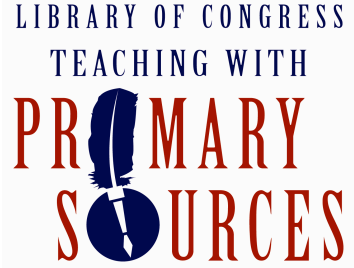

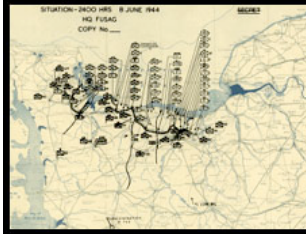








Annotated Resource Set (ARS)

Content Theme:	World War II Campaigns	
Developed by:	Debbie Cline	
Contextual Paragraph for Resource Set: This is a resource set that addresses the seventh standard of the 11 th grade U.S. History II, Utah state core curriculum. The lessons are specific to the first objective and indicator (d) Investigate the major campaigns of the United States in the European and Pacific theaters; e.g., Midway, D-Day, Battle of the Bulge, island hopping and the bombing of Japan. The primary sources in this set will show students how the Allies won the war against Germany and Japan.		

Resource Set

Battle of the Bulge	Normandy Battle	Veteran tells his story of D-Day	A Deadly Calling	Anzio	More Veteran Stories
					
<p>http://memory.loc.gov/ammem/gmdhtml/gmdhome.html</p> <p>http://memory.loc.gov/cgi-bin/query/r?ammem/mcc,gottscho,detr,nfor,wp,aap,cwar,bbpix,cowellbib,calbkbib,consrvbib,bdsbib,dag,fsaall,gmd,pn,vv,presp,varstg,suffrg,nawbib,horyd,wtc,toddbib,mgw,ncr,ngp,musdibib,hlaw,papr,lhbumbib,rbpebib,lbcoll,alad,hh,aoadyssey,magbell,bbc,dcm,raelbib,runyon,dukesm,lomaxbib,mtj,gottlieb,aep,qlt,coolbib,fpnas</p>	<p>http://memory.loc.gov/ammem/collections/maps/wwii/</p>	<p>http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.09542/</p>	<p>http://www.loc.gov/vets/stories/thewar/episode3.html</p>	<p>http://lcweb2.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.01153/</p>	<p>http://www.loc.gov/vets/stories/wwiilist.html</p>

<p> aasm,denn,relpet,amss,aaeo,mff,afc911bib,mjm,mnwp,rbcmillerbib,molden,ww2map,mfdipbib,afcnyebib,klpmap,hawp,omhbib,rbaapcbib,mal,ncpsbib,ncpm,lhbprbib,ftvbib,afcreed,aipn,cwband,flwpabib,wpapos,cmns,psbib,pin,coplandbib,cola,tccc,curt,mharendt,lhbcbbib,eaa,haybib,mesnbib,fine,cwnyhs,svybib,mmorse,afcwwgbib,mymhiwebib,uncall,afcwip,mtaft,manz,llstbib,fawbib,berl,fmuever,cdn,upboverbib,mussm,cic,afcp earl,awh,awhbib,sgp,wright,lhbtnbib,afcesnbib,hurstonbib,mreynoldsbib,spaldingbib,sgproto,scsmbib,afccalbib:@OR(@field(AUTHOR+@3(Allied+Foces++Army+Group,+12th++Engineer+Section++))+@field(OTHER+@3(Allied+Foces++Army+Group,+12th++Engineer+Section++))) </p>					
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Battle of the Bulge	D-Day Maps				
					
http://memory.loc.gov/cgi-bin/ampage?collId=milmap&action=browse&fileName=gmd5m/g5701m/g5701sm/gct00021/cct_browse.db&displayType=3&maxCols=3&recNum=0&itemLink=r?ammem/gmd:@filreq(@field(NUMBER+@band(g5701sm+gct00021))+@field(COLLID+milmap))&title=HQ%20Twelfth%20Army%20Group%20situation%20map%20%3a%20[Battle%20of%20the%20Bulge--France,%20Belgium,%20Netherlands,%20and%20Germany]%20%2f%20prepared%20by%20the	http://memory.loc.gov/cgi-bin/map_item.pl?data=/home/www/data/gmd/gmd5/g5701/g5701s/ict21008.jp2&style=milmap&itemLink=D?gmd:26:/temp/~ammem_QokB:&title=%5bJune%2013,%201944%5d,%20HQ%20Twelfth%20Army%20Group%20situation%20map				

%20Engineer%20Section%2012th%20Army%20Group.&linkText=Back+to+bibliographic+information					
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Notes/Comments: This resource set will link you to battle maps and oral histories. You may want to have students listen to others in the series and compare the experiences of soldiers in battle. You can go to the main site to find other battles, these are searched by name of the veteran so you will have to go to multiple pages to find the ones who served in Midway and other major battles in the European and Pacific theater.

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
11th	Social Studies	<p>Standard VII: Students will understand the causes, course, and consequences of the United States' role in World War II.</p> <p>Enduring Understanding: The causes, course and consequences of World War II were altered by the United States' role in the conflict.</p>	Why did the United States enter World War II?	Investigate the importance of the following U.S. campaigns in the European and Pacific theaters; e.g., Midway, D-Day, Battle of the Bulge, island hopping and the bombing of Japan.	<p>-Prior to this lesson have students divide the students into groups and assign one of the major Allied victories in both the European Theater and the Pacific Theater to gain information about each battle include those listed in the Thinking Objective.</p> <p>-Use the link below for information on how Eisenhower felt about the D-Day invasion.</p> <p>http://www.archives.gov/education/lessons/d-day-message/#documents</p> <p>-Have students investigate the resources in the ARS to gain background information on how the battles of WWII were fought and the cost of lives.</p> <p>-Have them analyze the maps of the battles using a map analysis sheet from the Web site link.</p> <p>-Have the students take on the role of Eisenhower and prepare a persuasive statement to deliver to Roosevelt with recommendations on how to proceed.</p>	-Play the Reporter using battles instead of people as the mystery guest. Follow the instructions on the sheet following the next page.	<p>www.loc.gov</p> <p>www.nara.gov</p> <p>http://www.readingquest.org/</p> <p>http://www.archives.gov/education/lessons/wwii-posters/</p> <p>http://www.archives.gov/education/lessons/code-talkers/</p> <p>http://history.state.gov/milestones</p> <p>Analysis Worksheets:</p> <p>http://www.archives.gov/education/lessons/worksheets/index.html</p>

The Reporter

Procedures and set up:

1. Have student s study/research a group of people who where involved in the same time period. You might give short biographies (one page) on each person and have them study their significant contribution for that time period in history.
2. After students have required background on the people, choose students to represent the people and three students to become reporters. You may change the reporters for each person.
3. Send the person out of the room and tell the reporters and class who that person will be. For ex. The person might be Marie Antoinette, you do not tell the person who is playing that roll, and the point is for that person to figure out who he/she is based on the clues given.
4. Invite the person in and have the reporters take turns asking questions that range from vague to more obvious. Ex. What country are you from? The person has to just guess at this point. The next question might be: What was your first impression of France when you arrived? Next question could be: How do you like your cake? (More obvious). Then you might ask: What was your role during the revolution?
5. The purpose is to see if students understand the significance of this person in history.
6. Make copies of the role descriptions below and give them to the class so they know what each person is responsible for.

Reporter:

1. Each reporter will write 2-3 questions each.

2. Questions cannot contain any names.
3. Try to come up with questions that give clues without making it obvious, who the person is. The object of the game is to make him have to work to figure out who he/she is.
4. Reporters take turns asking one question at a time.
5. If the famous person can't guess who he/she is after 6 questions, the press corp. (rest of the class) may help.

Famous Person: (May substitute battles, use personification of the battle).

1. Answer each question that comes along even though you may not know who you are yet. Be confident and watch for the reaction of the reporters and press corp. when you answer to determine if you are on the right track.
2. Look for clues in the questions that help you know who you are. When you finally guess who you are, tell us what clues helped you figure it out.
3. Do not answer with I don't know, be creative and give an answer that might match, think about the people that you have studied.

Press Corp.:

1. Remain quiet and listen, take notes on the questions asked and how they are answered.
2. Be prepared to help if the reporters get stumped. Have questions ready to go.