

# The World War II Foundation Multidisciplinary Integrated Curriculum

## "Valor & Virtue: A World War II Journey"

### **Part II: Thematic Units**

- Each unit integrates various disciplines around central themes of WWII, focusing on developing a comprehensive understanding that connects different areas of knowledge.
- Incorporating the documentaries [Doolittle's Raiders](#) and [Dick Winters: Hang Tough](#) into the "Valor & Virtue: A Journey Through World War II History" curriculum can enhance the thematic units with engaging, real-world examples. Here is how these documentaries can be aligned with each relevant unit:

#### **Unit 1: The Advent of Global Conflict (Pages 4-9)**

- *History*: Include an analysis of early war strategies, including the Doolittle Raid as a response to totalitarian aggression.
- *Civic Education*: Debate the ethical implications of strategic bombings, using [Doolittle's Raiders](#) as a case study.

#### **Unit 2: Heroes of the Sky (Pages 10-13)**

- *Science*: Discuss the aviation technology displayed in [Doolittle's Raiders](#), examining how these advances influenced air warfare.
- *Arts*: Create narrative art or storyboards depicting key moments from both documentaries, focusing on the personal experiences of the airmen and soldiers.

#### **Unit 3: Ground Assaults and Amphibious Landings (Pages 14-15)**

- *Geography*: Study the tactical significance of the locations where Major Dick Winters' operations took place.
- *Arts*: Analyze the portrayal of ground assaults in [Dick Winters: Hang Tough](#) and create performances or visual art inspired by the documentary.

#### **Unit 4: War Ethics and the Human Spirit (Pages 16-17)**

- *Philosophy*: Discuss the leadership decisions of Major Dick Winters and their ethical implications in the context of war.
- *Health*: Explore the mental strains depicted in [Dick Winters: Hang Tough](#) and discuss the support systems for soldiers' mental health during and after WWII.

#### **Unit 5: The Legacy of War (Pages 18-19)**

- *Civic Education*: Examine the post-war effects on veterans like Dick Winters and the establishment of international law in reaction to the war's events.
- *Arts*: Assess how the documentaries contribute to the collective memory and legacy of WWII and inspire students to create their own interpretive art.

#### **Unit 6: Reflections of Valor (Pages 20-21)**

- *Social Studies*: Reflect on the personal sacrifices and contributions of veterans featured in the documentaries and their impact on society.
- *Technology and Media*: Analyze how [Doolittle's Raiders](#) and [Dick Winters: Hang Tough](#) use media to convey historical events and shape viewers' perceptions of WWII.

#### **Capstone projects (Pages 22-23)** for the units including these documentaries could involve:

- A mock planning session for a strategic mission based on [Doolittle's Raiders](#), considering the ethical, mathematical, and scientific aspects.
- A leadership seminar where students analyze and present on Dick Winters' leadership style and decisions.



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- Creating a mini-documentary or podcast episode where students narrate the story of a WWII event or individual, inspired by the documentaries' storytelling techniques.

*Note: Executing and scheduling thematic units that integrate various disciplines around central themes of WWII requires careful planning and collaboration among teachers of different subjects. Here's how this part of the curriculum can be practically executed and scheduled by any school that adopts this program:*

### 1. Planning Phase:

#### a. Interdisciplinary Team Meetings:

Before the school year begins, have an interdisciplinary team of teachers from history, science, civic education, arts, health, social studies, and technology meet to plan the thematic units. They would outline the main objectives, key activities, and assessment strategies for each unit.

#### b. Professional Development:

Teachers would participate in professional development sessions to familiarize themselves with the documentaries [Doolittle's Raiders](#) and [Dick Winters: Hang Tough](#) and understand how to integrate them into their lessons.

### 2. Scheduling:

#### • Thematic Unit Duration:

Each thematic unit might be scheduled to last several weeks, allowing sufficient time to cover the depth and breadth of the topics.

#### • Cross-Curricular Coordination:

The school schedule could be adjusted to allow for longer class periods or block scheduling for certain projects to facilitate more in-depth exploration of topics.

#### • Regular Check-ins:

Teachers would have regular check-ins during the units to ensure alignment and adjust plans as necessary.

### 3. Execution:

#### • Unit 1: The Advent of Global Conflict

- History and Civic Education classes would coordinate to discuss the early strategies of WWII and the ethical implications, dedicating a week or two to the Doolittle Raid within the broader study of the war's onset.

#### • Unit 2: Heroes of the Sky

- Science classes would examine aviation technology for a week while Arts classes concurrently work on narrative art projects. A joint class or exhibition might be held to showcase student work.
- The Apple TV+ miniseries, *Masters of the Air* could be leveraged for this purpose.
- The World War II Foundation's Front to the Films "[Echoes of Valor: Podcasting 'Masters of the Air'](#)" Podcast can be further leveraged to provide additional context.

#### • Unit 4: Ground Assaults and Amphibious Landings



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- Geography would focus on the tactical significance of various WWII battles for a week. Arts classes during the same timeframe would involve students creating performances or visual arts inspired by those events.
- **Unit 5: War Ethics and the Human Spirit**
  - Philosophy and Health classes would examine leadership decisions and mental health issues over the course of one to two weeks, using [Dick Winters: Hang Tough](#) as a primary resource.
- **Unit 6: The Legacy of War**
  - Civic Education classes could spend two weeks on post-war effects and international law. Arts classes might work on projects assessing the documentaries' contributions to the legacy of WWII.
- **Unit 7: Reflections of Valor**
  - Social Studies classes would reflect on personal sacrifices, while Technology classes analyze the media's role in shaping historical perceptions. This would likely be a multi-week unit culminating in a capstone project.

### **Capstone Projects:**

- These projects would be scheduled towards the end of each unit. For instance:
- The mock planning session could take place in History and Mathematics classes.
- The leadership seminar might be a week-long project in Civic Education.
- The mini-documentary or podcast episode could be a cross-curricular project involving Arts, Technology, and Language Arts classes.

### **Assessment and Reflection:**

- After each unit, teachers would assess student understanding through projects, presentations, and discussions.
- Reflections would be encouraged to allow students to connect the historical content with contemporary issues.

### **Flexibility:**

The school would need to maintain some flexibility in the schedule to accommodate for unexpected events or deeper dives into certain topics as student interest dictates.

### **Relevant "Front to the Films" Podcast Episodes:**

#### **1. Leadership and Decision-Making:**

- "Values in Leadership"
- [An American Paratrooper on D-Day](#) (Focus on decision-making during critical missions)

#### **2. Engineering and Problem-Solving:**

- [Seabees on Iwo Jima](#)

*This structure ensures that each subject contributes to a holistic understanding of WWII, with each thematic unit building upon the last, culminating in comprehensive capstone projects that synthesize students' learning across disciplines.*

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 II: Thematic Units**

**Unit 1: The Advent of Global Conflict – Strategies and Ethics (History, Civic Education)**

**Grade Level:** High School

**Duration:** 1-2 weeks

**Objectives:**

1. To analyze the strategic military actions at the beginning of WWII, with a focus on the Doolittle Raid.
2. To understand and debate the ethical implications of strategic bombings during WWII.
3. To apply ethical frameworks to historical decision-making processes.

**Materials Needed:**

- Access to [Doolittle's Raiders](#) documentary.
- Primary and secondary sources on early WWII strategies.
- Ethical dilemma case studies.
- Debate preparation materials and rubrics.
- Computers with internet access for research.
- Multimedia tools for presentations.
- Guidelines for reflective essays and capstone projects.

**Lesson Plan Execution:**

**Day 1-3: Research and Analysis**

• **Introduction to WWII Strategies:**

- Start with a class overview of the early strategies of WWII.

**Talking Points:**

**1. Introduction to Global Tensions:**

- Start by explaining how the aftermath of World War I set the stage for global tensions, leading to WWII.
- Mention the Treaty of Versailles and its harsh terms on Germany, sowing seeds of discontent.

**2. Rise of Totalitarian Regimes:**

Discuss the rise of totalitarian regimes in Germany, Italy, and Japan, highlighting their aggressive expansionist policies.

**3. Axis Powers Expansion:**

- On the interactive map, point out Germany's annexation of Austria and the Sudetenland, leading up to the invasion of Poland.
- Show Italy's conquests in Africa, such as Ethiopia, to illustrate Fascist Italy's imperial ambitions.
- Highlight Japan's expansion in Asia, particularly in China with the invasion of Manchuria, and the subsequent conflict with Chinese forces.

**4. Allied Powers and Neutral Countries:**

- Identify the major Allied powers: initially France and the United Kingdom, with others like the Soviet Union and the United States joining later.
- Discuss the concept of neutrality, pointing out countries that initially chose not to take a side, such as Switzerland and Sweden.



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### 5. Regions of Tension and Significance:

- Use the interactive map to zoom in on key regions of tension, explaining their strategic or symbolic significance:
- The Sudetenland's importance due to its fortifications and industrial resources.
- The significance of Poland as the flashpoint of the war, with the German invasion leading to Britain and France declaring war on Germany.
- The importance of the Pacific theater, highlighting how Japan's expansion threatened Western colonial possessions and trade routes.

### 6. Interactive Engagement:

- Ask students to identify on the map where they think the next points of tension might arise based on the geopolitical state just before the war.
- Encourage them to consider the natural resources, political alliances, and historical claims involved in these regions.

### 7. Real-Time Map Updates:

- As students make predictions or contributions, update the interactive map in real-time to reflect the shifting territories and the spread of the conflict.

### 8. Questions for Consideration:

- Pose questions to the class to stimulate critical thinking:
  - "What do you think are the reasons behind the territorial ambitions of the Axis powers?"
  - "How do you think the world responded to these early aggressions?"
  - "What could have been done differently by the Allied powers to prevent the spread of conflict?"

*By using this interactive approach, students will not only learn about the geopolitical state of the world just before WWII but will also engage with the material in a way that encourages them to think critically about the causes and early stages of the conflict.*

- Assign student-led research on various early war strategies, including the Doolittle Raid.

### • Primary Source Analysis Workshop:

- Teach students how to analyze primary sources and provide a variety of documents related to the Doolittle Raid and early war strategies.

### Talking Points:

#### 1. Understanding Primary Sources:

- Begin by defining what a primary source is: an artifact, a document, a recording, or other source of information that was created at the time under study.
- Explain the value of primary sources in learning about historical events, as they offer firsthand accounts and direct evidence.

#### 2. Contextualizing the Source:

Stress the importance of understanding the context in which the primary source was created. Discuss the who, what, when, where, and why of the source.

For the Doolittle Raid, introduce the geopolitical climate of early WWII and America's position before and after the attack on Pearl Harbor.

#### 3. Analyzing the Content:

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- Teach students to examine the content critically, looking for bias, perspective, and purpose.
- In the case of the Doolittle Raid, have students consider the motivations behind the documents, such as military orders, pilot diaries, or political speeches.

#### 4. Corroboration with Other Sources:

- Discuss the need to corroborate information found in one primary source with other sources to build a fuller, more accurate picture of the past.
- Provide examples of other documents or artifacts that could complement the analysis of the Doolittle Raid, such as newspaper articles from that time or reactions from other countries.

#### 5. Questions for Document Analysis:

Guide students through a series of questions to ask when analyzing a primary source, such as:

- "What was the creator's perspective or purpose in creating this document?"
- "How does this source contribute to our understanding of the Doolittle Raid and its impact on early war strategies?"
- "Are there any biases that we should be aware of when interpreting this source?"

#### 6. Workshop Activity:

Have students work in groups to analyze different primary sources related to the Doolittle Raid. Each group could have a different type of document, such as a government report, a personal letter from a pilot, or a propaganda poster from the era.

#### 7. Presenting Findings:

Encourage each group to present their document and their analysis to the class, outlining the key points they discovered and any conclusions they can draw about the strategic significance of the Doolittle Raid.

#### 8. Reflection on the Process:

Conclude the workshop by having students reflect on what they learned from the primary source analysis and how it might change their perception of historical events.

*By engaging in this Primary Source Analysis Workshop, students will develop critical thinking and analytical skills that are essential for understanding history. They will learn not just about the events themselves, but also about the complexities of interpreting historical narratives.*

### Day 4-6: Ethical Frameworks and Decision-Making

#### • Introduction to Ethical Frameworks:

- Present ethical frameworks such as consequentialism and just war theory.
- Discuss these frameworks in the context of the Doolittle Raid and other strategic bombings.

#### • Decision-Making Simulation:

Conduct a class simulation where students role-play as historical figures making strategic decisions, followed by a reflection on the ethical considerations.

### Day 7-8: Structured Debates

#### • Debate Preparation:

- Students prepare for debates on the ethical implications of strategic bombings, using Doolittle's Raiders as a case study.





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- Provide debate guidelines and scoring rubrics.

#### **Formal Debates:**

Hold class debates with students presenting arguments for and against the strategic bombings, judged by the provided rubrics.

#### **Day 9: Multimedia Engagement and Reflective Practice**

- **Multimedia Integration:**

- Use interactive maps, timelines, and footage from *Doolittle's Raiders* to visually support the lesson content.
- Have students begin outlining their capstone projects, which can be a research paper, a documentary, or a multimedia presentation.

#### **Reflective Writing:**

- Students start a reflective essay on the complexities of wartime decisions and the ethical implications discussed in class.

#### **Day 10: Guest Speaker and Capstone Project Kickoff**

- **Guest Speaker Session:**

If possible, host a guest speaker session with a historian or veteran to provide firsthand insights into the topics covered.

- **Capstone Project Planning:**

- Students finalize their capstone project proposals and outline their next steps.
- Provide time for questions and individual consultation to ensure each student has a clear direction.

#### **Ongoing:**

- **Extended Research and Capstone Project Work:**

- Throughout the unit, students work on their research and capstone projects, both during class and as homework.
- Provide milestones and check-ins to monitor progress.

#### **Assessment:**

- Evaluate students on their participation and understanding demonstrated in the research presentations, primary source analyses, and debates.
- Assess the ethical decision-making simulation for engagement and application of ethical frameworks.
- Grade reflective essays based on depth of insight and connection to class discussions.
- The capstone project serves as a final assessment, encompassing all unit elements.

*By incorporating interdisciplinary research, ethical frameworks, reflective practice, and a variety of presentation methods, this lesson plan provides a comprehensive exploration of the early stages of WWII, its strategies, and the profound ethical considerations that accompany decisions made in times of conflict.*

#### **Execution:**

The class on "The Advent of Global Conflict" focusing on early WWII strategies and the ethical implications of strategic bombings would be executed as follows:

#### **Responsible Departments/Classes:**

- The History department would take the lead, as the subject matter is primarily historical.



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- The Civic Education department would collaborate closely, especially for the ethical debates and discussions.

#### **Responsible Parties for Planning:**

- History and Civic Education teachers would work together to plan the curriculum.
- The school's curriculum coordinator or department heads might oversee the integration of interdisciplinary elements.
- Guest speakers or experts could be coordinated by a designated staff member responsible for community engagement or external resources.

#### **Execution in Classes:**

- **History Class:** The analysis of early war strategies, including the Doolittle Raid, would likely be covered here. Students would learn about the chronological events leading up to WWII and the military strategies implemented.
- **Civic Education Class:** The debates on the ethical implications of strategic bombings would take place in this class. Students would discuss and evaluate the morality of wartime decisions, considering the impact on both military targets and civilian populations.

#### **Scheduling:**

- The units would be scheduled during the regular History and Civic Education class periods.
- Extra sessions might be scheduled for activities requiring more time, such as the debates or the capstone project.
- Time for research, project development, and guest speakers would be allocated in advance and communicated to students and parents.

#### **Execution:**

- Teachers would execute the lesson plans during their scheduled classes.
- Cross-curricular activities might involve team-teaching or special schedule adjustments to accommodate joint sessions.
- The school's audio-visual team would support the use of documentaries and multimedia resources.
- The school's library/media center staff could assist with research activities by providing resources and guiding students on research methodologies.

#### **Assessment:**

- Teachers would be responsible for assessing student work, from research presentations to debate performance and reflective essays.
- Peer assessment could also be incorporated, especially for debates and presentations.

#### **Capstone Project:**

The capstone project would culminate the unit. It might be scheduled over several days and could involve a presentation day where students showcase their work.

#### **Continuous Evaluation:**

- Throughout the unit, teachers would meet to discuss progress and make any necessary adjustments.





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- Reflection on the execution of the unit would be done post-completion to evaluate the effectiveness and identify areas for improvement.

*Overall, this class would be a collaborative effort, carefully planned and executed to ensure an integrated learning experience that aligns with the curriculum goals and learning objectives.*



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**Lesson Plan**

**Part II**

**Unit 2: Heroes of the Sky (Science & Arts)**

**Grade Level: High School**

**Duration:**

**Storyboarding Workshop:**

1. **Introduction to Storyboarding:** 1 class period (45-60 minutes)
2. **Principles of Visual Storytelling:** 1 class period
3. **Storyboard Techniques:** 1 class period
4. **Analyzing Documentary Scenes:** 1-2 class periods (depending on the length of the documentary segments used)

**Narrative Art Creation:**

1. **Selecting a Moment:** 1 class period
2. **Developing the Narrative:** 1-2 class periods (including time for research)
3. **Artistic Execution:** 3-4 class periods (allowing students adequate time to create detailed artwork)

**Exhibition and Critique:**

1. **Exhibition Preparation:** 1 class period
2. **Gallery Walk:** 1 class period
3. **Critique Session:** 1 class period
4. **Reflective Discussion:** 1 class period

**Total Estimated Duration:** 12-15 class periods

**Objective:** Students will explore the evolution of aviation technology during WWII and its impact on air warfare. They will also create narrative art or storyboards to depict the personal experiences of airmen and soldiers, integrating historical understanding with creative expression.

**Materials Needed:**

1. Access to the documentary [Doolittle's Raiders](#).
2. Reference materials on WWII aviation technology
3. Art supplies for storyboards (paper, drawing tools, etc.)
4. Digital resources for narrative art (optional for digital storyboarding)

**Activities:**

Science Component

**Introduction to Aviation Technology:**

- **Historical Contextualization:** Start with a classroom lecture or a video presentation that outlines the milestones in aviation from the early 20th century to the onset of WWII. This could include the Wright brothers' first flight, the role of aircraft in WWI, and the advancements during the interwar period.
- **Technological Advancements:** Introduce students to the specific advancements made by the time of WWII, such as increased airspeed, altitude capabilities, and navigational instruments. Use [Doolittle's Raiders](#) as a case study to explore how these technologies were employed in combat scenarios.

**Documentary Viewing and Discussion:**



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- **Curated Viewing:** Select key portions of [Doolittle's Raiders](#) that highlight the innovative use of aviation technology during the raid. Prepare a viewing guide with questions and key points for students to note.
- **Interactive Discussion:** After viewing, conduct a discussion session. Possible discussion prompts could include:
  - How did the introduction of technologies like radar and improved bomb sights change the dynamics of air warfare?
  - What were the strategic advantages gained by the Allies due to these technological innovations?
  - How might the Doolittle Raid have differed without these technological advancements?

### Technological Analysis:

- **Group Research Project:** Assign students to small groups, with each group responsible for researching a particular technological aspect of the B-25 bombers or other relevant aircraft. Topics could include engine technology, weaponry, navigation systems, aircraft design, and defensive mechanisms.
- **Presentation and Peer Learning:** Have each group create a presentation to educate their classmates on their findings. They should cover not only the basic operation of the technology but also how it contributed to the tactical capabilities of the aircraft. Encourage them to use diagrams, simulations, or models to demonstrate their points.
- **Critical Analysis Exercise:** After presentations, engage the class in a critical thinking exercise. They could consider questions like:
  - What limitations did these technologies have at the time, and how were they overcome?
  - How did the development of aviation technology impact the roles and expectations of the crew on board these aircraft?
  - How do these WWII technologies compare to the ones used in modern aircraft?

By exploring these activities, students will not only learn about the aviation technology of WWII but also develop their research, presentation, and critical analysis skills. This comprehensive approach helps students appreciate the interplay between technology and history and its impact on the evolution of warfare.

### Arts Component

#### Storyboarding Workshop:

##### Objective:

To enable students to express historical events through visual storytelling, enhancing their understanding of narrative structure and artistic interpretation.

##### Session Breakdown:

- **Introduction to Storyboarding:**
  - Begin with an overview of storyboarding as a tool for filmmakers, animators, and artists to visualize the storytelling process.
  - Discuss the elements of a storyboard, including the sequence of events, camera angles, dialogue, and transitions.
- **Principles of Visual Storytelling:**



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- Introduce the principles of visual storytelling such as framing, perspective, and the rule of thirds.
- Explain how these principles can be used to convey emotion and narrative pace.
- **Storyboard Techniques:**
  - Teach students how to sketch quick thumbnails that capture the essence of a scene.
  - Provide guidance on how to annotate storyboards with notes on movement, emotion, and key actions.
- **Analyzing Documentary Scenes:**
  - Watch selected scenes from [Doolittle's Raiders](#) and analyze the cinematography and narrative structure.
  - Identify dramatic moments, character expressions, and significant turning points ideal for depiction in storyboards.

### Narrative Art Creation:

#### Objective:

To develop students' skills in conveying historical narratives through art, emphasizing personal expression and historical accuracy.

#### Session Breakdown:

- **Selecting a Moment:**
  - Instruct students to select a significant moment from [Doolittle's Raiders](#) or another air warfare event from WWII.
  - Encourage them to consider the emotional weight and historical importance of the moment.
- **Developing the Narrative:**
  - Guide students through the process of expanding their chosen moment into a narrative arc for their art series or storyboard.
  - Discuss the importance of research in ensuring the historical accuracy of uniforms, aircraft, and settings.
- **Artistic Execution:**
  - Provide time for students to create their art pieces, offering support with artistic techniques as needed.
  - Encourage the use of various media such as pencil, ink, watercolor, or digital tools, catering to different artistic strengths.

### Exhibition and Critique:

#### Objective:

To cultivate students' ability to present and critique creative work, fostering an environment of constructive feedback and historical reflection.

#### Session Breakdown:

- **Exhibition Preparation:**
  - Assist students in preparing their storyboards or narrative art pieces for exhibition, including mounting, labeling, and writing brief descriptions.
  - Organize the classroom or a school space to display the artwork in a gallery-style setting.



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- **Gallery Walk:**
  - Host a gallery walk where students and other classes can view the exhibited work.
  - Encourage students to engage with each piece, reading the descriptions and considering the narrative depicted.
- **Critique Session:**
  - Facilitate a group critique, where students present their work and receive feedback from peers.
  - Focus the critique on storytelling effectiveness, historical representation, and artistic execution.
- **Reflective Discussion:**
  - Conclude with a reflective discussion on the impact of WWII on air warfare and society, and how these stories are told through art.
  - Encourage students to share how the process of creating their narrative art deepened their understanding of the historical events depicted.

By completing the Arts Component of the unit, students will gain valuable skills in visual communication and historical interpretation. They will learn to appreciate the power of narrative art in conveying complex stories and the importance of artistic expression in preserving history.



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**Lesson Plan**

**Part II**

**Unit 3: Ground Assaults and Amphibious Landings (Geography & Arts)**

**Grade Level: High School**

**Duration: Approximately 10-14 class periods (45-60 minutes each)**

**Objective:** Students will explore the geographical strategies and historical significance of ground assaults and amphibious landings during World War II, with a focus on Major Dick Winters' operations. They will also engage with the documentary [\*Dick Winters: Hang Tough\*](#) to analyze and artistically represent the realities of ground warfare.

**Materials Needed:**

1. Access to the documentary [\*Dick Winters: Hang Tough\*](#).
2. Maps and geographical data of WWII battle sites
3. Art supplies for performances and visual art projects
4. Research materials on Major Dick Winters and WWII operations.

**Activities:**

**Geography Component Detailed Outline**

**Geographical Significance:**

**Session 1: Introduction to Key Locations**

1. Present an overview of Major Dick Winters and the European Theater of WWII.
2. Highlight the locations of his most significant operations.
3. Discuss how geography plays a crucial role in military planning and execution.

**Session 2: Terrain and Tactics**

- Explore the concept of how different types of terrain (urban, rural, forested, etc.) impact military tactics.
- Discuss the importance of high ground, cover, concealment, and the challenges of various weather conditions.

**Map Analysis:**

**Session 3: Understanding the Battlefield**

1. Provide students with historical maps of battle sites like Normandy, the Netherlands, and Bastogne.
2. Instruct students to identify key geographical features and hypothesize how they would affect battle outcomes.

**Session 4: Geographical Challenges and Advantages**

- Groups analyze assigned maps for elevation, natural barriers, and available infrastructure.
- Students present on how these factors would influence both defensive and offensive strategies.

**Case Studies:**

**Session 5: Brécourt Manor Assault**

- Dive into a case study of the assault on Brécourt Manor, a key operation led by Major Dick Winters.
- Analyze the geographical layout of the manor and its surroundings, discussing how Winters' tactics were informed by these features.

**Session 6: Terrain and Strategy Application**





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Extend the case study to allow students to design their own assault plan on Brécourt Manor, utilizing the geographical knowledge they've acquired.

#### **Field Analysis Project:**

##### **Session 7: Choosing a Battle**

- Instruct students to select a battle from WWII to analyze in-depth.
- Provide guidelines for researching the geographical context of their chosen battle.

##### **Session 8-9: Research and Analysis**

- Students conduct research on the geographical elements of their selected battle, considering factors like terrain, infrastructure, and the element of surprise.
- Students begin drafting their analysis, with checkpoints for understanding and accuracy.

##### **Session 10: Project Presentations**

- Students present their geographical analysis to the class.
- Each presentation should include a discussion of how geography influenced the chosen battle's tactics and outcome.

##### **Session 11: Reflection and Discussion**

- Reflect on the overarching themes and lessons learned from the geographical analysis.
- Discuss how modern military operations might differ due to technological advancements and changes in warfare.

Throughout these sessions, students will gain an appreciation for the complexities of military strategy and the decisive role geography plays in the outcomes of battles. The Field Analysis Project, in particular, provides an opportunity for students to apply their understanding practically and to appreciate the intricacies of historical battle planning.



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**Lesson Plan**

**Part II**

**Unit 4: War Ethics and the Human Spirit (Philosophy & Health)**

**Grade Level: High School**

**Duration: Approximately 10-12 class periods (45-60 minutes each)**

**Objective:**

Students will investigate the ethical decisions and mental health challenges faced by soldiers during World War II, with a focus on the leadership of Major Dick Winters as depicted in the documentary *Dick Winters: Hang Tough*. The unit aims to foster a deeper understanding of the moral complexities and psychological impacts of war.

**Materials Needed:**

1. Access to the documentary [\*Dick Winters: Hang Tough\*](#)
2. Texts on moral philosophy and ethics in warfare
3. Historical accounts and studies on soldier mental health during WWII
4. Resources on current veteran mental health support systems

**Activities:**

**Enhanced Philosophy Component**

- **Interactive Ethical Frameworks Exploration:** Utilize role-playing or simulation games to help students actively understand different ethical frameworks. Create scenarios based on real WWII decisions for students to navigate using these frameworks.
- **Leadership and Ethics Workshop:** Invite a guest speaker, such as a military historian or ethicist, to conduct a workshop on the complexities of wartime leadership. Use Major Dick Winters' scenarios as case studies for group analysis.
- **Ethical Decision-Making Journal:** As students watch [\*Dick Winters: Hang Tough\*](#), have them maintain a decision-making journal where they document and reflect upon the ethical decisions presented, pondering what they might have done in his place.
- **Extended Essay with Peer Review:** After writing reflective essays on wartime leadership ethics, implement a peer review process. This can help students refine their analytical skills and enhance their understanding through collaborative learning.

**Enhanced Health Component**

- **Soldier's Mental Health Timeline:** Create a timeline activity that charts the evolution of mental health support from WWII to the present, highlighting key developments and changing attitudes.
- **Mental Health First Aid Course:** Incorporate a basic mental health first aid course, educating students on how to provide initial support to others who may be developing a mental health problem or experiencing a crisis.
- **Veteran Interview Project:** Instead of or in addition to the community outreach project, students could conduct interviews with WWII veterans or current service members, if available, to gain firsthand accounts of mental health challenges and support systems.
- **Awareness Campaign Development:** Have students use their research and community interactions to develop a mental health awareness campaign. This could involve social media, school-wide activities, or partnership with local organizations.



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### Cross-Curricular Connections

- **History and Social Studies:** Tie in historical lessons on WWII, allowing students to explore the broader context of Major Dick Winters' decisions and the mental health issues of the time.
- **Psychology:** Link with psychology classes to delve deeper into PTSD and other mental health conditions, analyzing their effects on soldiers' behavior and well-being.
- **Literature:** Read and analyze literary works from or about the WWII era that address the themes of leadership, ethics, and the human spirit in times of conflict.

### Technology Integration

- **Digital Storytelling:** Encourage students to use digital storytelling tools to present their timeline projects or awareness campaigns, fostering digital literacy alongside historical and ethical learning.
- **Online Discussion Forums:** Use online platforms for students to discuss ethical dilemmas and mental health topics, possibly collaborating with students from another school or district.

### Community and Global Engagement

- **Collaborate with International Schools:** Set up a collaboration with a school in another country to share perspectives on the legacy of WWII veterans' mental health and ethical decisions. This could be a virtual exchange or joint project.
- **Service Learning:** Incorporate a service-learning component where students volunteer with local veterans' organizations, applying their learning in a real-world context and reflecting on their experiences.



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**Lesson Plan**

**Part II**

**Unit 5: The Legacy of War (Civic Education & Arts)**

**Grade Level: High School**

**Duration: Approximately 10-12 class periods (45-60 minutes each)**

**Objective:**

Students will critically examine the enduring impact of WWII on veterans and the evolution of international law, engaging in research, discussion, and creative expression to understand and interpret the legacy of the war.

**Materials Needed:**

- 1) Access to documentaries and interviews with veterans like Dick Winters
- 2) Texts and resources on the development of international law post-WWII
- 3) Art supplies for various mediums
- 4) Digital tools for research and multimedia project creation
- 5) Contact information for veterans' associations and legal experts.

**Activities:**

**Enhanced Civic Education Component**

- **Interactive Veterans' Narratives:** Use VR experiences or interactive online archives to explore firsthand accounts from WWII veterans.
- Engage students in a simulated decision-making activity based on the challenges veterans faced returning home.
- **International Law Timeline:** Students create an interactive timeline of key events in the development of international law post-WWII, linking historical events to current international policies.
- **Mock Trial:** Organize a mock trial for a hypothetical WWII war crime, with students taking on roles from prosecutors and defenders to witnesses and judges, applying their knowledge of international law.
- **Expert Guest Discussions:** Invite veterans or experts in international law to discuss the practical applications and evolution of laws since WWII.

**Enhanced Arts Component**

a. **Media's Influence Workshop:**

- Conduct a workshop on media literacy focusing on how war documentaries and films influence perceptions of history.
- Analyze various forms of WWII media, from "Band of Brothers" to modern interpretations.

b. **Artistic Expression Lab:**

- Provide a space for students to experiment with different art forms, possibly incorporating digital art, photography, or mixed media.
- Incorporate technology like photo editing software or digital animation tools for students to create multimedia art.



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- c. **Collaborative Art Project:** Facilitate a large-scale collaborative art project, such as a mural or a digital collage, that represents the collective memory of WWII as understood by the class.
- d. **Community Art Show and Discussion Panel:**
  - Host an art show with the students' projects on display.
  - Organize a panel discussion featuring students, veterans, historians, and artists to discuss the interpretation and legacy of WWII.

**Evaluation:**

- Continuous assessment through participation in workshops, discussions, and interactive activities.
- Evaluation of research projects, mock trial performances, and art pieces for depth of understanding and creativity.

**Extension:**

- **Service-Learning Partnership:**
  - Establish a partnership with a local veterans' organization for a service-learning project, where students can apply their historical knowledge in a real-world context.
- **International Collaboration:**
  - Pair up with a school in another country to conduct a joint research project on the legacy of WWII, allowing students to gain a global perspective.

**Estimated Duration Breakdown (Enhanced):**

- Civic Education Component: 5-6 class periods
- Arts Component (including exhibition): 5-6 class periods.



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### **Lesson Plan**

#### **Unit 6: Reflections of Valor (Social Studies, Technology & Media)**

##### **Social Studies Component**

###### **1. Interactive Veteran Interviews:**

Facilitate live or virtual interviews with WWII veterans or their family members for students to hear firsthand accounts of valor and sacrifice.

###### **2. Service Project:**

Develop a community service project that allows students to give back to veterans' communities, fostering a personal connection to the individuals they study.

###### **3. Historical Role-Playing:**

Create a role-playing activity where students assume the identities of various veterans, presenting their experiences and discussing the impact of their contributions on society.

##### **Enhanced Technology and Media Component**

- **Media Production Workshops:**

- Organize workshops led by local journalists or filmmakers to teach students about storytelling, interviewing techniques, and documentary filmmaking.

- **Digital Archiving:**

- Have students contribute to a digital archive by creating detailed presentations or web pages on individual veterans, which can be shared with the community or a local museum.

- **Analytical Technology Tools:**

- Introduce students to analytical software that can break down film elements such as shot composition, music, and narrative structure to understand how these contribute to the documentary's impact.

##### **Cross-Curricular Connections**

- **Literature and Writing:**

- Include literature that reflects on the themes of valor, such as war poetry or memoirs, and have students write reflective essays or creative responses.

- **Art and Design:**

- Incorporate graphic design elements by having students create visual representations, such as infographics, of the veterans' impact on society.

##### **Real-World Engagement**

- **Veterans' Panel Discussion:**

- Host a panel discussion with veterans who can provide various perspectives on their experiences and the legacy of WWII.

- **Collaborative Digital Exhibition:**

- Partner with a local museum or library to host a digital exhibition of the students' projects, allowing the public to engage with and learn from the students' work.

##### **Extension Activities**

- **International Perspectives:**

- Introduce an international component by researching the impact of WWII veterans in different countries and how valor is recognized across cultures.

- **Creative Technology Showcase:**





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- Organize a showcase event where students present their media projects, perhaps including virtual reality experiences that simulate WWII scenarios based on their research.



# The World War II Foundation Multidisciplinary Integrated Curriculum

## "Valor & Virtue: A World War II Journey"

### Comprehensive Capstone Projects for WWII Units

#### Capstone Project 1: Mock Strategic Mission Planning

- **Objective:** Students will integrate historical, ethical, mathematical, and scientific knowledge to develop a detailed plan for a strategic WWII-style mission.
- **Enhancements:**
  - Include peer reviews and expert consultations to refine strategic plans.
  - Use simulation software to test the viability of their plans.
  - Conclude with an ethical panel discussion featuring historians and military experts.

#### Capstone Project 2: Leadership Seminar

- **Objective:** Analyze and present on the leadership style and decisions of Major Dick Winters, integrating leadership theory with historical context.

#### Enhancements:

- Pre-seminar interactive leadership workshops to immerse students in decision-making scenarios.
- Incorporate psychological analysis to understand leadership under stress.
- Expand the seminar to a community leadership forum inviting local leaders for a broader discussion.

#### Capstone Project 3: Enhanced Mini-Documentary or Podcast Creation

- **Objective:** Create a mini-documentary or podcast episode using narrative techniques inspired by the studied documentaries to tell the story of a WWII event or individual.
- **Enhancements:**
  - Provide professional media production workshops for students.
  - Encourage collaborative storytelling to capture multiple viewpoints.
  - Partner with local media outlets for public broadcasting of the final projects.

#### Unified Project Implementation

- **Interdisciplinary Approach:** All projects require a synthesis of skills across various disciplines.
- **Timeline:** Each project spans several weeks, with key milestones for progress checks.
- **Peer and Expert Engagement:** Peer review, expert feedback, and community involvement are embedded throughout the project phases.
- **Technology Integration:** Use of technology, from simulation software to audio/visual editing tools, enhances the learning experience.
- **Real-World Application:** Projects connect with the wider community and can be shared publicly, providing students with an authentic audience.
- **Global Perspective:** Opportunities for international collaboration offer a global viewpoint on the historical impact of WWII.
- **Reflective Learning:** Students maintain a portfolio documenting their learning journey, challenges, and resolutions.

#### Additional Project Features

- **Community Exhibition:** An event to display and discuss the capstone projects with the community.



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- **Reflective Portfolios:** A compilation of work and insights gained throughout the project creation process.
- **Continuing Education Opportunities:** Lectures, courses, or webinars that complement the project topics.



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