid.
- Discuss how these values were perceived both within the military and by the general public at the time.

This discussion and role-play activity aim to help students critically engage with the ethical dimensions of historical events and to understand the difficult decisions faced by leaders during times of war.

Activity 2: WWII Strategy Game/Simulation (20 minutes):

- Introduce a WWII strategy game or simulation to help students understand the complexity of military logistics and strategy.
- Students reflect on their strategies and outcomes, comparing them to historical events.

Closure (5 minutes):

- Reflect on the role-play and simulation activities, connecting the strategies to modern military tactics.
- Discuss plans for a potential virtual field trip to a WWII museum or a guest speaker session.

Assessment:

- Evaluate students' contributions to the timeline and their understanding of the events.
- Assess multimedia presentations for historical accuracy and depth of analysis.
- Review reflection journals for thoughtfulness and connection to the values discussed.

Differentiation:

- Provide guided templates for students needing assistance with multimedia tools.
- Challenge advanced students to create more detailed presentations or take on additional roles in simulations.

Extension:

As an extended project, students could research a current global issue and discuss how the values of unity and collaboration during WWII could apply to modern problem-solving.

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Lesson Plan

Part I

Unit 2: Language Arts – Exploring WWII Through Personal Narratives and Creative Writing

Grade Level: High School

Duration: Two 60-minute classes

Objectives:

1. Students will analyze personal narratives to gain insight into soldiers' experiences during WWII.
2. Students will identify narrative elements such as character, setting, and plot in historical accounts.
3. Students will engage in creative writing by composing journal entries or letters from the perspective of individuals involved in D-Day or the Doolittle Raid.

Materials Needed:

- Selected excerpts from [*Day of Days: June 6, 1944 - American Soldiers Remember D-Day*](#) and [*Doolittle's Raiders*](#)
- Narrative accounts from both events (printed handouts)
- Writing materials (notebooks, pens, or computers)
- Include more visual aids such as maps with animated troop movements or aircraft flight paths to visualize the strategies.
- Before-and-after photos of the locations to give a sense of the scale and impact of the operations.
- Primary sources such as letters from soldiers or official military communications to give students a direct connection to the events.

Class 1:

Introduction (10 minutes):

- Introduce D-Day and the Doolittle Raid, highlighting their roles in WWII history.
- Explain narrative elements and discuss how stories can convey suspense and emotional depth.
- Use vivid descriptions to help students imagine the scene and the feelings of those involved.
- Narrate a brief, compelling story about a soldier or pilot from each event to personalize the experience and make the history come alive.

Talking Points:

1. Setting the Historical Stage:

- Begin by contextualizing D-Day and the Doolittle Raid within the broader timeline of World War II.
- Explain how these events represented turning points in the war and were pivotal moments for the soldiers involved.

2. Understanding Personal Narratives:

- Define personal narratives and explain how they offer unique perspectives on historical events.
- Emphasize that personal narratives bring history to life, providing details that are not found in textbooks.



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3. Narrative Elements in History:

- Briefly introduce narrative elements such as character, setting, conflict, and resolution.
- Discuss how these elements are not only found in literature but also in the real stories of people who lived through historical events.

4. Conveying Suspense and Emotional Depth:

- Talk about the power of storytelling in conveying the emotional states of individuals, especially in times of war.
- Illustrate how suspense is built not just in fiction but also in the recounting of real-life events, such as military operations.

5. Imagining the Scene:

- Use maps and animated troop movements or flight paths to give a visual sense of the strategies used during D-Day and the Doolittle Raid.
- Show before-and-after photos of key locations to provide a tangible understanding of the events' impact.

6. Personalizing History:

- Share a short narrative of a soldier from D-Day or a pilot from the Doolittle Raid, focusing on their thoughts, feelings, and actions.
- Use descriptive language to paint a picture of the scenarios they faced, making it relatable and engaging for the students.

7. Role of Primary Sources:

- Highlight the value of primary sources like letters and official communications in understanding the personal experiences of those involved in the events.
- Explain that these sources will serve as a foundation for their own creative writing exercises.

8. Creative Writing Connection:

- Tie in the upcoming creative writing activity by encouraging students to think about how they might narrate their own experiences if they were in the shoes of the soldiers or pilots.

This introduction aims to prime students for a deeper engagement with the personal aspects of historical events through the analysis of narratives and creative writing, setting the stage for them to explore and empathize with the experiences of individuals during WWII.

Activity 1: Narrative Analysis (25 minutes):

- Show selected excerpts from "Day of Days" that feature personal stories.
- Conduct a guided discussion on the feelings and experiences described by the soldiers.
- Hand out narrative excerpts from [*Doolittle's Raiders*](#) and have students identify suspenseful elements in pairs.
- Use interactive elements such as a brief quiz or a matching game with key terms and definitions to engage the students actively.

Activity 2: Introduction to Creative Writing (20 minutes):

- Explain the creative writing assignment: students will write a journal entry or a letter home as a soldier from D-Day or the Doolittle Raid.
- Discuss historical accuracy and how to express emotions in writing.

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- Brainstorm ideas as a class, including potential scenarios and feelings a soldier might have experienced.
- Incorporate a short, dramatic video clip that captures the essence of D-Day and the Doolittle Raid without showing graphic content.

Closure (5 minutes):

- Recap what was learned about narrative elements and the importance of personal perspectives in understanding history.
- Assign students to start thinking about the character they will create for their writing assignment.
- Pose thought-provoking questions to the class, like *"Why do you think the element of surprise was crucial in these operations?"* or *"How might the world be different if these events had not happened?"*

Homework:

Begin drafting the creative writing piece, focusing on outlining the character's background and possible experiences.

Class 2:

Review and Writing Workshop (25 minutes):

- Briefly review the previous class's content and discuss any questions.
- Allow students time to work on their drafts, providing support and answering questions as needed.

Peer Review (15 minutes):

- Students pair up to exchange drafts and provide feedback on narrative elements and emotional expression.
- Discuss as a class what makes effective feedback and how to use it to improve writing.

Final Writing and Sharing (15 minutes):

- Students use the remaining time to finalize their creative writing pieces.
- Select volunteers to share their writing with the class, highlighting good examples of narrative and emotional expression.
- Have students write a brief reflection on what they think the most challenging part of either D-Day or the Doolittle Raid might have been.
- This encourages empathy and personal connection to the historical events.

Closure (5 minutes):

- Reflect on what was learned from the creative writing process and how personal narratives can enhance our understanding of history.
- Encourage students to think about the logistics of moving thousands of troops across the English Channel or launching bombers from an aircraft carrier.
- Facilitate a class discussion to allow students to share their initial reactions to the introductions of D-Day and the Doolittle Raid.
- This can be structured as a think-pair-share activity where students first reflect individually, then discuss with a partner, and finally share with the class.

Assessment:

- Assess narrative analysis for comprehension and identification of narrative elements.

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- Evaluate creative writing for historical accuracy, narrative structure, emotional expression, and incorporation of peer feedback.

Differentiation:

- Provide graphic organizers for students who require additional support in planning their narratives.
- Challenge advanced students to include multiple perspectives or integrate figurative language in their writing.

***Note:** Adjust the video content and discussion to ensure age-appropriateness, focusing on the personal aspects of the narratives rather than graphic details of war.*

The introduction to D-Day and the Doolittle Raid will not only inform but also engage students in a way that promotes understanding, empathy, and critical thinking.



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Lesson Plan

Part I

Unit 3: Science – The Physics and Technologies of WWII Aviation with Enhanced Interactivity

Grade Level: High School

Duration: Two 60-minute classes

Objectives:

1. Students will explore WWII aviation technological advancements, with a focus on the B-25 bombers used in the Doolittle Raid.
2. Students will understand the basic principles of physics governing flight and navigation.
3. Students will apply scientific and mathematical principles to design and test paper airplanes.

Materials Needed:

- Documentary excerpts on [*Doolittle's Raiders*](#) and B-25 bombers.
- Diagrams or [3D models of B-25 bombers](#).
- Basic physics educational materials (principles of aerodynamics, Newton's laws).
- Flight simulation software or online resources.
- Materials for paper airplane construction (paper, paper clips, tape).
- Contact information for a guest speaker (pilot/engineer/aviator).
- Tools for measuring distance (measuring tape/meter sticks).

Class 1:

Introduction (10 minutes):

- Introduce the essential question: How did technological advancements in aviation help shape the outcome of WWII?
- Show footage of B-25 bombers and discuss the importance of the Doolittle Raid.

Talking Points

1. Historical Context of Aviation in WWII:

- Start with a brief overview of how aviation technology evolved rapidly leading up to and during WWII.
- Explain that the development of aircraft played a critical role in both the strategy and tactics of the war.

2. Introduction to the B-25 Bombers:

- Present the B-25 Mitchell bomber as a prime example of WWII aviation technology, highlighting its significance in the Doolittle Raid.
- Mention its design features, such as its twin-engine and medium size, which made it suitable for the raid's requirements.

3. The Doolittle Raid's Impact:

- Discuss the Doolittle Raid's strategic importance, and how it demonstrated the capabilities and impact of air power in WWII.
- Explain how this raid on Tokyo provided a morale boost for the United States and sent a message to both allies and adversaries.

4. Fundamentals of Flight:

- Introduce the basic principles of physics that allow planes to fly, such as lift, drag, thrust, and weight.

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- Use diagrams or 3D models to visualize these principles and explain how each one played a part in the functioning of the B-25 bombers.
- 5. Practical Application Through Paper Airplanes:**
 - Preview the hands-on activity where students will apply what they learn by designing and testing their own paper airplanes.
 - Emphasize the connection between the principles they'll use in their designs and those used in the design of the B-25 bombers.
- 6. Role of Innovation:**
 - Highlight how innovation in aviation technology contributed to the Allies' ultimate success, underscoring the importance of scientific advancement in times of war.
- 7. Interactive Element:**
 - Mention that students will have the opportunity to use flight simulation software to get a feel for how the bombers would have been maneuvered.
- 8. Guest Speaker Anticipation:**
 - Build anticipation for a guest speaker who can provide first-hand insights into aviation, whether a pilot, engineer, or aviation historian.

This introduction is designed to set the stage for a lesson that is as much about history as it is about science, emphasizing the interplay between technological advancement and strategic military planning. It will spark curiosity about how science and innovation can influence the course of world events.

Activity 1: Technological Advancements in WWII Aviation (20 minutes):

- Present the B-25 bombers, highlighting technological features using diagrams or 3D models.
- Discuss the impact of these advancements in the context of the war.

Activity 2: Hands-On Experiment - Paper Airplane Design Challenge (25 minutes):

- Introduce the principles of aerodynamics (lift, drag, thrust, weight).
- Organize students into 'engineering teams' to design and construct paper airplanes capable of carrying a cargo (a paper clip).

Closure (5 minutes):

- Recap the connection between WWII aviation technology and flight principles.
- Introduce the homework assignment: Students research the historical impact of aviation advancements during WWII.

Class 2:

Review and Guest Speaker (15 minutes):

- Review research findings on aviation technology.
- Invite a guest speaker to share insights on flight principles and their experiences in aviation.

Activity 1: Physics of Flight (25 minutes):

- Explore advanced flight physics concepts (Newton's laws, Bernoulli's principle, control surfaces).
- Use flight simulation software to demonstrate these principles virtually or show a video simulation.

Talking Points for Activity 1: Physics of Flight

1. Introduction to Flight Physics:



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- Begin by explaining how flight is a complex process that combines several physical principles.
 - Introduce the key concepts that students will explore: Newton's laws of motion, Bernoulli's principle, and control surfaces of aircraft.
- 2. Newton's Laws of Motion:**
- Discuss Newton's first law (inertia) and how it relates to an aircraft at rest and in motion.
 - Move on to Newton's second law (force and acceleration) and its application in achieving and controlling an aircraft's speed.
 - Explain Newton's third law (action and reaction) with examples from aviation, such as the propulsion of jet engines and the thrust required to lift an aircraft off the ground.
- 3. Bernoulli's Principle:**
- Introduce Bernoulli's principle and how it explains the generation of lift in wings.
 - Use diagrams to show how air moving faster over the top surface of an airplane's wing creates lower pressure compared to the underside, resulting in lift.
- 4. Control Surfaces:**
- Identify the different control surfaces on an aircraft - ailerons, elevators, and rudders.
 - Discuss how pilots use these surfaces to manage roll, pitch, and yaw, and how this affects the aircraft's flight path and stability.
- 5. Hands-On Demonstrations:**
- If possible, use models of airplanes to demonstrate how adjusting control surfaces changes the plane's direction.
 - Encourage students to experiment with paper airplanes to observe these principles in action.
- 6. Real-World Applications:**
- Relate these concepts back to the B-25 bombers and how understanding these principles were crucial for pilots during the Doolittle Raid.
 - Highlight the importance of these principles in modern aircraft design and how they continue to influence aviation technology.
- 7. Interactive Engagement:**
- Pose questions to the class to stimulate critical thinking:
 - "Why do you think understanding the physics of flight is important for pilots, especially in combat situations?"
 - "How do you think advances in technology have impacted the principles of flight physics?"
- 8. Concluding the Activity:**
- Summarize the session by emphasizing the interconnectedness of these physical principles and their practical importance.
 - Encourage students to consider how these principles can be applied beyond aviation, in areas such as engineering and even space exploration.

This activity aims to provide students with a solid understanding of the physics behind flight, emphasizing the practical application of these principles in the context of WWII aviation and beyond.

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Activity 2: Paper Airplane Testing and Mathematical Analysis (15 minutes):

- Test paper airplanes designed by 'engineering teams', measuring distance and accuracy.
- Students calculate the speed, distance, and flight time of their paper airplanes, applying mathematical concepts.

Closure (5 minutes):

- Discuss contemporary applications of flight principles and the ethical considerations of scientific advancements.
- Prompt reflection on the role of science in history and its applications in modern life.

Talking Points for Closure on Flight Principles and Ethical Considerations

1. Relevance of Flight Principles Today:

- Highlight how the principles of flight discussed are not just historical but underpin all modern aviation.
- Mention contemporary aircraft, like commercial airliners and drones, which rely on the same principles of aerodynamics and control surfaces.

2. Advancements in Flight Technology:

- Talk about the technological advancements since WWII, such as jet propulsion, supersonic travel, and developments in materials science that have improved aircraft performance and safety.
- Discuss the evolution of aviation technology leading to space exploration and the principles of flight applied to spacecraft.

3. Ethical Considerations:

- Introduce the notion that with scientific advancements come ethical responsibilities.
- Consider the use of drones in surveillance and warfare, and how the principles of flight are applied in ways that raise ethical questions about privacy and warfare.

4. Environmental Impact:

- Address the environmental impact of aviation, including noise pollution and greenhouse gas emissions, prompting students to think about sustainable practices in flight.

5. Science's Role in History:

- Encourage students to reflect on how scientific advancements during WWII, such as the development of radar or the atomic bomb, have had lasting impacts on society.
- Pose questions about the role of scientists during times of war and the implications of their work on future generations.

6. Modern-Day Applications:

- Ask students to think about how the science they learn in school can be applied in real-world scenarios, from engineering to environmental science.
- Discuss the importance of considering the broader implications of scientific work beyond the immediate technological achievements.

7. Final Reflection:

- Invite students to share their thoughts on how learning about the physics of WWII aviation has changed their view of science's impact on history and its role in current global issues.

8. Encouraging Continued Curiosity:

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- Close by encouraging students to remain curious about the connections between scientific principles and their applications, whether they're looking at the past, present, or future.

This closure is designed to help students synthesize what they've learned about the principles of flight, recognize their ongoing relevance, and contemplate the ethical dimensions of technological advancements.

Assessment:

- Assess class discussions, paper airplane designs, and the ability to explain the physics concepts applied.
- Evaluate mathematical calculations and understanding of flight principles based on test flights and simulations.

Differentiation:

- Offer simpler explanations and additional teacher support for students struggling with physics concepts.
- Challenge advanced students with more complex design parameters and additional physics concepts.

Extended Project:

Students can work on a project to design an exhibit on WWII aviation technology for a school event, integrating research, science, and history.



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Lesson Plan

Part I

Unit 4: Mathematics – WWII Logistics and Statistical Impact

Grade Level: High School

Duration: Two 60-minute classes

Objectives:

1. To apply mathematical skills to analyze and understand the logistics behind D-Day.
2. To calculate and interpret statistical data related to WWII operations.
3. To grasp the importance of mathematics in real-world decision-making and its human impact.

Materials Needed:

- Historical data sets for D-Day and the Doolittle Raid logistics.
- Access to mathematical software or online platforms for data analysis.
- Graph paper, calculators, and computers for student use.
- Digital tools or apps for logistics simulation.
- Multimedia resources to show graphs, charts, and statistics.
- Contact information for a military historian or logistics expert.

Class 1:

Introduction (10 minutes):

Introduce the concept of logistics in the context of WWII, focusing on D-Day and the strategic importance of mathematics in planning such operations.

Activity 1: Data Analysis and Logistics Planning (25 minutes):

- Provide students with historical data and use mathematical software to analyze troop movements, supplies, and equipment.
- Students work in groups to create visual data representations like charts and graphs.

Activity 2: Technology-Enhanced Simulation (20 minutes):

- Using digital tools, students simulate the logistics planning of D-Day, adjusting variables and analyzing the outcomes.
- Discuss the consequences of different logistical decisions based on the simulations.

Closure (5 minutes):

- Summarize the activities and reflect on the impact of mathematical calculations on the success of military operations.
- Assign students to research how mathematical logistics are used in contemporary settings, such as disaster relief.

Talking Points: Mathematics Lesson on WWII Logistics and Statistical Impact:

1. Synthesis of Mathematical Logistics:

2. Mathematics in Modern Logistics:

- Draw parallels between WWII logistics and today's use of similar mathematical concepts in organizing large events, managing airports, or coordinating disaster response.
- Discuss specific current events where logistics played a key role, such as recent natural disasters or pandemic-related supply distributions.

3. Human Element Behind the Numbers:



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- Reinforce the concept that every calculation related to military logistics was a decision that could save or risk lives, influencing not just the outcome of a battle but also the home front's morale.
- Ask students to reflect on the responsibility of mathematicians and planners in such critical roles.

4. Decision-making and Risk Assessment:

- Briefly discuss how mathematics helps in assessing risks and making informed decisions in complex situations, using examples from military and civilian life.
- Emphasize the importance of accuracy in calculations and the potential consequences of errors.

5. Introducing the Research Assignment:

- Explain the research assignment, asking students to find examples of how logistics and mathematics are used in planning for emergencies like hurricanes or in organizing large-scale vaccination efforts.
- Provide criteria for their research, encouraging them to look for quantitative data and its interpretation.

6. Reflective Prompt:

- Encourage students to think about how they use mathematical thinking in their own lives, perhaps in planning their time, managing their finances, or even playing strategy games.
- Ask them to consider how developing these skills can prepare them for various challenges.

7. Assignment Logistics:

- Detail the logistics of the research assignment: due dates, format expectations (essay, presentation, etc.), and resources they might use, such as the school library or approved internet sources.
- Suggest starting points for their research, like FEMA's website or case studies of logistical challenges during recent events.

By focusing on these specific points, the closure of the class will tie together the day's lessons, set the stage for independent exploration, and help students appreciate the enduring impact of mathematics on both history and their everyday lives.

Class 2:

Review and Guest Speaker (15 minutes):

- Review the data analysis from the previous class.
- Invite a guest speaker to discuss the real-world application of logistics and statistics in military and civilian contexts.

Activity 1: Statistical Analysis of Casualties (25 minutes):

- Students analyze casualty and survival statistics using probabilities and risk assessment.
- Implement a classroom activity where students calculate the impact of certain variables on soldier survival rates.

Activity 2: Critical Thinking and Gamified Learning (15 minutes):

Engage students in a gamified learning activity that challenges them to apply their mathematical reasoning to logistical and statistical problems.

Closure (5 minutes):



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- Reflect on the ethical considerations and human impact behind the statistical figures.
- Discuss how mathematics plays a crucial role in strategic decision-making.

Assessment:

- Evaluate students on their ability to analyze data and use mathematical concepts to make informed decisions.
- Assess group work on logistical simulations and statistical analyses.
- Review research assignments on the application of logistics in modern-day scenarios.

Differentiation:

- Provide step-by-step guides or paired work for students who need additional support.
- Offer more complex logistical challenges and deeper statistical analysis for advanced students.

Extension:

Students can undertake a project where they compare WWII logistics to a current event, identifying similarities and differences in mathematical applications.

The lesson plan is designed to immerse students in the practical application of mathematics, enabling them to understand the significant role it plays in real-world scenarios, historical events, and ethical decision-making.

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Lesson Plan

Part I

Unit 5: Arts – Interpreting and Expressing WWII Through Art and Performance

Grade Level: High School

Duration: Two 60-minute classes

Objectives:

1. Students will analyze WWII propaganda posters and military insignia to understand artistic persuasion and emotional impact.
2. Students will engage in artistic creation, reflecting on the themes of heroism and sacrifice.
3. Students will perform dramatic readings or reenactments to deepen empathy and comprehension of personal wartime experiences.

Materials Needed:

- Samples of WWII propaganda posters and military insignia.
- A variety of art supplies including paper, markers, colored pencils, and digital art tools.
- Script excerpts from "Day of Days" for dramatization.
- Audio-visual equipment for documentary making.
- Performance space setup with basic props and costumes.
- Access to a digital platform for sharing and feedback.

Class 1:

Introduction to Artistic Techniques (10 minutes):

Provide a mini-lesson on the artistic techniques used in the propaganda posters, focusing on elements like color symbolism and composition.

Talking Points for Introduction to Artistic Techniques in WWII Propaganda:

1. Purpose of Propaganda:

- Begin by explaining the intent behind propaganda—to persuade, inform, or motivate the public during wartime.
- Highlight how both the Allies and Axis powers used propaganda to boost morale, recruit soldiers, and shape public perception.

2. Color Symbolism:

- Discuss the use of color in propaganda posters, such as red for courage or danger, white for purity or victory, and black for power or evil.
- Illustrate how these colors could manipulate emotions or convey messages without the need for words.

3. Composition and Layout:

- Explain the layout principles of propaganda art, like the "rule of thirds" or the use of focal points to draw the viewer's attention.
- Show how text placement and imagery work together to direct the viewer's eye and reinforce the message.

4. Use of Iconography:

- Talk about the use of symbols and icons, such as national flags, eagles, or the swastika, and how they were employed to instantly communicate complex ideas and allegiances.

5. Font and Typography:

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- Describe how typography can impact a message, with bold fonts for commands or delicate scripts for appeals to emotion.
- Show examples of different fonts used in WWII posters and how they contribute to the overall effect.

6. Emotional Impact:

- Reflect on how the emotional impact of propaganda is crafted through the combination of these artistic techniques.
- Encourage students to think about modern advertisements or campaigns that use similar techniques to influence their audience.

7. Mini-Lesson Activity:

- Present actual examples of WWII propaganda posters to the class.
- Ask students to identify the techniques being used and discuss the possible emotional reactions intended by the creators.

By the end of this introduction, students should have a foundational understanding of how art was used strategically during WWII and be prepared to engage more deeply with the creation and analysis of visual propaganda.

Visual Arts Creation (20 minutes):

- Students create their own artwork, with the option to use digital tools to complement traditional methods.
- Emphasize the artistic techniques discussed and how they convey messages.

Gallery Walk and Art Critique (25 minutes):

Conduct a gallery walk where students display and discuss their artwork, practicing giving and receiving critique.

Introduction to Dramatization (5 minutes):

Brief students on dramatization techniques they will use the next class and assign roles or scripts for preparation.

Homework:

Students prepare for their roles, practicing dramatic techniques and gathering any additional materials or props they may need.

Class 2:

Dramatization Workshops (15 minutes):

Facilitate a workshop on voice modulation, body language, and expression to prepare for dramatizations.

Performance of Dramatizations (30 minutes):

Students perform their dramatic readings or reenactments. Record these performances for the documentary project.

Reflective Discussion (10 minutes):

After the performances, lead a discussion on how art and dramatization allow for a deeper connection to historical events and figures.

Talking Points on Art and Dramatization in History Education:

1. Art as a Bridge to the Past:

- Highlight how art and performance can transport us back in time, giving us a sensory experience that facts and figures alone cannot provide.

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- Discuss how dramatization helps us to "walk in the shoes" of historical figures, fostering a personal connection with their experiences.
- 2. Empathy Through Dramatization:**
 - Emphasize how performing the roles of individuals from the past allows students to empathize with the emotions and choices of those people.
 - Ask students how taking on a role affected their feelings about the person they were portraying and the event itself.
- 3. Understanding Diverse Perspectives:**
 - Reflect on how art and performance can present multiple viewpoints of the same historical event, encouraging an understanding of the diverse experiences of individuals involved.
 - Prompt students to consider how different the perspectives of a general, a soldier, and a civilian might be regarding the same historical event.
- 4. Historical Accuracy vs. Artistic License:**
 - Initiate a conversation about the balance between staying true to historical facts and taking creative liberties for the sake of the narrative or emotional impact.
 - Ask the class for their opinion on the importance of accuracy in historical dramatizations.
- 5. The Power of Storytelling:**
 - Discuss the power of storytelling in preserving the legacies of those who lived through historical events.
 - Consider how dramatizations and performances can serve as living memorials that honor the past.
- 6. Reflection on Learning:**
 - Encourage students to share what they learned about WWII that they hadn't understood before the dramatizations.
 - Discuss whether they think this form of learning could help them remember historical facts or concepts better than traditional teaching methods.
- 7. Personal Takeaways:**
 - Ask students to share any personal takeaways or moments from the performances that stood out to them or changed their perspective on WWII.
 - Invite them to consider how these insights might influence their view of current events or issues.
- 8. Connecting to Today:**
 - Pose questions that connect past events to the present, such as "How do the themes of heroism and sacrifice manifest in today's world?" or "What lessons can we take from the past to inform our actions today?"

By the end of this reflective discussion, students should have a deeper appreciation for the ways in which artistic expression can enrich their understanding of history and its impact on the present and future.

Documentary Creation (5 minutes):

Introduce the documentary-making project, where students will compile their performances alongside historical commentary.

Assessment:



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- Assess students on their analysis and creation of WWII-themed artwork, focusing on the use of artistic techniques.
- Evaluate dramatizations for historical accuracy, emotional expression, and engagement.
- Assess participation in gallery walks, workshops, and discussions.

Differentiation:

Provide additional resources or alternative assignments for students who may need them, such as creating a narrative comic strip for those less comfortable with performance.

Extension:

As a follow-up, students can work on their mini documentaries, combining art, performance, and historical research into a cohesive narrative.

Interactive Feedback:

Utilize a digital platform where students can upload their artwork for class-wide interaction, further enhancing peer-to-peer learning.

The Arts lesson plan will provide a rich, multi-layered approach to learning, allowing students to interpret and express historical themes of WWII in a variety of creative formats, supported by the thoughtful use of technology and performance.

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Lesson Plan

Part I

Unit 6: Civic Education and Ethics – WWII Ethics and Civic Duty

Grade Level: High School

Duration: Two 60-minute classes

Objectives:

1. To explore and apply philosophical frameworks to understand WWII ethical dilemmas.
2. To understand the role and impact of civilian efforts on the WWII home front.
3. To connect historical civic responsibilities with contemporary community involvement.

Materials Needed:

- Excerpts from the *Doolittle's Raiders* documentary and personal stories from *Day of Days: June 6, 1944 - American Soldiers Remember D-Day*.
- Handouts on philosophical concepts like utilitarianism and just war theory.
- Access to online discussion platforms for extended dialogue.
- Interactive simulation game software focused on ethical decision-making.
- Primary source materials from the WWII era.
- Art supplies or digital storytelling software for creative expression.
- Contact information for guest speakers (ethicists, historians, military personnel).

Class 1:

Introduction to Philosophical Frameworks (10 minutes):

Introduce basic ethical frameworks and how they can be applied to analyze historical events and decisions.

Talking Points for Introduction to Philosophical Frameworks in WWII Ethics and Civic Duty:

1. Defining Ethical Frameworks:

- Start by explaining what ethical frameworks are and how they provide different lenses through which to view and evaluate moral questions.
- Give brief definitions of utilitarianism (the greatest good for the greatest number) and just war theory (ethical parameters around the conduct of war).

2. Historical Context:

- Contextualize these frameworks within the historical period of WWII, noting how leaders might have used them to justify or oppose certain actions.
- Reference key events leading up to and during WWII that presented ethical dilemmas, such as the decision to go to war, the bombing of civilian areas, and the treatment of prisoners.

3. Philosophy in Practice:

- Discuss how these philosophical concepts were applied in the real world, not just in theory. For instance, how the principle of utilitarianism might have influenced the Allied bombing strategies, including the Doolittle Raid.
- Explore how the just war theory would consider the ethics of military actions and the treatment of combatants and non-combatants.

4. Relevance to the Doolittle Raid:

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- Connect the discussion directly to the Doolittle Raid, asking students to think about the ethical implications of a retaliatory strike intended to boost morale but also knowing there could be civilian casualties.
- Encourage students to consider what ethical frameworks the military leaders might have used to justify the Doolittle Raid.

5. Introduction to Home Front Ethics:

- Briefly touch upon the ethical considerations on the home front, like rationing, conscription, and the civil liberties that were affected during wartime.
- Mention how civilians on the home front had to make ethical decisions that impacted the war effort, such as adhering to blackout procedures or dealing with scarce resources.

6. Applying Ethics to Personal Stories:

- Mention the personal stories from *Day of Days* as examples of individual soldiers' ethical and moral challenges.
- Explain how students will use the philosophical frameworks discussed to analyze these personal narratives for their ethical components.

7. Engagement and Contemporary Connections:

- Encourage students to think about how these frameworks apply to current events, such as international conflicts or ethical dilemmas in their own lives.
- Prompt them to consider the impact of individual and collective ethics on community involvement today.

This introduction sets the foundation for students to engage with complex ethical concepts and to begin thinking critically about the decisions made during WWII and their broader implications. It also helps them to start drawing connections between the past and the present, understanding how philosophical frameworks continue to influence our world.

Activity 1: Ethical Implications of Military Decisions (25 minutes):

Watch a documentary segment on [*Doolittle's Raiders*](#) and discuss the ethical challenges faced using the introduced frameworks.

Activity 2: Community Service Project Planning (20 minutes):

Outline a community service project that reflects the WWII home front efforts. Students brainstorm ways they can contribute to current community needs.

Closure and Homework Assignment (5 minutes):

Assign students to start a journal entry reflecting on the day's discussions and to research how different countries' citizens fulfilled their civic duties during WWII.

Class 2:

Review and Guest Speaker Interaction (15 minutes):

- Briefly review the philosophical frameworks.
- Engage with a guest speaker who can provide personal insights into ethical decision-making in a historical or contemporary context.

Activity 1: Interactive Ethical Decision-Making Simulation (25 minutes):

Students participate in a simulation game, making ethical decisions based on WWII scenarios.

Activity 2: Civic Responsibilities Around the World (15 minutes):

Students present their research on civic responsibilities during WWII in different countries, followed by a comparative discussion.

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Closure and Reflection (5 minutes):

- Prompt students to relate their learning to current global conflicts and the importance of civic responsibility.
- Discuss how students can implement their community service project ideas.

Assessment:

- Evaluate students' understanding of ethical frameworks and their application to the historical context.
- Assess participation in the community service project planning and the depth of their research on international civic duties.
- Review ethical decision-making during the interactive simulation and the quality of reflection in journals.

Differentiation:

- Provide scaffolds such as sentence starters for journal entries for students who need additional support.
- Challenge advanced students to create more in-depth projects or presentations that connect WWII civic responsibilities to current events.

Extension and Service-Learning:

Implement the community service project designed by the class, mirroring the home front efforts of WWII to foster a practical understanding of civic engagement.

The lesson plan will not only provide students with a historical perspective on ethics and civic responsibilities but also engage them in contemporary applications of these concepts through community service, enriching their learning experience and fostering active citizenship.

