

Teacher's Guide for COBBLESTONE: D-Day

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“On the Beaches of Normandy” p. 2-5

After students read this article, have them imagine they are an American soldiers landing on the Normandy beaches. In a series of journal/diary entries (four or so) each student should detail what is happening during the attack as well as his/her reactions to the events (all while imagining that he/she is an American soldier).

Questions students should consider as they write their entries:

- From which countries were the Allied troops who landed at Normandy?
- How were the German troops reacting?
- What were conditions like upon landing and during the invasion?

“Moving Toward War” p. 8-11

1. After World War I, How did the U.S. feel about getting involved in European affairs?
2. What did Hitler's Nazi party promise the German people and how did these promises, given the social, political, and economic conditions Germany faced after World War I, help the Nazis rise to power?
3. Who was Benito Mussolini? What were some of his goals?
4. What was the Rome-Berlin Axis?
5. How did the U.S. avoid war between 1934 and 1937?
6. How did Britain and France react to Hitler re-arming Germany and invading Czechoslovakia?
7. Why did Great Britain and France declare war on Germany?
8. What was the Blitzkrieg?
9. What was the Lend-Lease act? What is significant about it?
10. Who had Japan joined forces with in 1940?
11. What happened on December 7, 1941?
12. Which countries made up the Axis Powers?
13. Did World War II force the U.S. to give up its isolationist policies?

“Operation Overlord” p. 14-17

Have students read this article and match the each explanation with its corresponding term correctly.

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| 1. Prime Minister of Britain. _____ | A. Luftwaffe |
| 2. People in France who resisted German occupation of France and Who secretly helped the Allies. _____ | B. Eisenhower |
| 3. Britain, the U.S., the Soviet Union. _____ | C. Operation Torch |
| 4. Places with fewer defenses and Smaller operations. _____ | D. Churchill |
| 5. Code name for the Allied invasion Of France. _____ | E. The Big Three |
| 6. Allied invasion of Northern Africa. _____ | F. Operation Overlord |
| 7. German air force. _____ | G. soft underbelly |
| 8. The American General who would be named the Supreme Commander of Allied Expeditionary Forces. _____ | H. French Resistance |

“The Atlantic Wall” p. 19-21

Define/provide the significance for the following terms.

1. The Atlantic Wall
2. Erwin Rommel
3. “Hedgehogs”
4. Hitler’s Panzer units

“D-Day Deception” p. 24-27

In 1.5- 2 pages, have students explain why the Allied forces needed to deceive the Germans and what the two Allied deception plans were. Have them describe each plan. They should also address why the Allied powers went to such great lengths to create these deceptions and the role of Operation Doublecross.

“The Dropping in on Normandy” p. 30- 33

Have students read this article and divide your students into groups of three each. Each group must create an informative poster that addresses the following:

- the plan to drop soldiers from planes and why?
- “Screaming Eagles”
- Paratroopers and the 82nd Airborne
- The impact and the role of weather conditions

Posters should include pictures, photos, illustrations, and written “blurbs” of information as well.