

# The World War II Foundation Multidisciplinary Integrated Curriculum

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

### **Part XI: "Technology Integration"**

The "Technology Integration" component significantly enriches the "Valor & Virtue: A Journey Through World War II History" curriculum. These documentaries serve as prime examples of how technological advancements and digital storytelling can deepen understanding and engagement with historical events. Here's how these documentaries can be specifically incorporated:

#### **Unit 1: Virtual Reality (VR) Experiences (Pages 3-4)**

**"The Invasion of Normandy: Omaha Beach VR"** offers an excellent opportunity for VR exploration. After viewing the documentary, students could use VR to visit the modern-day Normandy landscapes, comparing them with historical footage and photos from D-Day. This immersive experience helps students grasp the geographical and tactical challenges faced by Allied forces.

#### **Unit 2: Multimedia Documentaries and Films (pages 5-7)**

- **Documentary Analysis Projects:** Assign students to critically analyze [\*The Tuskegee Airmen\*](#) as a case study on the ethical considerations of civil rights and equality during World War II. Research should include:
  - **Background and Challenges:** The systemic racism and segregation faced by these African American pilots in the U.S. military, despite their willingness to serve.
  - **Training and Achievements:** The rigorous training program at Tuskegee Army Air Field and the successes of the 332nd Fighter Group and the 477th Bombardment Group, including their distinguished escort record.
  - **Impact and Legacy:** How their achievements helped challenge stereotypes, contributed to desegregating the U.S. Armed Forces with President Truman's Executive Order 9981 in 1948, and laid the groundwork for the Civil Rights Movement in the United States.

**Unit 3: Filmmaking and Digital Storytelling (Pages 7-8)** Encourage students to create digital stories or short documentaries that explore a specific theme from **"The Invasion of Normandy: Omaha Beach VR,"** such as the role of aerial reconnaissance in planning the landings or the experiences of paratroopers. Students can use video editing software to combine historical analysis with creative storytelling.

#### **Unit 4: Online Collaboration and Research (Pages 9-11)**

- **Digital Archives and Libraries:** Use [\*The Tuskegee Airmen\*](#) as a springboard for student research projects on the ethical considerations of civil rights and equality during World War II. Guide students to explore online archives for primary sources on the challenges and achievements of the Tuskegee Airmen.
- **Collaborative Online Platforms:** After watching *The Invasion of Normandy: Omaha Beach VR*, students can work in groups on platforms like Google Classroom to research and present on various components of the D-Day operation, from naval and air support to logistics and ground tactics.

#### **Unit 5: Educational Apps and Games (Pages 12-13)**

- **Gamification of Learning:** Leverage interactive games and simulations that allow students to engage with strategic planning and decision-making similar to what is



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depicted in *The Invasion of Normandy: Omaha Beach VR*. This can help students understand the complexity of military operations and the importance of intelligence and logistics.

- **App-Based Quizzes and Assessments:** Develop quizzes and interactive assessments based on [\*The Tuskegee Airmen\*](#) to test students' understanding of the civil rights principles behind their critical role during World War II, as well as the debates surrounding their treatment.

### Unit 6: Flipped Classroom and Blended Learning (Pages 14-16)

- **Online Lectures and Webinars:** Provide access to expert talks or webinars on the technological innovations of WWII, including those related to the narratives of *The Invasion of Normandy: Omaha Beach VR* and [\*The Tuskegee Airmen\*](#). This approach allows students to delve deeper into the subject matter before coming to class for hands-on activities and discussions.
- **Blended Learning Workshops:** Organize workshops where students use online resources to research the historical context and outcomes of D-Day and the achievements of the Tuskegee Airmen. They can then apply this knowledge in classroom activities, such as creating a model of the D-Day landings or debating the ethical considerations of racial equality and civil rights in WWII.

By incorporating these documentaries and technology-based activities into the curriculum, educators can offer a comprehensive and engaging exploration of World War II. This not only fosters a deeper understanding of historical events and their implications but also equips students with critical thinking, research, and technological skills that are valuable in today's digital world.

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.



# The World War II Foundation Multidisciplinary Integrated Curriculum

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

### Lesson Plan

#### Part XI: Technology Integration

#### Unit 1: Technology Integration - Valor & Virtue: A Journey Through World War II History

##### Overview

This lesson plan integrates *The Invasion of Normandy: Omaha Beach VR* and [\*The Tuskegee Airmen\*](#) documentaries into a comprehensive learning experience focused on World War II. Using virtual reality (VR) and digital storytelling, students will deepen their understanding of key historical events while engaging with modern technology.

##### Objectives:

1. Analyze the tactical and ethical challenges faced by Allied forces during the Normandy invasion and by the Tuskegee Airmen.
2. Explore how technological advancements and digital storytelling enrich the understanding of historical events.
3. Evaluate the impact of the Normandy invasion and the Tuskegee Airmen on World War II and subsequent civil rights movements.

##### Materials Needed:

- *The Invasion of Normandy: Omaha Beach VR* documentary
- [\*The Tuskegee Airmen\*](#) documentary
- VR headsets (if available)
- Computers or tablets for online research
- Google Classroom or similar platform
- Access to primary source archives (online or library)

##### Lesson Structure:

#### 1. Introduction to Technology Integration (15 minutes)

- Briefly introduce the concept of technological advancements in WWII and how VR and digital storytelling bring history to life.
- Show trailers of *The Invasion of Normandy: Omaha Beach VR* and [\*The Tuskegee Airmen\*](#) to generate interest.

#### 2. Virtual Reality (VR) Experiences (45 minutes)

- **VR Setup:** If VR headsets are available, set up stations for students to explore the modern-day Normandy landscape using the VR experience.
- **Comparison Activity:** Students compare modern-day Normandy landscapes to historical footage and photos from D-Day in the documentary. Discuss the geographical and tactical challenges faced by Allied forces.
- **Debrief Discussion:** Ask students how this immersive experience changes their perception of the Normandy invasion.

#### 3. Documentary Analysis Projects (45 minutes)

- Divide students into groups to analyze each documentary:
- **Group A - The Invasion of Normandy: Omaha Beach VR:**
  - Research the various components of the D-Day operation, including naval, air, logistics, and ground tactics.



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- Present findings on the tactical challenges and strategies of the D-Day landings.
  - **Group B - The Tuskegee Airmen:**
    - Research the challenges faced by the Tuskegee Airmen, their training, and achievements.
    - Present findings on how their success laid the groundwork for the Civil Rights Movement.
- 4. Online Collaboration and Research (30 minutes)**
- **Digital Archives and Libraries:** Guide students to explore online archives for primary sources.
  - **Collaborative Platforms:** Use Google Classroom or a similar platform to facilitate group research and presentation development.
- 5. Blended Learning Workshops (45 minutes)**
- **Group Presentations:**
    - Each group presents their findings to the class.
  - **Classroom Activities:**
    - Create a model of the D-Day landings or debate the ethical considerations of racial equality and civil rights in WWII.
- 6. Assessment**
- **Participation:** Evaluate student engagement during VR exploration, group discussions, and activities.
  - **Group Presentations:** Assess the depth and accuracy of each group's presentation.
  - **Research Projects:** Grade individual contributions to the online collaborative research project.

### Conclusion:

This lesson plan allows students to explore WWII history through immersive technology and collaborative research, fostering a deeper understanding of the challenges and sacrifices made during this pivotal period.



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**Lesson Plan**

**Part XI: Technology Integration**

**Unit 2: The Tuskegee Airmen - Ethical Considerations of Civil Rights and Equality in World War II**

**Grade Level:** High School

**Subject Area:** History, Social Studies

**Duration:** 3 Class Periods (45 minutes each)

**Overview:** Students will analyze *The Tuskegee Airmen* documentary as a case study on the ethical considerations of civil rights and equality during World War II. They will research the challenges and achievements of the Tuskegee Airmen and understand their impact on desegregating the U.S. Armed Forces and laying the groundwork for the Civil Rights Movement.

**Objectives:**

1. Evaluate the systemic racism and segregation faced by African American pilots during World War II.
2. Analyze the training program and successes of the Tuskegee Airmen.
3. Assess the impact and legacy of the Tuskegee Airmen on civil rights and the desegregation of the U.S. Armed Forces.

**Materials Needed:**

- *The Tuskegee Airmen* documentary
- Computers or tablets for online research
- Projector or TV for documentary viewing
- Primary source archives (online or library)
- Poster boards, markers, and other presentation materials

**Lesson Structure:**

**Day 1: Introduction and Documentary Viewing (45 minutes)**

- **Introduction (10 minutes):**
  - Provide a brief overview of the Tuskegee Airmen and the significance of their contributions during WWII.
  - Outline the learning objectives and the structure of the lesson plan.
- **Documentary Viewing (35 minutes):**
  - Watch *The Tuskegee Airmen* documentary.
  - Instruct students to take notes on key themes: background, challenges, training, achievements, and impact.

**Day 2: Research and Group Work (45 minutes)**

- **Group Assignments (10 minutes):**
  - Divide students into three groups, assigning each group a specific research topic:
    - **Group 1:** Background and Challenges
    - **Group 2:** Training and Achievements
    - **Group 3:** Impact and Legacy
- **Guided Research (35 minutes):**
  - Provide students with research questions to guide their exploration:
    - **Background and Challenges:** What systemic racism and segregation did the Tuskegee Airmen face? How did this impact their ability to serve?



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- **Training and Achievements:** What was the training program at Tuskegee Army Air Field like? What were the major accomplishments of the 332nd Fighter Group and the 477th Bombardment Group?
- **Impact and Legacy:** How did the Tuskegee Airmen challenge stereotypes? How did their achievements contribute to desegregating the U.S. Armed Forces?
  - Direct students to online archives and primary sources for their research.
  - Encourage groups to organize their findings for the final presentation.

### Day 3: Group Presentations and Class Discussion (45 minutes)

- **Group Presentations (30 minutes):**
  - Have each group present their research findings to the class.
  - Encourage creative presentation formats: posters, slides, role-playing, etc.
- **Class Discussion (15 minutes):**
  - Lead a class discussion on the ethical considerations of civil rights and equality during World War II.
  - Possible Discussion Questions:
    - How did systemic racism and segregation affect the Tuskegee Airmen's ability to serve?
    - What lessons can be learned from the Tuskegee Airmen's perseverance and success?
    - How did their achievements contribute to the broader Civil Rights Movement?

### Assessment:

- **Participation:** Evaluate student engagement during documentary viewing, group discussions, and activities.
- **Group Presentation:** Assess the depth, accuracy, and creativity of each group's presentation.
- **Research Projects:** Grade individual contributions to the group research project.

### Extension Activities:

- **Primary Source Analysis:**
  - Have students analyze primary sources like letters, photographs, and official documents related to the Tuskegee Airmen.
- **Comparative Study:**
  - Compare the experiences of the Tuskegee Airmen with other minority groups during World War II, such as the Navajo Code Talkers or the 442nd Regimental Combat Team.



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**Lesson Plan**

**Part XI: Technology Integration**

**Unit 3: Filmmaking and Digital Storytelling - Exploring "The Invasion of Normandy: Omaha Beach VR"**

**Grade Level:** High School

**Subject Area:** History, Social Studies

**Duration:** 4 Class Periods (45 minutes each)

**Overview:** Students will explore *The Invasion of Normandy: Omaha Beach VR* through filmmaking and digital storytelling. They will research and create short documentaries that analyze specific themes from the documentary, blending historical accuracy with creative storytelling.

**Objectives:**

1. Analyze the role of aerial reconnaissance, paratroopers, and tactical planning in the Normandy invasion.
2. Create a short documentary using video editing software that effectively combines historical analysis and storytelling.
3. Develop collaborative skills through group work and project management.

**Materials Needed:**

- *The Invasion of Normandy: Omaha Beach VR* documentary
- Computers or tablets with video editing software (e.g., iMovie, Adobe Premiere, WeVideo)
- Cameras or smartphones for filming
- Projector or TV for documentary viewing
- Access to primary source archives (online or library)
- Storyboarding templates

**Lesson Structure:**

**Day 1: Introduction and Documentary Viewing (45 minutes)**

- **Introduction (10 minutes):**
  - Briefly introduce the significance of the Normandy invasion and the role of digital storytelling in understanding historical events.
  - Outline the lesson objectives and structure.
- **Documentary Viewing (35 minutes):**
  - Watch *The Invasion of Normandy: Omaha Beach VR* documentary.
  - Instruct students to take notes on key themes, such as:
    - Role of aerial reconnaissance in planning the landings
    - Experiences of paratroopers
    - Tactical challenges faced by Allied forces

**Day 2: Research and Storyboarding (45 minutes)**

- **Group Assignments (10 minutes):**
  - Divide students into groups and assign each group a specific theme for their short documentary:
    - **Group 1:** Role of aerial reconnaissance in planning the landings
    - **Group 2:** Experiences of paratroopers





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- **Group 3:** Tactical challenges faced by Allied forces
- **Research and Storyboarding (35 minutes):**
  - Guide students to conduct research using primary and secondary sources, focusing on their assigned theme.
  - Provide storyboarding templates for students to outline their documentary structure.
  - Ensure each group develops a clear storyline that combines historical analysis with creative storytelling.

### Day 3: Filmmaking and Editing (45 minutes)

- **Filming (20 minutes):**
  - Students use cameras or smartphones to film their documentary, incorporating reenactments, interviews, or voiceovers.
  - Encourage creative approaches like mock news reports or animated storytelling.
- **Editing (25 minutes):**
  - Students edit their footage using video editing software, combining historical footage or photos with their creative content.
  - Provide guidance on editing techniques like transitions, audio balancing, and visual effects.

### Day 4: Presentation and Reflection (45 minutes)

- **Documentary Screenings (30 minutes):**
  - Each group presents their short documentary to the class.
  - Encourage active listening and note-taking.
- **Class Discussion and Reflection (15 minutes):**
  - Lead a class discussion on the key historical insights from each documentary:
    - How did aerial reconnaissance influence the D-Day landings?
    - What challenges did paratroopers face during the invasion?
    - How did tactical planning shape the success of the Normandy invasion?
  - Discuss the role of digital storytelling in understanding historical events.

### Assessment:

- **Participation:** Evaluate student engagement during research, group discussions, and activities.
- **Documentary Presentation:** Assess the historical accuracy, creativity, and overall quality of each group's documentary.
- **Research Projects:** Grade individual contributions to the group research project.

### Extension Activities:

- **Peer Review:**
  - Have students review each other's documentaries and provide constructive feedback.
- **Comparative Study:**
  - Compare *The Invasion of Normandy: Omaha Beach VR* with other WWII documentaries to understand different perspectives on D-Day.





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**Part XI: Technology Integration**

**Unit 4: Online Collaboration and Research - Exploring The Tuskegee Airmen and The Invasion of Normandy: Omaha Beach VR**

**Grade Level:** High School

**Subject Area:** History, Social Studies

**Duration:** 3 Class Periods (45 minutes each)

**Overview:** Students will use [The Tuskegee Airmen](#) and *The Invasion of Normandy: Omaha Beach VR* documentaries as springboards for online research projects. They will analyze ethical considerations of civil rights and equality during World War II and collaborate to present findings on various components of the D-Day operation.

**Objectives:**

1. Evaluate the challenges and achievements of the Tuskegee Airmen in the context of civil rights and equality during World War II.
2. Research and present on the various components of the D-Day operation, from naval and air support to logistics and ground tactics.
3. Develop online collaboration skills through group work and digital platforms.

**Materials Needed:**

- [The Tuskegee Airmen](#) documentary
- *The Invasion of Normandy: Omaha Beach VR* documentary
- Computers or tablets with internet access
- Collaborative online platforms (e.g., Google Classroom)
- Access to primary source archives (online or library)

**Lesson Structure:**

**Day 1: Introduction and Documentary Viewing (45 minutes)**

- **Introduction (10 minutes):**
  - Provide a brief overview of [The Tuskegee Airmen](#) and *The Invasion of Normandy: Omaha Beach VR* documentaries.
  - Outline the lesson objectives and structure.
- **Documentary Viewing (35 minutes):**
  - Watch [The Tuskegee Airmen](#) and *The Invasion of Normandy: Omaha Beach VR* documentaries.
  - Instruct students to take notes on key themes, such as:
    - Ethical considerations of civil rights and equality
    - Challenges and achievements of the Tuskegee Airmen
    - Components of the D-Day operation (naval and air support, logistics, ground tactics)

**Day 2: Online Collaboration and Research (45 minutes)**

- **Group Assignments (10 minutes):**
  - Divide students into two research groups:
    - **Group 1 - The Tuskegee Airmen:** Analyze ethical considerations of civil rights and equality.

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- **Group 2 - The Invasion of Normandy: Omaha Beach VR:** Research and present on various components of the D-Day operation.
- **Guided Research (35 minutes):**
  - **Group 1 - The Tuskegee Airmen:**
    - Use the documentary as a springboard for research projects on the ethical considerations of civil rights and equality.
    - Explore online archives for primary sources on the challenges and achievements of the Tuskegee Airmen.
  - **Group 2 - The Invasion of Normandy: Omaha Beach VR:**
    - Research the various components of the D-Day operation, from naval and air support to logistics and ground tactics.
    - Collaborate on Google Classroom or similar platform to organize and present findings.

### Day 3: Group Presentations and Class Discussion (45 minutes)

- **Group Presentations (30 minutes):**
  - **Group 1 - The Tuskegee Airmen:** Present findings on the ethical considerations of civil rights and equality, including:
    - **Background and Challenges:** Systemic racism and segregation faced by the Tuskegee Airmen.
    - **Training and Achievements:** Rigorous training program at Tuskegee Army Air Field and successes of the 332nd Fighter Group and the 477th Bombardment Group.
    - **Impact and Legacy:** Contributions to desegregating the U.S. Armed Forces and laying the groundwork for the Civil Rights Movement.
  - **Group 2 - The Invasion of Normandy: Omaha Beach VR:** Present findings on the various components of the D-Day operation, including:
    - **Naval and Air Support:** Role of the naval and air forces in supporting the ground assault.
    - **Logistics:** Planning and preparation for transporting troops, equipment, and supplies.
    - **Ground Tactics:** Strategies and challenges faced by the Allied forces during the beach landings.
- **Class Discussion (15 minutes):** Lead a class discussion on the ethical considerations of civil rights and equality and the impact of technological innovations on World War II:
  - What challenges did the Tuskegee Airmen face, and how did their achievements shape civil rights?
  - How did the strategic planning of the D-Day operation contribute to its success?
  - Discuss the role of online collaboration and research in understanding historical events.

**Assessment:**



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- **Participation:** Evaluate student engagement during research, group discussions, and activities.
- **Group Presentation:** Assess the historical accuracy, creativity, and overall quality of each group's presentation.
- **Research Projects:** Grade individual contributions to the group research project.

**Extension Activities:**

- **Primary Source Analysis:**
  - Have students analyze primary sources like letters, photographs, and official documents related to the Tuskegee Airmen and the D-Day operation.
- **Virtual Reality Experience:**
  - Provide students with VR headsets to explore the modern-day Normandy landscape using *The Invasion of Normandy: Omaha Beach VR*.



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**Lesson Plan**

**Part XI: Technology Integration**

**Unit 5: Educational Apps and Games - Gamifying Learning through WWII History**

**Grade Level:** High School

**Subject Area:** History, Social Studies

**Duration:** 3 Class Periods (45 minutes each)

**Overview:** Students will engage with *The Invasion of Normandy: Omaha Beach VR* and [\*The Tuskegee Airmen\*](#) documentaries using educational apps and games. By leveraging gamification and interactive assessments, students will gain a deeper understanding of the complexity of military operations and the ethical considerations of civil rights during World War II.

**Objectives:**

1. Understand the strategic planning and decision-making involved in the Normandy invasion through interactive games and simulations.
2. Analyze the role of civil rights principles in the challenges and achievements of the Tuskegee Airmen.
3. Test students' understanding through app-based quizzes and assessments.

**Materials Needed:**

- *The Invasion of Normandy: Omaha Beach VR* documentary
- [\*The Tuskegee Airmen\*](#) documentary
- Computers or tablets with internet access
- Interactive games and simulations (e.g., *Mission US: Flight to Freedom*, *WWII Tactics*)
- App-based quiz platforms (e.g., Kahoot!, Quizlet)
- Projector or TV for documentary viewing

**Lesson Structure:**

**Day 1: Introduction and Documentary Viewing (45 minutes)**

- **Introduction (10 minutes):**
  - Briefly introduce *The Invasion of Normandy: Omaha Beach VR* and *The Tuskegee Airmen* documentaries.
  - Outline the lesson objectives and structure, emphasizing the role of gamification in learning.
- **Documentary Viewing (35 minutes):**
  - Watch *The Invasion of Normandy: Omaha Beach VR* and [\*The Tuskegee Airmen\*](#) documentaries.
  - Instruct students to take notes on key themes, such as:
    - Strategic planning and decision-making in the Normandy invasion
    - Civil rights principles and challenges faced by the Tuskegee Airmen

**Day 2: Gamification of Learning (45 minutes)**

- **Game Introduction and Setup (10 minutes):**
  - Introduce the selected interactive games and simulations:

**Normandy Invasion Simulation:** Allows students to engage with strategic planning and decision-making similar to the Normandy invasion.

**Mission US: Flight to Freedom:** Explore the role of African Americans during wartime.

- Provide instructions on how to access and play the games.



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- **Gameplay and Debrief (35 minutes):**
  - Students play the games, engaging with strategic planning and decision-making challenges.
  - After gameplay, lead a debrief discussion:
    - How did strategic planning impact the outcome of the Normandy invasion?
    - What challenges did African Americans face during World War II?

### Day 3: App-Based Quizzes and Assessments (45 minutes)

- **Quiz Development (20 minutes):**
  - Develop quizzes and interactive assessments based on [\*The Tuskegee Airmen\*](#) using platforms like Kahoot! or Quizlet.
  - Include questions that test students' understanding of:
    - The challenges faced by the Tuskegee Airmen.
    - The role of civil rights principles in their achievements and legacy.
    - The debates surrounding their treatment.
- **Quiz Administration and Review (25 minutes):**
  - Administer the quizzes to students using app-based platforms.
  - Review quiz answers and provide explanations for each question to reinforce learning.
  - Encourage students to share their thoughts on the ethical considerations of civil rights during World War II.

### Assessment:

- **Participation:** Evaluate student engagement during gameplay, quizzes, and discussions.
- **Quiz Scores:** Assess students' understanding based on their performance in app-based quizzes.
- **Reflection Essays:** Have students write short essays reflecting on the complexity of military operations and civil rights during World War II.

### Extension Activities:

- **Strategic Planning Exercise:**
  - Organize a strategic planning exercise where students develop their own tactical plans for the Normandy invasion.
- **Primary Source Analysis:**
  - Have students analyze primary sources related to the Tuskegee Airmen or the Normandy invasion.

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**Part XI: Technology Integration**

**Unit 6: Flipped Classroom and Blended Learning - Exploring The Invasion of Normandy: Omaha Beach VR and The Tuskegee Airmen**

**Grade Level:** High School

**Subject Area:** History, Social Studies

**Duration:** 4 Class Periods (45 minutes each)

**Overview:** Students will engage with *The Invasion of Normandy: Omaha Beach VR* and *The Tuskegee Airmen* documentaries through flipped classroom and blended learning approaches. They will explore online lectures and webinars on WWII technological innovations, delve deeper into the subject matter, and apply their knowledge through hands-on classroom activities.

**Objectives:**

1. Understand the technological innovations of WWII related to the Normandy invasion and the Tuskegee Airmen.
2. Analyze the historical context and outcomes of D-Day and the achievements of the Tuskegee Airmen.
3. Apply research findings through classroom activities like model creation and debates on racial equality and civil rights.

**Materials Needed:**

- *The Invasion of Normandy: Omaha Beach VR* documentary
- *The Tuskegee Airmen* documentary
- Computers or tablets with internet access
- Projector or TV for online lectures and documentary viewing
- Model-making supplies (e.g., clay, cardboard, paints)
- Access to online archives for primary sources

**Lesson Structure:**

**Day 1: Online Lectures and Webinars (Flipped Classroom) (45 minutes)**

- **Pre-Class Preparation:**
  - Provide students with access to expert talks or webinars on WWII technological innovations related to *The Invasion of Normandy: Omaha Beach VR* and *The Tuskegee Airmen* narratives.
  - Assign students to watch these talks/webinars at home before class.
- **Class Discussion (45 minutes):**
  - Begin with a brief recap of the online lectures and webinars.
  - Discuss the technological innovations and their significance in WWII:
    - **Normandy Invasion:** Role of naval and air forces, logistics, and strategic planning.
    - **Tuskegee Airmen:** Technological challenges, training, and aerial combat.

**Day 2: Blended Learning Workshop - Research and Presentation (45 minutes)**

- **Research Workshop (20 minutes):** Divide students into two groups to research the historical context and outcomes:
  - **Group 1 - D-Day Research:**



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- Research the various components of the D-Day operation, from naval and air support to logistics and ground tactics.
- Explore primary sources like photographs, letters, and official documents.
- **Group 2 - Tuskegee Airmen Research:**
  - Research the challenges and achievements of the Tuskegee Airmen.
  - Investigate the ethical considerations of racial equality and civil rights in WWII.
- **Presentation Development (25 minutes):**
  - Each group organizes their findings and prepares a presentation.
  - Provide guidance on creating an engaging presentation using visual aids like slides, charts, and historical photos.

### Day 3: Hands-On Classroom Activities (45 minutes)

- **Group Presentations (20 minutes):**
  - **Group 1 - D-Day Presentation:** Present findings on the various components of the D-Day operation.
  - **Group 2 - Tuskegee Airmen Presentation:** Present findings on the challenges and achievements of the Tuskegee Airmen.
- **Model Creation and Debate (25 minutes):**
  - **Model Creation - D-Day Landings:** Students create a model of the D-Day landings using clay, cardboard, and paints. Highlight key tactical challenges faced by Allied forces.
- **Debate - Ethical Considerations:**
  - Organize a debate on the ethical considerations of racial equality and civil rights in WWII.
  - Debate questions could include:
    - What challenges did the Tuskegee Airmen face due to racial segregation?
    - How did their achievements influence the Civil Rights Movement?

### Day 4: Reflection and Assessment (45 minutes)

- **Reflection Essay (20 minutes):**
  - Have students write a reflection essay on the technological innovations of WWII and their impact on military operations and civil rights.
- **Assessment (25 minutes):**
  - **Participation:** Evaluate student engagement during research, group discussions, and activities.
  - **Group Presentation:** Assess the historical accuracy, creativity, and overall quality of each group's presentation.
  - **Reflection Essays:** Grade the reflection essays based on depth of analysis and understanding.

### Extension Activities:

- **Virtual Reality Experience:**
  - Provide students with VR headsets to explore the modern-day Normandy landscape using *The Invasion of Normandy: Omaha Beach VR*.
- **Guest Speaker Webinar:**





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- Invite a historian or WWII expert to deliver a live webinar on the Tuskegee Airmen or D-Day.

