



FOR MORE INFORMATION:
info@honoringveteranlegacies.org



SCAN ME TO VIEW LESSON

HVL LESSON TITLE:

TO BE REMEMBERED

DEVELOPED BY: MICHELLE BREEDEN

TO BE REMEMBERED

GUIDING QUESTION:

**What was it like to be
a soldier during D-Day?**

OVERVIEW

Students will analyze a set of documents connected to D-Day using Table Talk /Carousel Strategy. Students will view a veteran's personal interview of events that occurred on the landing of D-Day. Once the video is over students will analyze a photo of "The Fallen" a memorial tribute created each year in Normandy to honor those lost that day. As an extension student will write a 6 word memoir about these events



Subject(s):
English
Social Studies



WWII Veteran(s):
Sherwin Callander



Duration:
1 to 2 classes
(55-70 min.)

TO BE REMEMBERED

DEVELOPED BY: MICHELLE BREEDEN

“We were told not to try and help anybody. Don’t bring anybody back to the ship. Get back here as fast as you can to get another load. We’ve got to get manpower on the beach.”

SHERWIN CALLANDER - WWII VETERAN

OVERVIEW

This lesson utilizes primary sources to tell the story of the Battle of Tarawa and asks students to reflect on how to memorialize those who made the ultimate sacrifice for our country’s freedom.

HISTORICAL CONTEXT

June 6, 1944 is known to America Soldiers as Operation Overlord but to civilians it is called D-Day. It was the invasion of Normandy by the Allied forces to liberate France and begin the tough task of fight Nazi forces to win World War II. Though the operation is considered to be a success, it was not without cost. Estimates are about 4,400 Allied troops died and more than 9,000 were wounded or missing in action during this invasion. Many soldiers live with survivors’ guilt over this day and continue to fight to make sure their brothers in arms are remembered forever

OBJECTIVES

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

- Analyze a primary source;
- Determine central ideas from primary sources; and
- Create a memoir reflecting the events of D-day using primary source document as evidence.

STANDARDS

CCSS.ELA-Literacy 6-8.2

Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy 6-8.7

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



MATERIALS & DOCUMENTS

SHERWIN CALLANDER VIDEO:

Veteran Recalls the Horrors of D-Day | Memoirs Of WWII #32

<https://www.youtube.com/watch?v=Z5dB6Vlp-BY>

DOCUMENT A:

Photo of "Into the Jaws of Death"

DOCUMENT A2:

Photo of "American Assault Troops"

DOCUMENT A3:

Photo of "American Soldiers Using A Lifeline"

DOCUMENT A4:

Photo of "General Dwight D. Eisenhower gives the order of the Day."

DOCUMENT A5:

Photo of "Troops move on to Omaha Beach"

DOCUMENT A6:

Photo of "American soldier of the 3rd Battalion, 16th Infantry Regiment, 1st Inf. Div."

DOCUMENT B:

Photo of "The Fallen"

DOCUMENT C:

Word Memoir Activity Sheet

FOR MORE INFORMATION:
email: info@honoringveteranlegacies.org

PROCEDURES

ACTIVITY 01

Primary Source Analysis Table Talk/ Carousel:

- Using the photos in Document A - hang them up separately on the chart part (Carousel) or place separately on tables with post it (Table Talk) - whichever works best for your classroom set up.
- Set a timer of 1-2 minutes per photo and ask students to analyze (or tell) what they see in the photo. Have them record their responses on the chart paper or post it. Rotate- now the new group either agrees or disagrees with what is already there, but then also adds to the analysis with their own ideas.

- After all rounds are complete, call the class back together and discuss the responses of each document together.

ACTIVITY 02

View the Interview of Veteran Sherwin Callander. (Note: one graphic description of Pearl Harbor casualty at 2:55-3:10 minute mark)

<https://www.youtube.com/watch?v=Z5dB6Vlp-BY>

Have students reflect on Mr. Callander's experience with war and the things he was asked to do as a soldier. Have them jot down these reflections on a piece of paper or note card.

After the video, show Document B ("The Fallen") without any context given to students. Ask them

- What do you see?
- How does it make you feel? Then reveal what the photo is and the history behind it.
- Ask the final question- why is it important that we always remember?

METHODS FOR EXTENSION

Document C: 6 Word Memoirs (Contains Instructions, examples, and place to complete activity)

- To honor those that fought during D-Day, write a 6 word memoir. This can be to honor the sacrifices of those that did not return or to honor the courage of those that fought and survived.