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SCAN ME TO VIEW LESSON

HVL LESSON TITLE:

## JUNGLE FIGHTING

DEVELOPED BY: MICHELLE BREEDEN

### JUNGLE FIGHTING

#### GUIDING QUESTION:

How can physical geography impact an American soldiers' ability to complete the mission?

#### OVERVIEW

Students will compare and contrast Luzon, Philippines and Normandy, France in order to visualize and understand the challenges each battle location presented. Students will use Mr. Branon's interview to realize the complexity of the jungle terrain presented to the American soldier and how they had to utilize new strategies in order to accomplish missions.



Subject(s):  
Social Studies  
Geography



WWII Veteran(s):  
Otis Branon



Duration:  
45 minutes

# JUNGLE FIGHTING

DEVELOPED BY: MICHELLE BREEDEN

““And I heard a click and I knew exactly what it was. I said ‘uh-oh’ and I jumped up and looked. There was a Japanese soldier coming down the trail.”

OTIS BRANON - WWII VETERAN

## OVERVIEW

Students will compare and contrast Luzon, Philippines and Normandy, France in order to visualize and understand the challenges each battle location presented. Students will use Mr. Branon's interview to realize the complexity of the jungle terrain presented to the American soldier and how they had to utilize new strategies in order to accomplish missions.

## HISTORICAL CONTEXT

The Philippines were a strategic focus for the United States during the World War II Pacific Front. The Battle of Luzon saw one of the highest number of American casualties in the war reaching more than 46,000. The American soldier not only faced guerrilla warfare as the primary fighting style, which was uncommon to them, but they also faced diseases and unfamiliar geographic features. The largest battle cemetery outside of Arlington, is in Luzon with 17,000 soldiers laid to rest in this location.

## OBJECTIVES

By the end of the lesson, students will be able to:

- Identify and explain the role geography played in Luzon, Philippines during World War II;
- Use primary and secondary sources to form an opinion.

## STANDARDS

### CCSS.ELA- Literacy 6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

### CCSS.ELA-Literacy 6-8.7

Integrate visual information (e.g., charts, graphics, photographs, videos, or maps) with other information in print and digital texts.



## **MATERIALS & DOCUMENTS**

### **DOCUMENT A:**

Compare and Contrast Battle  
Locations Activity Sheet

### **DOCUMENT B:**

3-2-1 one per student Activity Sheet

### **OTIS BRANON VIDEO LINK:**

*WW2 Soldier Hunts Sniper in the  
Jungle | Conversations With a Veteran*  
<https://www.youtube.com/watch?v=MJqsDDTSIBI>

*Index card for each student*

*Computer with Internet access*

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## **PROCEDURES**

### **ACTIVITY 01**

- In Small groups- Have students compare the Physical Map of Luzon, Philippines with the Physical Map of Normandy, France (Document A). Students will reflect on guiding questions and record their responses.
- Discuss student responses with the class.

### **ACTIVITY 02**

Watch Otis Branon Hero video. While students watch the video to have them complete Part 2 on Document A where they are to take notes on the physical geography and the experience Mr. Branon had while fighting in this part of the world.

<https://www.youtube.com/watch?v=MJqsDDTSIBI>

- Once students have completed the video, have them use Document B as a group or in pairs to complete a 3-2-1 using the following questions. What were 3 challenges soldiers faced in the Pacific front versus the European front? What were 2 reasons the jungle terrain hindered the American soldiers from finding the sniper? Name 1 reason why Otis Branon was specifically requested for this mission in the jungle.
- If time allows, have students share a few of their responses to the 3-2-1.

### **EXTENSION ACTIVITIES:**

Give each student a lined index card and have them reflect on the geographic features of Luzon and Mr. Branon's interview. Have them write a short postcard home to a family talking about what it was like fighting in a jungle. Make sure to challenge students to include specifics in relation to geographic features.