The World War II Foundation Multidisciplinary Integrated Curriculum
"Valor & Virtue: A World War II Journey"

Part IV: Real-World Problem-Solving Expansion

Unit 1: Supply Rationing and Allocation (Pages 3-4)

- **Mathematics and Economics:** Utilize *D-Day: The Price of Freedom* to introduce rationing and resource allocation challenges, applying mathematical models to design efficient rationing systems.
- **Civic Education:** Debate the ethical considerations of rationing, drawing parallels to decisions made during D-Day and their impact on civilian and military life.

Unit 2: Encryption and Code-Breaking (Pages 5-6)

- **Mathematics and Computer Science:** Engage students in solving ciphers and understanding encryption, inspired by the intelligence strategies depicted in *D-Day: The Price of Freedom*.
- **History:** Explore the role of codebreakers in WWII, emphasizing their contribution to the success of operations like D-Day.

Unit 3: Logistics of Organizing a Wartime Economy (Pages 7-8)

- **Economics and History:** Study economic mobilization for D-Day, examining the shift from peacetime to wartime production and its societal impacts.
- **Social Studies:** Analyze labor dynamics and consumer behavior changes, using *D-Day: The Price of Freedom* as a case study.

Unit 4: Military Campaign Planning (Pages 9-10)

- **Geography and History:** Use *D-Day: The Price of Freedom* to explore the geographical challenges of planning military operations, incorporating map-based activities.
- **Mathematics:** Tasks involving logistical calculations for troop movements and supply chain management during D-Day.

Unit 5: Medical Challenges in Wartime (Pages 11-12)

- **Science and Health:** Discuss medical advancements and the ethical dilemmas of wartime medicine, referencing the broader context of WWII innovations.
- **Ethics:** Facilitate debates on medical ethics, using historical examples from the war, including those related to the development and use of atomic energy as explored in *Uncle Jack: Manhattan Project and Beyond*.

Unit 6: Technological Innovation and Adaptation (Pages 13-15)

- **Science and Technology:** Investigate the scientific breakthroughs of the Manhattan Project, focusing on the development of atomic energy and its implications.
- **Engineering:** Challenge students to design technological solutions for hypothetical scenarios, inspired by the innovations and adaptability seen in *Uncle Jack: Manhattan Project and Beyond*.

Project-Based Learning Integration (Page 16)

For each unit, students will undertake comprehensive projects that synthesize concepts from the documentaries and the curriculum. For example, after studying *D-Day: The Price of Freedom*, they might create a project plan for an amphibious assault, considering logistical, geographical, and ethical factors. Similarly, *Uncle Jack: Manhattan Project and Beyond* could inspire projects on the ethical implications of nuclear technology and its role in shaping modern science and international relations.

Relevant "Front to the Films" Podcast Episodes

Oral Histories and Veteran Interactions:

- *World War II Veterans in Their Own Words*
- "Veterans Panel Discussion: Invite WWII veterans to share their experiences."

These units encourage students to draw from diverse disciplines—combining historical analysis, scientific inquiry, ethical reasoning, and mathematical problem-solving—to deeply engage with the complexities of World War II. This approach not only enriches their understanding of history but also equips them with critical thinking and collaborative skills applicable to modern challenges.

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.

Lesson Plan
Part IV: Real-World Problem-Solving (Mathematics & Economics, Civic Education)
Unit 1: Supply Rationing and Allocation
Objectives:

1. Students will understand the mathematical and economic principles behind resource allocation and rationing during wartime.
2. Engage students in critical discussions about the ethical implications of rationing and how such decisions affect both civilians and the military.

Classroom Activities:
Mathematics and Economics:

- **Introduction to Rationing Systems**:
  - Watch *D-Day: The Price of Freedom* to understand the context of rationing during WWII.
  - Discuss the importance of resource allocation in times of scarcity.
- **Mathematical Models of Rationing**:
  - Learn about different mathematical models used for rationing and resource allocation.
  - Solve problems that simulate the allocation of resources during D-Day, such as fuel, food, and medical supplies.

Civic Education:

- **Ethical Analysis**:
  - Debate the ethical considerations behind rationing decisions, considering the needs of different groups (soldiers vs. civilians, for example).
  - Reflect on the personal stories from the documentary to humanize the impact of these decisions.
- **Comparative Modern-Day Analysis**:
  - Compare and contrast WWII rationing with modern examples of resource allocation in emergencies (natural disasters, pandemics).

Final Project:

- **Design a Rationing System**:
  - Students will design a rationing system for a hypothetical scenario inspired by historical events, applying both mathematical and ethical reasoning.
  - Present the rationing plan to the class, explaining the rationale behind their allocation decisions.

Resources:

- Documentary: *D-Day: The Price of Freedom*. **Narrated by Peter Kessler.** Five D-Day veterans returned to France decades after landing on D-Day, June 6, 1944. Each has his own unique story, and they take us to the places where they fought and where the memories remain all too vivid, even to this very day. In their journey, they visit the American cemetery in Normandy and meet up with French schoolchildren, who remind these aging men that what they did so long ago remains very important to them. An emotional tribute to the day the liberation of western Europe began.
- Texts on economic theory regarding resource allocation.
- Case studies on rationing from both historical and modern contexts.

Assessment:

- Assess mathematical problem-solving and understanding of economic concepts.
- Evaluate participation in ethical debates and ability to articulate different viewpoints.
- Review final rationing system designs for practicality, fairness, and historical accuracy.

Extension Activities:

- **Expert Speaker Series**: Invite economists or historians to speak about the effects of rationing on societies during war.
- **Community Outreach**: Students could interview local veterans or create a community presentation to share the real-world applications of their rationing plans.

Implementation Timeline:

- **Weeks 1-2**: Introduction to rationing and economic principles.
- **Weeks 3-4**: Mathematical modeling and problem-solving activities.
- **Weeks 5-6**: Ethical debates and comparative analysis.
- **Weeks 7-8**: Development and presentation of rationing system projects.

Students will gain insight into the complexities of managing limited resources during wartime and the moral dilemmas that come with making difficult decisions that affect large populations. The unit aims to enhance students' analytical skills, ethical reasoning, and historical understanding through practical problem-solving experiences.

D-Day: On June 6, 1944, more than 160,000 Allied troops landed along a 50-mile stretch of the heavily-fortified French coastline, to fight Nazi Germany on the beaches of Normandy, France. Gen. Dwight D. Eisenhower called the operation a crusade in which, “we will accept nothing less than full victory.” More than 5,000 Ships and 13,000 aircraft supported the D-Day invasion, and by day’s end, the Allies gained a foothold in Continental Europe. The cost in life on D-Day was high. More than 9,000 Allied Soldiers were killed or wounded, but their sacrifice allowed more than 100,000 Soldiers to begin the slow, hard slog across Europe, to defeat Adolf Hitler’s crack troops.

Lesson Plan
Part IV: Real-World Problem-Solving Expansion (Mathematics & Computer Science, History)
Unit 2: Encryption and Code-Breaking
Objectives:

1. Develop students' skills in mathematics and computer science through the practical application of solving ciphers.
2. Illuminate the historical significance of codebreakers in WWII and their pivotal role in the success of operations like D-Day.

Classroom Activities:
Mathematics and Computer Science:

- **Cipher Solving Workshops**:
  - Conduct workshops on different types of ciphers used during WWII, such as the Enigma machine and the Navajo Code Talkers.
  - Provide practical exercises where students encrypt and decrypt messages using mathematical concepts.
- **Introduction to Cryptography**:
  - Offer a foundational understanding of cryptography, including both historical methods and modern computer science applications.

History:
Historical Impact of Codebreakers:

- Dive into the history of encryption and codebreaking in WWII with a particular focus on their role in D-Day, using *D-Day: The Price of Freedom* as a resource.
- Discuss the strategic importance of intelligence in the war.

Codebreaker Case Studies:

- Examine case studies of famous WWII codebreakers and their methods, discussing the implications of their work on the outcome of the war.

Final Project:

- **Code-Breaking Simulation Game**:
  - In groups, students will create a simulation game or scenario that challenges other classmates to crack codes based on WWII techniques.
  - Reflect on the process of code-breaking and the strategic thinking required to decipher messages.

Resources:

- Documentary: *D-Day: The Price of Freedom*.
- Cryptography textbooks and online cipher tools.
- Historical records and personal accounts of WWII codebreakers.
- Resource material and suggested classroom activities for use with the WWII Foundation documentary D-Day: The Price of Freedom

Assessment:

- Evaluate understanding and application of mathematical concepts in cipher-solving.
- Assess comprehension of the historical context and the impact of encryption on WWII.
- Review the design and execution of the code-breaking simulation games for creativity and accuracy.

Extension Activities:

- **Guest Cryptographers**: Invite cryptographers to discuss the evolution of codebreaking from WWII to modern cybersecurity.
- **Field Trip**: Organize a visit to a historical museum or military archive that features exhibits on WWII code-breaking.

Implementation Timeline:

- **Weeks 1-2**: Introduction to ciphers and cryptography, history workshops.
- **Weeks 3-4**: Cipher-solving practice and historical case studies.
- **Weeks 5-6**: Development of code-breaking simulation games.
- **Weeks 7-8**: Presentation and playing of simulation games, class reflections on learnings.

Through this unit, students will not only gain technical skills in mathematics and computer science but will also appreciate the ingenuity and problem-solving skills of codebreakers during WWII. The final project encourages creativity and practical application, culminating in an engaging and educational experience that highlights the importance of intelligence and encryption in historical and modern contexts.

Lesson Plan
Part IV: Real-World Problem-Solving Expansion (Economics & History, Social Studies)
Unit 3: Logistics of Organizing a Wartime Economy
Objectives:

1. Students will analyze the economic transition from peacetime to wartime during WWII, focusing on the mobilization for D-Day.
2. Investigate the impact of the wartime economy on labor dynamics, consumer behavior, and society at large.

Classroom Activities:
Economics and History:

- **Economic Transition Analysis**:
  - Discuss the major shifts in economies during WWII, specifically the lead-up to D-Day.
  - Examine how countries converted their industries to support the war effort and the impacts of these changes on the home front.
- **Resource Allocation and Production**:
  - Study the allocation of resources, production quotas, and the prioritization of military needs over civilian consumption.
  - Analyze the economic strategies that made the D-Day landings possible.

Social Studies:

- **Labor Dynamics Investigation**:
  - Research changes in the workforce during WWII, including the role of women and minorities in wartime production.
  - Explore the creation of new jobs and the effect of the war on employment rates and labor rights.
- **Consumer Behavior**:
  - Analyze how consumer behavior was affected by rationing, propaganda, and the patriotic call to support the war effort.
  - Discuss the psychological impact of rationing and scarcity on civilians.

Final Project:

- **Wartime Economy Simulation**:
  - Students will create a simulation or board game that challenges players to manage a nation's economy during wartime.
  - Reflect on the difficulties and ethical considerations in balancing military and civilian needs.

Resources:

- Documentary: *D-Day: The Price of Freedom*.
- Economic records and statistics from the WWII era.
- Scholarly articles on labor dynamics and consumer behavior during WWII.

Assessment:

- Evaluate students on their understanding of economic principles and historical context.
- Assess critical analysis of labor dynamics and consumer behavior changes.
- Review the design and execution of the wartime economy simulations for historical accuracy and engagement.

Extension Activities:

- **Expert Talks**: Host lectures or Q&A sessions with economists who specialize in wartime economies.
- **Community Outreach**: Partner with local museums or historical societies to create an exhibit on the wartime economy.

Implementation Timeline:

- **Weeks 1-2**: Introduction to wartime economies, viewing of the documentary.
- **Weeks 3-4**: Research and discussion on economic mobilization and labor dynamics.
- **Weeks 5-6**: Development of the wartime economy simulation.
- **Weeks 7-8**: Testing, refinement, and presentation of the simulation projects.

This unit aims to provide students with an in-depth look at the logistics and economic shifts that occur during war, fostering a comprehensive understanding of the wide-ranging effects of wartime mobilization. The simulation project encourages practical application of economic concepts and historical facts, while also promoting empathy through the realization of the human element within the wartime economy.

Lesson Plan
Part IV: Real-World Problem-Solving Expansion (Geography & History, Mathematics)
Unit 4: Military Campaign Planning
Objectives:

1. Analyze the significance of geographical factors in military strategy during WWII.
2. Apply mathematical skills to solve logistical challenges related to troop movements and supply management during D-Day.

Classroom Activities:
Geography and History:

- **Geographical Strategy Analysis**:
  - Watch *D-Day: The Price of Freedom* to understand the impact of geography on the planning of the D-Day invasion.
  - Conduct map-based activities, having students identify key terrain features that influenced the Allies' strategies.
- **Historical Operation Reenactment**:
  - Re-create the planning phase of D-Day, with students taking on the roles of historical figures involved in the planning process.
  - Use maps and other historical documents to make strategic decisions as if preparing for the actual invasion.

Mathematics:

- **Logistical Calculations Workshop**:
  - Introduce students to the mathematics behind troop movements and supply chain logistics.
  - Develop problem-solving exercises that simulate the calculation of resources needed for the D-Day operation.
- **Supply Chain Management Game**:
  - Create a game or simulation that tasks students with managing the supply chain for an invasion force, factoring in variables such as resource scarcity, enemy interference, and transportation issues.

Final Project:

- **Campaign Planning Portfolio**:
  - Students will compile a portfolio that includes their map analysis, role-play outcomes, mathematical calculations, and reflections on the strategic planning process.
  - Present their strategic plan for a military operation, incorporating geographical and logistical insights.

Resources:

- Documentary: *D-Day: The Price of Freedom*.
- Historical maps of Normandy and other relevant WWII locations.
- Mathematical formulas and models for logistics and supply chain management.

Assessment:

- Assess students' ability to analyze geographical factors in historical context.
- Evaluate mathematical proficiency in logistical problem-solving.
- Review the completeness and coherence of the campaign planning portfolio.

- Essay: Why was D-Day such an important moment in world history? What did the invasion of Normandy achieve on June 6, 1944?

Extension Activities:

- **Expert Military Strategist Guest Lecture**: Invite a military strategist to discuss the importance of geography and logistics in current military planning.
- **Field Trip**: Visit a local military museum or historical site to see examples of maps and planning documents used during WWII.

Implementation Timeline:

- **Weeks 1-2**: Introduction to military geography and history.
- **Weeks 3-4**: Map-based activities and historical role-play.
- **Weeks 5-6**: Workshops on logistical calculations and supply chain management.
- **Weeks 7-8**: Development and presentation of the campaign planning portfolio.

This unit not only educates students about historical military strategies but also develops their analytical and mathematical skills, equipping them with tools to understand and solve complex problems. The focus on geography and logistics offers a tangible connection to the curriculum, fostering a deeper comprehension of the intricacies of military operations.

Lesson Plan
Part IV: Real-World Problem-Solving Expansion (Science & Health, Ethics)
Unit 5: Medical Challenges in Wartime
Objectives:

1. Understand the advancements in medical science during WWII and the impact on soldier and civilian health care.
2. Critically evaluate the ethical dilemmas faced by medical professionals during wartime, including the use of novel treatments and the development of atomic energy.

Classroom Activities:
Science and Health:

- **Advancements in Medical Technology**:
  - Study the significant medical innovations that emerged from WWII, such as antibiotics, blood transfusion techniques, and surgical advancements.
  - Conduct research on how these technologies were developed and implemented in a wartime context.
- **Impact on Healthcare**:
  - Analyze the long-term effects of these medical advancements on post-war healthcare practices.
  - Explore case studies of medical treatments administered during combat and in POW camps.

Ethics:

- **Ethical Dilemmas in Wartime Medicine**:
  - Introduce ethical concepts relevant to medicine, such as autonomy, beneficence, nonmaleficence, and justice.
  - Discuss how these principles were upheld or compromised during WWII, particularly in emergency and battlefield conditions.
- **Debates on the Ethics of Atomic Energy**:
  - Using "Uncle Jack: Manhattan Project and Beyond," delve into the moral implications of developing and using atomic energy.
  - Facilitate debates on the responsibility of scientists and the ethical considerations of wartime scientific research.

Final Project:

- **Ethics of Medical Innovation Presentation**:
- Students will create presentations or papers that argue a position on a specific ethical dilemma in wartime medicine, incorporating historical context and scientific evidence.
- Presentations could address topics like human experimentation, treatment prioritization, or the implications of atomic energy development.

Resources:

- Documentary: *Uncle Jack: Manhattan Project and Beyond*.
- Scholarly articles on WWII medical innovations and ethical considerations.
- Ethical frameworks and modern case studies for comparison.

Assessment:

- Assess the understanding of medical advancements and their long-term impacts.

- Evaluate the ability to apply ethical frameworks to historical and hypothetical scenarios.
- Review presentations for depth of analysis, clarity of argument, and historical accuracy.

Extension Activities:

- **Guest Speakers**: Invite medical historians, ethicists, or veterans with medical service experience to share insights.
- **Collaborative Research**: Partner with a local university or medical school for a joint research project on the topic.

Implementation Timeline:

- **Weeks 1-2**: Introduction to wartime medical advancements and healthcare impact.
- **Weeks 3-4**: Exploration of medical ethics and the principles involved.
- **Weeks 5-6**: Development of presentations on ethical dilemmas.
- **Weeks 7-8**: Finalization and presentation of projects, discussions, and wrap-up.

Through this unit, students will gain an appreciation for the innovation driven by necessity during war and the ethical complexities that arise in extreme circumstances. The final project encourages them to think deeply about the ramifications of medical decisions made under pressure and the long-term ethical considerations of wartime research and development.

Lesson Plan
Part IV: Real-World Problem-Solving Expansion (Science & Technology, Engineering)
Unit 6: Technological Innovation and Adaptation
Objectives:

1. Students will explore the scientific processes and discoveries associated with the Manhattan Project, particularly the development of atomic energy.
2. Apply principles of engineering and problem-solving to design innovative technological solutions, drawing on historical examples of adaptability.

Resources:

- Documentary: *Uncle Jack: Manhattan Project and Beyond*.

Classroom Activities:
Science and Technology:

- **The Science of the Manhattan Project**:
  - Conduct a historical study of the Manhattan Project, focusing on the key scientific discoveries and the race to develop atomic energy.
  - Discuss the fundamental scientific principles involved in nuclear fission and the engineering feats achieved.
- **Implications of Nuclear Technology**:
  - Explore the implications of the development of atomic energy, including ethical considerations, environmental impact, and geopolitical consequences.

Engineering:

- **Design Thinking Workshops**:
  - Engage students in workshops that teach design thinking and engineering problem-solving techniques.
  - Focus on adaptability and innovative thinking, crucial to engineering under the constraints of wartime.
- **Technology Design Challenge**:
  - Challenge students to design a technological solution for a hypothetical scenario that could have existed during WWII or a modern equivalent.
  - Encourage solutions that demonstrate adaptability, resourcefulness, and innovative use of available materials and knowledge.

Final Project:

- **Innovation Presentation and Prototype**:
- Students will develop a presentation outlining their technological solution, including design concepts, expected challenges, and the potential impact of their innovation.
- If feasible, students may create a physical or digital prototype or detailed design schematics of their proposed technology.

Resources:

- Access to the documentary *Uncle Jack: Manhattan Project and Beyond*.
- Scientific literature on nuclear physics and the history of the Manhattan Project.
- Engineering design tools and software for prototyping.

Assessment:

- Evaluate comprehension of the scientific breakthroughs and principles behind the Manhattan Project.
- Assess the ability to apply engineering and design principles in the development of technological solutions.
- Review final presentations and prototypes for creativity, feasibility, and understanding of historical context.

Extension Activities:

- **Expert Panel**: Organize a panel discussion with scientists and engineers who specialize in nuclear technology and its modern applications.
- **Collaborative Research Project**: Team up with a local tech company or university engineering department for a research project on the topic.

Implementation Timeline:

- **Weeks 1-2**: Overview of the Manhattan Project and its scientific foundations.
- **Weeks 3-4**: Workshops on design thinking and problem-solving in engineering.
- **Weeks 5-6**: Development of technological solutions and prototypes.
- **Weeks 7-8**: Finalization and presentation of innovation projects.

Students will leave this unit with an understanding of how scientific challenges can drive innovation, the ethical considerations that accompany groundbreaking technology, and the ability to think critically and creatively in proposing technological solutions. They will also gain insight into how historical precedents can influence modern engineering and technological practices.

Guidelines for Project-Based Learning Integration:

1. **Research and Development Phase**:
   Incorporate a structured phase where students gather and analyze historical data, scientific research, ethical arguments, and mathematical strategies related to their project topic. This phase should include a literature review, expert interviews, and data analysis.
2. **Cross-Disciplinary Collaboration**:
   Foster collaboration across different classes or subject areas. For example, a history class might partner with a science class to develop the amphibious assault project plan, ensuring that both historical accuracy and scientific principles are considered.
3. **Technology Utilization**:
   Integrate modern technology tools into the projects. This could include geographic information systems (GIS) for mapping out assault plans or simulation software to model nuclear reactions or engineering solutions.
4. **Ethical Roundtables**:
   Establish roundtable discussions that focus on the ethical considerations of each project, bringing in voices from different perspectives, including community members, veterans, or local experts.
5. **Prototype and Testing**:
   Encourage students to create prototypes or simulations of their solutions, whether it's a model of an amphibious landing craft or a digital model of a nuclear facility. Testing and refining these models would be a key part of the project development.
6. **Community Engagement**:

Plan for students to present their projects to the community. This could involve a public exhibition, a presentation at a local museum, or a school-wide symposium on WWII studies.

7. **Reflection and Documentation**:
   Students should maintain a project journal documenting their process, challenges, solutions, and reflections. This journal can be both a personal and an academic record of their journey through the project.
8. **Assessment Rubric**:
   Develop a comprehensive rubric that assesses research skills, collaboration, problem-solving, ethical reasoning, and presentation skills. This will provide students with clear expectations and goals for their projects.

Example PBL Project Enhancement:

For the *D-Day: The Price of Freedom* unit:

- Students could use GIS to map out the Normandy landings, create a scale model of the beach with defenses, and use mathematical models to allocate resources for the assault.
- Ethical considerations could include the impact on French civilians, the decision to bomb certain targets, or the use of particular tactics.
- A final presentation could be made in the format of a war room briefing, using multimedia elements to enhance the narrative.

By adding these layers to the PBL structure, students will have a richer educational experience that not only teaches them about WWII but also about the integration of various academic disciplines, the use of technology, the importance of ethical reasoning, and the value of presenting their work to a broader audience.