**Lesson Title**:
Allied Strategies in the European Theatre

**Subjects**
U. S. History, World History

**Suggested time**
One 50-minute class period

**Grade Level**
7-12

**Essential Question**
What were key strategies and operations utilized by the United States and their Allies in World War II?

**Objective**
To understand the Allied Strategy and operations in the European Theatre of World War II.

**Overview**
Using primary sources, including interviews with U.S. military personnel and experts, students will get a deeper sense of the various strategies and operations utilized by the Allied Forces in the European Theatre during World War II. The students will focus on how the Allies needed to converge on Berlin, Germany from various points including France and the Soviet Union. The students will then create an infographic that highlights a specific battle.

**Materials**
- *Chronicles of Courage: Stories of Wartime and Innovation* videos
  - "P-47 and the Turbo Supercharger"
  - "P-47 and the Double Wasp Engine"
  - "B-17 and the Ball Turret"
  - "Winged Tank"
- Map of Europe
- Lesson
- Assignment
- Rubric

- [Standards](#)
- [NCSS C3 Framework](#)

**Warm-Up Activity:**

Tell the students –

>Today we are going to learn more about the various strategies and operations the Allies used in the European Theatre to win the war. First a quick review-

>Who is the leader of-
>- Italy? *(Benito Mussolini)*
>- Germany? *(Adolph Hitler)*
>- The Soviet Union? *(Joseph Stalin)*
>- France? *(Charles de Gaulle)*
>- Great Britain? *(Neville Chamberlain for this section of the lesson, Winston Churchill will be elected in 1940)*
>- The United States *(Franklin D. Roosevelt will be president until his death on April 12, 1945; then vice-president, Harry S Truman will become president)*

>Key Events –
>- When did Germany invade Poland? *(September 1, 1931)*
>- Which country won the first battle against Nazi Germany? *(Great Britain)*

**Exploring the Videos**

The Eyewitnesses Tell the Story:

By interviewing people who have experienced courageous events, the *Chronicles of Courage: Stories of Wartime and Innovation* series keeps history alive for current generations to explore. Oral history lets the audience hear history directly from those that experienced it and can bring the past to life with powerful information that print resources may miss. The technologies and solutions presented are information few today have and are contextualized by experts that continue to work with and preserve this classic technology.

[“P-47 and the Double Wasp Engine”](#)

>**About the Video:**
>This video is one of 20 short videos in the series *Chronicles of Courage: Stories of Wartime and Innovation*. “P-47 and the Double Wasp Engine” tells the story of Benjamin Cassiday Jr., a pilot in the U.S. Army Air Forces' 79th Fighter Group, who encountered German Messerschmitt Bf 109 airplanes in the skies during World War II.  Cassiday's Republic P-47 Thunderbolt airplane was equipped with a powerful 18-cylinder engine giving him the horsepower and speed he needed to successfully complete his missions.

**Video Voices:**

**Benjamin Cassidy Jr.**
Cassiday retired from the Air Force in 1972 at the rank of Brigadier General. During World War II, he served with the 79th Fighter Group in Corsica, France, and Italy and completed 117 combat missions in P-47 aircraft.

**Dr. Rebecca Grant**
Dr. Grant is a Military Aviation Expert, founder and President of IRIS Independent Resource, the Director of the Washington Security Forum, and a contributor to Air Force Magazine and The Military Channel.

<u>Language Support</u>
To aid those with limited English proficiency or others who need help focusing on the video, make available the transcript for the video. Click the transcript tab on the side of the video window, then copy and paste into a document for student reference.


## "B-17 and the Ball Turret"

**About the Video:**
The B-17 "Flying Fortress" is one of the most recognizable bomber planes of World War II. Gunner Mason Howe describes his experience inside the B-17's ball turret – a metal and glass sphere that hangs under the plane and is equipped with two .50 caliber machine guns.

**Video Voices:**

**Mason Howe**
Howe, a ball turret gunner, along with his fellow gunners became instrumental in bringing down enemy planes over Europe.

**Cory Graff**
Graff is the Military Aviation Curator at Flying Heritage Collection – a military aviation and tank museum located near Seattle, Washington.

<u>Language Support</u>
To aid those with limited English proficiency or others who need help focusing on the video, make available the transcript for the video. Click the transcript tab on the side of the video window, then copy and paste into a document for student reference.

[“P-47 and the Turbo Supercharger”](#)

**About the Video:**
United States fighter pilot Archie Maltbie details his experience flying during the D-Day Invasion of Normandy during World War II. His airplane, the Republic P-47 Thunderbolt uses an innovative power booster called a turbo supercharger, giving it an advantage in combat.

**Video Voices:**

**Archie Maltbie**
Maltbie, a P-47 pilot in the U.S. Army Air Forces explains why he thinks the heaviest single engine fighter plane of World War II saved his life. A quote from Archie says it all *"I flew the P-47 Thunderbolt in the 365th (Hellhawk) Fighter Group in the European Theater Operations and I know without doubt that I owe my life to the Jug. She was damned good against two German aircraft, the Me 109 and Fw 190, when we could get them to fight."* (Note that the plane Maltbie described as the Me 109 is officially called the Bf 109. You will see them use interchangeably in the videos.)

**Dr. Rebecca Grant**
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Language Support
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[“Winged Tank”](#)

**About the Video:**
"Winged Tank" tells the story of one of the largest tank battles in history and the role ground attack planes like the Ilyushin IL-2 Sturmovik had in that battle.   Because ground attack planes fly so closely to the ground, they need thick protective armor which causes the airplanes to be heavy.  This, along with the IL-2's deadly arsenal of bombs, rockets, and machine guns earned it the nickname "Winged Tank."

**Video Voices:**

**Nikolay Yefimovich Olovyannikov**
Olovyannikov fought against the last Nazi offensive in the Soviet Union in his home region. Although he was considered unfit to serve in the military due to the fact that his left leg was shorter than his right leg, Olovannikov became a distinguished pilot. He survived 212 combat missions and his plane was never shot down.

**Cory Graff**
Graff is the Military Aviation Curator at Flying Heritage Collection – a military aviation and tank museum located near Seattle, Washington.

Language Support
To aid those with limited English proficiency or others who need help focusing on the video, make available the transcript for the video. Click the transcript tab on the side of the video window, then copy and paste into a document for student reference.

**Lesson**

Teacher to say –

"Today we are going to look at the Allied strategies that were successful in ending the war in Europe. We will watch four videos, but we will discuss each one immediately following the video."

"After the Battle of Britain, a significant part of the Allied Strategy of regaining the main continent of Europe included re-taking Northern Africa, then crossing the Mediterranean Sea and pressing north through Sicily and Italy."

Watch the video "P-47 Thunderbolt and the Double Wasp Engine"

Class Discussion -
- Due to the innovative technology of the German's Bf 109, how did the Allies develop a strategy to fight against it?
- Explain the importance of the propeller and horsepower and how it helped the Allies close in on Berlin.
- Why was the speed and altitude attained by the P-47 so important for the Allies?

Teacher to say –

"Although a few B-17 planes were used to fight in the Pacific Theatre, most were used for bombing raids over Europe. The B-17s were used to combat the Luftwaffe (Germany's Air Force) and bomb key military targets in Germany. This was a key component of the Allied strategy in the European Theatre.

Watch the video "B-17 and the Ball Turret"

Class Discussion -
- What is the nickname of the B-17? Why?
- How did the B-17 help the Allies?
- What is the ball turret and what is the significance of this technology?

Teacher to say -

"The Allies knew they had to liberate France on the way to Berlin. The D-Day invasion was conceived to bring ground troops to the western coasts of France. In addition to delivering the troops by boat and amphibious vehicles, air support was critical. The P-47s were crucial in that role and proved themselves instrumental in the Allied attack strategy.

Watch the video "P-47 and the Turbo Supercharger"

Class Discussion –
- What is the significance of the D-Day invasion?
- Where did the D-Day invasion occur?
- How did the Allies arrive?
- Explain the significance of the air support?
- Why was the turbo supercharger technology so important?
- How did the P-47 become the deadliest airplane of World War II?

Teacher to say -

"After the Allied forces liberated France there was one last German stance to try to prevent the Allies from crossing into Germany. The Battle of the Bulge was Germany's last ditch effort on the Western Front and The Battle of Kursk was Germany's last attempt to hold off the Soviet military invading Berlin."

Watch the video "Winged Tank"

Questions
- Why is the Il-2's nickname the "winged tank"?

- What role did the Il-2 play in the Allies strategy against Germany?
- Why would it be important for the fuselage of the IL-2 to be engineered with heavy steel armor?

**Student Assignment**

Teacher to say -

Using information you learned from the videos along with information from the World War II Database (*in the links for each battle provided below),* you will create an infographic for the Allied Strategy in the European Theatre. This assignment will have information in both text and graphic form.

The infographic must include the following elements:
- Allied Strategy
- Two additional facts about each battle
- Information unique to each video

*An example of an [infographic for D-Day](#)*

*Resources:*
- [The Battle of Stalingrad](#)
- [Invasion of Sicily and Italy's surrender](#)
- [Normandy Campaign, Phase 1](#)
- [Normandy Campaign, Phase 2](#)
- [The Battle of Kursk](#)
- [Bombing of Hamburg, Dresden and Other Cities](#) –

**Rubric**

| European Theatre - Allied Key Strategies and Operations Infographic | | | | |
|---|---|---|---|---|
| Category | 4 | 3 | 2 | 1 |
| Relevant Graphics | All graphics are related to the topic and easy to understand. | All graphics are related to the topic and most make it easier to understand. | All graphics relate to the topic. | Graphics do not relate to the topic. |
| Content Accuracy | All required elements are displayed in the infographic. | Most of the required elements are displayed in the infographic. | Some of the required elements are displayed in the infographic. | None of the required elements are displayed in the infographic. |

| Attractiveness | The infographic is exceptionally attractive in terms of layout, design and neatness. | The infographic is attractive in terms of layout, design and neatness. | The infographic is somewhat attractive in terms of layout, design and neatness. | The infographic is disorganized and poorly designed. |
|---|---|---|---|---|

**Standards**

11.8. WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world. (Standards: 1, 2; Themes: TCC, GOV, CIV, TECH)

> Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targets and President Truman's decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.

**Build Social Studies Literacy through Reading and Writing Common Core State Standard for ELA & Literacy in Social Studies Grades 9-10**
http://www.corestandards.org/ELA-Literacy/RH/9-10/

> Key Ideas and Details:
> CCSS.ELA-LITERACY.RH.9-10.1
> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
> CCSS.ELA-LITERACY.RH.9-10.2
> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
> CCSS.ELA-LITERACY.RH.9-10.3
> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
> Craft and Structure:
> CCSS.ELA-LITERACY.RH.9-10.4
> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
> CCSS.ELA-LITERACY.RH.9-10.5
> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
> CCSS.ELA-LITERACY.RH.9-10.6
> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
> Integration of Knowledge and Ideas:
> CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-LITERACY.RH.9-10.8
Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-LITERACY.RH.9-10.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

**Build Social Studies Literacy through Reading and Writing Common Core State Standard for ELA & Literacy in Social Studies Grades 11-12**
http://www.corestandards.org/ELA-Literacy/RH/11-12/

Key Ideas and Details:
CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-LITERACY.RH.11-12.3
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:
CCSS.ELA-LITERACY.RH.11-12.4
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
CCSS.ELA-LITERACY.RH.11-12.5
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
CCSS.ELA-LITERACY.RH.11-12.6
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RH.11-12.8
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RH.11-12.10
By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

**NCSS C3 Framework**
Dimension 1: Developing Questions and Planning Inquiries
Dimension 2: Applying Disciplinary Concepts and Tools
Dimension 3: Argument Writing
Dimension 4: Communicating Conclusions and Taking Informed Action