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HVL LESSON TITLE:

LIBERATING THE CITY OF LIGHTS

DEVELOPED BY: ERIN COGGINS

LIBERATING THE CITY OF LIGHTS

GUIDING QUESTION:

**How did Paris, a city occupied
by the Nazis for four years,
turn from dark to bright upon
Liberation?**

OVERVIEW:

Students will listen to WWII George Mills' depiction of the Liberation of Paris as well as read WWII Correspondent Ernie Pyle's depiction of the liberation to create their own drawings or paintings of what they perceive that day to have looked like.



SUBJECT(S):
Art



WWII VETERAN(S):
George Mills



DURATION:
60 min.

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“When we liberated Paris, the Champs-Elysees Boulevard, it’s a big, wide street. That’s where they wanted to have the parade and have the viewing stand for the officers. And we marched 24 abreast from the Arc de Triomphe to the Notre Dame church.”

WWII Veteran George Mills

OVERVIEW:

Students will listen to WWII George Mills’ depiction of the Liberation of Paris as well as read WWII Correspondent Ernie Pyle’s depiction of the liberation to create their own drawings or paintings of what they perceive that day to have looked like.

STANDARDS:

AL (9-12)

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.

HISTORICAL CONTEXT:

The Allied troops marched into Paris on August 19, 1944. As troops marched down the Champs Elysees, French civilians lined the streets to greet their liberators and to celebrate their freedom from the Germans.

OBJECTIVES:

At the conclusion of this lesson, students will be able to

- Identify and interpret different types of primary and secondary sources.
- Analyze historical sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).

DESCRIBING A VETERAN

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MATERIALS & DOCUMENTS

[Memoirs of WWII -George Mills Video](#)

[Ernie Pyle-Liberating the City of Lights](#)

Drawing Paper or Canvases

Chalk, paints (medium of choice)

PROCEDURES

ACTIVITY 01

- Show the [Memoirs of WWII-George Mills Video](#). Instruct students to pay particular attention to what Mr. Mills says about his unit's role in liberating Paris.
- Ask students to call out some of the adjectives that they would use to describe the images they saw in the video. Discuss.

ACTIVITY 02

- Handout copies of [Ernie Pyle's "Liberating the City of Lights."](#) This can be assigned as silent reading or teachers can play the audio version. Instruct students that as they read/listen to the article, they should underline all descriptive phrases that Pyle uses. After the students have finished, ask students to call out some of their favorite descriptive words/phrases. Ask them what visuals come to mind when they read these words or phrases.
- Instruct students to choose their favorite scene from Pyle's article. Students will draw/paint (medium is up to teacher) that

particular scene on either paper or canvas (again up to the teacher). Inform students that they can interpret the scene in a traditional way or an abstract way.

- After students complete their artwork, they should write a Museum Caption to accompany their work. This should include: creator, title, date created and information about the history, culture, interpretation and context of work. This should be no longer than two paragraphs.

METHODS FOR EXTENSION

Students can create an art gallery of the Liberation of the City of Lights artwork, including their Museum captions. This can be an event where the student body is invited to view or the class can hold a community night to set the scene of Liberation Day and invite parents and members of the community.