WORLD WAR II REMEMBERED

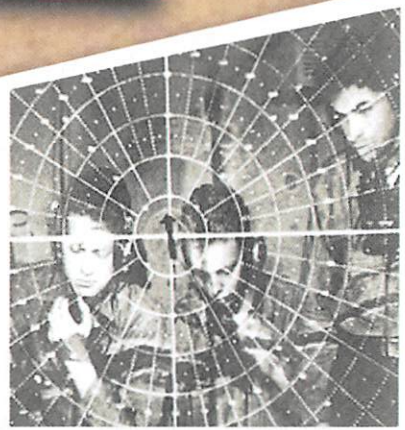
EDUCATOR'S GUIDE

June 2013 to June 2014











Generously Sponsored by the

Dane G. Hansen Foundation

Welcome to the President Eisenhower Library, Museum and Boyhood Home!

Dear Educators,

Through generous funding from the Dane G. Hansen Foundation, the Eisenhower Foundation is pleased to introduce the World War II Remembered Educator's Guide. This detailed guide offers information about field trip options and programs available to schools receiving a Dane G. Hansen Field Trip Grant to visit the President Eisenhower Library, Museum and Boyhood Home in Abilene, Kansas.

World War II Remembered: Leaders, Battles & Heroes commemorates the 70 year anniversary of this extraordinary conflict that changed the world. It features rotating exhibits and artifacts that highlight significant events of the war. The innovative K-12 Field Trip Enhancement Programs contained in this guide are aligned to Common Core Standards and provide students with a greater understanding of World War II.

Our educators are excited to work with your students and we look forward to your visit!

Steve

Stephen F. McLean
President, Eisenhower Foundation

Karl

Karl Weissenbach
Director, President Eisenhower Library, Museum and Boyhood Home

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Field Trip Options



The following are two possible field trip options. If you are interested in scheduling a customized field trip, please contact the Eisenhower Foundation.

OPTION 1
Half-Day (4 Hours)

Arrive between 9 a.m. and 1 p.m.
Depart between 1 and 5 p.m.

- ★ 1 Hour Field Trip Enhancement Program
- ★ 1 Hour Museum Tour with Gallery Guide
- ★ 30 Minute Tour of Boyhood Home and Place of Meditation
- ★ 30 Minute Lunch (provided) and Gift Shop

Sample Schedule

9:00 a.m. Arrive/Welcome
9:15 a.m. Field Trip Enhancement Program
10:30 a.m. Museum Tour with Gallery Guide
11:45 a.m. Lunch and Gift Shop
12:30 p.m. Tour of Boyhood Home and Place of Mediation
1:00 p.m. Depart

Sample Schedule

9:00 a.m. Arrive/Welcome

9:15 a.m. Field Trip Enhancement Program

10:30 a.m. Museum Tour with Gallery Guide

11:45 a.m. Lunch and Gift Shop

12:45 p.m. Tour of Boyhood Home and Place of Mediation

1:30 p.m. Field Trip Enhancement Program

2:45 p.m. Attic Artifacts

4:00 p.m. Depart

OPTION 2
Full-Day (7 Hours)

Arrive between 9 and 10 a.m.
Depart between 4 and 5 p.m.

- ★ Two 1 Hour Field Trip Enhancement Programs
- ★ 1 Hour Attic Artifacts Field Trip Enhancement Program
- ★ 1 Hour Museum Tour with Gallery Guide
- ★ 45 Minute Tour of Boyhood Home and Place of Meditation
- ★ 45 Minute Lunch (provided) and Gift Shop



Field Trip Details



STEP 1
Complete & Return

STEP 2
Review Confirmation

STEP 3
Visit

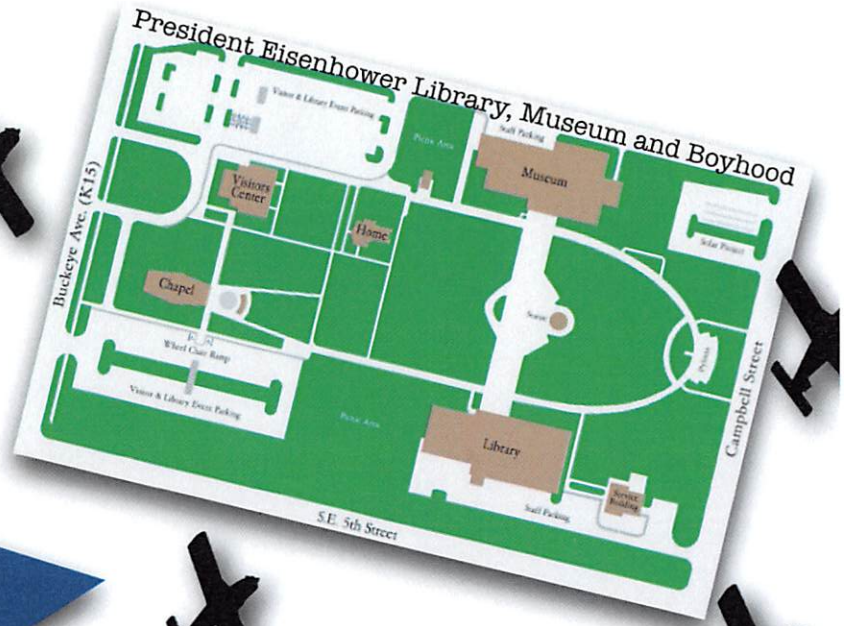
Complete and return the Dane G. Hansen Field Trip Grant Agreement and Field Trip Planning Form to the Eisenhower Foundation at least 30 days before your scheduled field trip date.

Review your confirmation letter and schedule. Make field trip arrangements, including securing transportation and, if needed, recruiting chaperones.

Upon arrival, park at the Visitors Center where you will be met by a staff member who will guide your group through a fun-filled day!

CHAPERONES

A ratio of one adult per five students will be allowed into the museum free of charge. Please note that school employees are INCLUDED in the chaperone ratio.



STEP 4
Submit Invoice & Evaluation

STEP 5
Appreciate Donor

Submit the Evaluation Form and an invoice for transportation reimbursement to the Eisenhower Foundation. Invoices will be paid within 30 days of receipt.

Help us thank the Dane G. Hansen Foundation for making these field trips possible by having your students send thank you cards!

K - 2nd Grade



All Field Trip Enhancement Programs are aligned to Common Core Standards and provide students with a greater understanding of World War II history. Programs are one hour in length and limited to 25 students per session.

Serendi-putty: Inventions of WWII

During WWII, the work of scientists became focused on war-related challenges and initiatives, and sometimes useful discoveries accidentally arose as scientists experimented. This fun, hands-on program will teach students about a handful of serendipitous inventions such as how the need to invent a synthetic replacement for rubber led to the invention of silly putty.

Attic Artifacts

Following World War II, many Americans kept souvenirs of lost loved ones or their time in the war. Many of these articles were stored in boxes or trunks and then tucked away in attics, basements, and garages for decades. In this program, students will learn what qualifies as an artifact, and how important artifacts are as sources of information. Students will handle and evaluate images, documents and a variety of artifacts from WWII.

Dogs for Defense: Hero Hounds

At a time when every American was asked to make sacrifices for the American war effort, WWII marked the establishment of Dogs for Defense, a program to which families donated their pet dog to serve in the U.S. military. These four-legged recruits came in every size and shape from the backyards of small towns and big cities, and were transformed through training from loving pets into working troops. Through a variety of artifacts and simulations, students will follow the journey of their pet dog as he leaves the family sofa, enters the battlefield, and returns home a hero.



Spy Kids: Code Breaking & Code Making Available Spring 2014

Crucial sources of enemy information were obtained by surveillance, code breaking, and subterfuge throughout WWII. Intelligence agencies helped the Allies win the war by slipping behind enemy lines to serve as spies, or working to break Axis message codes and steal critical information. In this program, students will try out their decoding skills and examine the tools and manpower the Allies used to defeat the enemy.

"For all their remarkable feats, they're not only our heroes, they're our pals. When we see or read about how they're involved in war, the war becomes a little closer. The irony is that soldier dogs make war a little more human."
-from **Soldier Dogs** by Maria Goodavage

3rd - 5th Grade

All Field Trip Enhancement Programs are aligned to Common Core Standards and provide students with a greater understanding of World War II history. Programs are one hour in length and limited to 25 students per session.

Use it Up, Wear it Out, Make it Do, or Do Without Available Spring 2014

Every aspect of American life was refocused towards the goal of winning the war during WWII, and everyone tried to do their part to support the Allied troops. Students will get their hands dirty as they learn about Victory Gardens, rationing and recycling programs that were a way of life for those on the home front.



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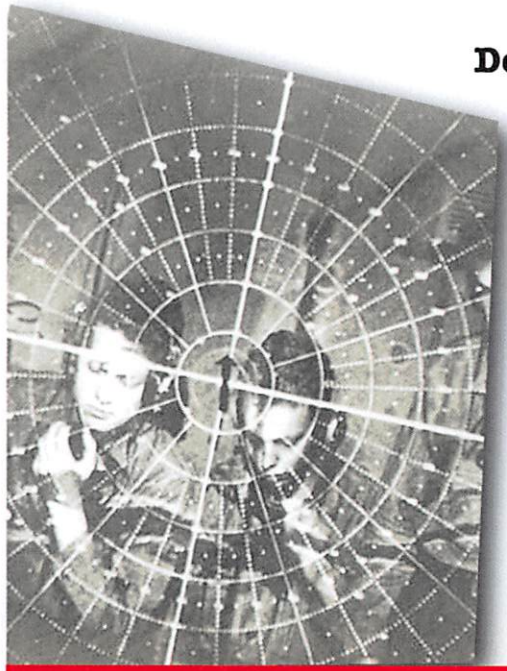
By mid-1941 . . . the government had funded some 6,000 physicists, chemists, mathematicians and engineers, a number that grew to 30,000 by the end of the war."
-Kathleen B. Williams

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6th - 8th Grade

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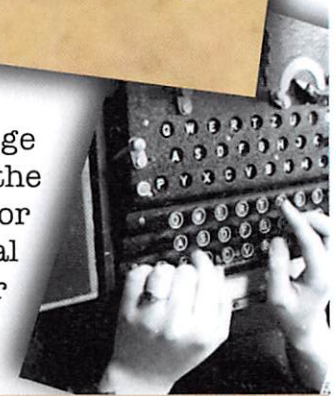
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D-Day: Whether the Weather Mattered

Extreme planning was required to coordinate the 5,000 ships, 11,000 airplanes, over 150,000 soldiers, and all the supplies required for the D-Day invasion. General Eisenhower relied on information from weather forecasters and other scientists to determine the best time to successfully invade. In this program, students will examine primary source artifacts to evaluate the conditions on D-Day and either support or refute Eisenhower's decision to allow D-Day to commence June 6, 1944.

"In wartime, truth is so precious that she should always be attended by a bodygaurd of lies."

-Winston Churchill to Joseph Stalin

D-Day: The Eastings and Northings of Operation Overlord Available Spring 2014

Using GPS technology, students will apply basic map skills and critical thinking to avoid disaster and complete their objective on the grounds of the Eisenhower Center.

Holocaust: Just a Number

As Nazi tyranny spread across Europe, the Germans and their collaborators persecuted and murdered millions of other people deemed "inferior" and a threat to the German racial community. Students will learn about the holocaust through the eyes of those persecuted.



Use it Up, Wear it Out, Make it Do, or Do Without Available Spring 2014

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9th - 12th Grade

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D-Day: Primarily Omaha Beach

Available Spring 2014

It is said that the defeat of Nazi Germany was sealed on Omaha Beach. One hundred and sixty-thousand troops landed within 24 hours on a 50-mile front. Students will first be introduced to the overall objective of D-Day and how its story is preserved through primary sources. They will then apply that knowledge through examination of documents and artifacts from Omaha Beach.

High School Victory Corps

Available Spring 2014

During WWII, kindergarten through twelfth grade classes joined in the war effort through programs such as Schools at War and the High School Victory Corps. Students will step back in time as they recreate WWII school activities.



D-Day: The Leaders

Available Spring 2014

From Eisenhower to Montgomery, the invasion of Normandy involved some of history's best-known leaders. These generals forged the success of D-Day, changing the tide of WWII and ensuring victory for the Allied forces. Students will be introduced to the overall objective of D-Day and the leadership styles that made good men great.

"As a youngster, I sought to emulate the fantasy comic book heroes I idolized like Captain Marvel, Superman, or Robin, who were on the side of right and might and who had to destroy the putrid and evil common enemy. Idealistic to the extreme, that was the way we were; and as All-American kids, we saw ourselves as good guys who were united against the bad and who fought for victory at all cost."

-from **Home Front America** by Robert Heide and John Gilman

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EISENHOWER
FOUNDATION





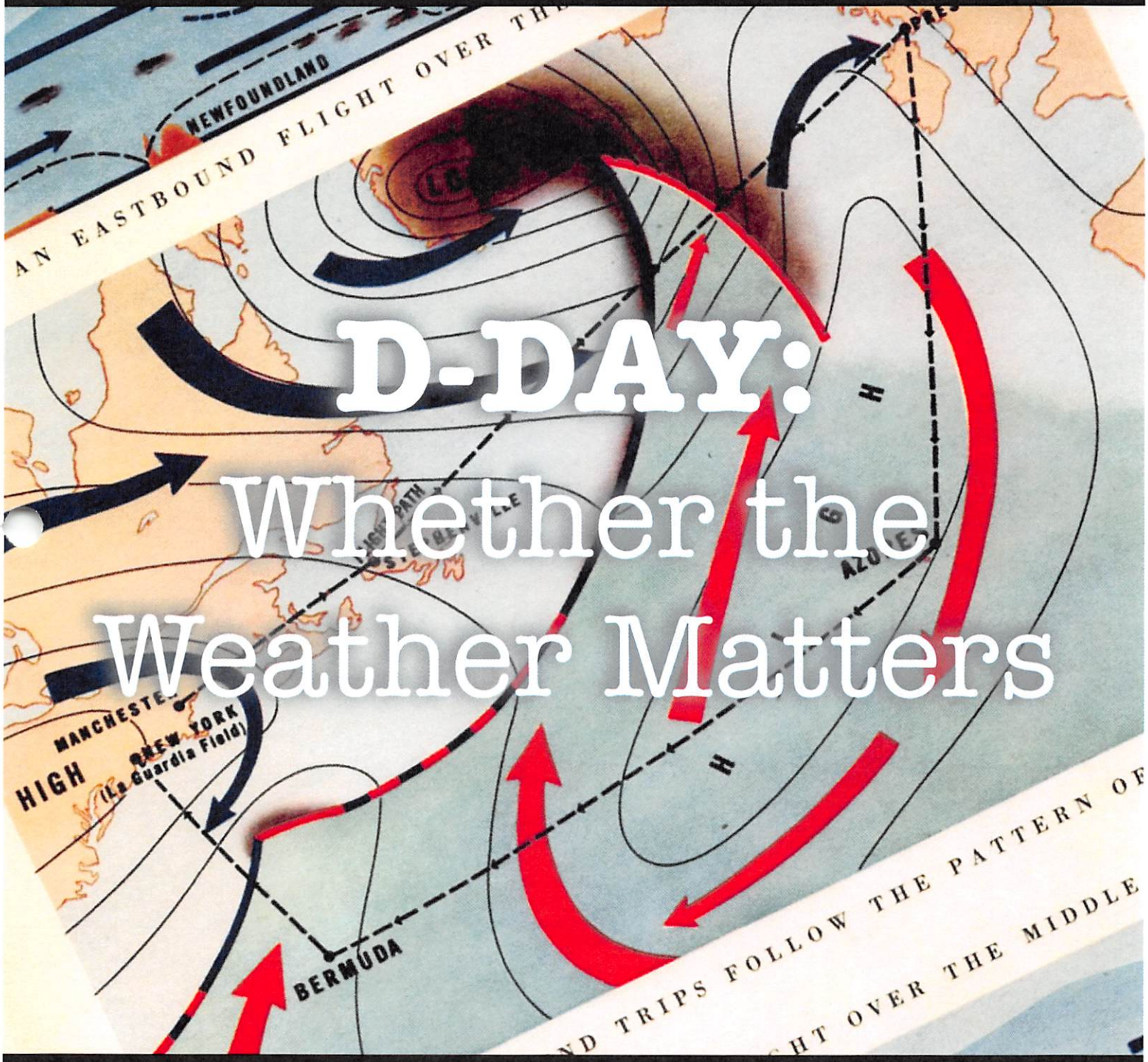




EISENHOWER FOUNDATION

World War II Remembered

Field Trip Enhancement Program



D-DAY: Whether the Weather Matters

Generously Sponsored by the

Dane G. Hansen Foundation

D-DAY: Whether the Weather Matters



INTRODUCTION

Extreme planning was required to coordinate the 5,000 ships, 11,000 airplanes, over 150,000 soldiers, and all the supplies required for the D-Day invasion. General Eisenhower relied on information from weather forecasters and other scientists to determine the best time to successfully invade. One of the six meteorologists, Lawrence Hogben stated, "The outcome of D-Day, perhaps the whole future of the western world rested on those forecasts . . ."

In this program, students will examine primary source artifacts to evaluate the conditions on D-Day and either support or refute Eisenhower's decision to allow D-Day to commence June 6, 1944.

TARGET AUDIENCE

Grades 6 - 12

OBJECTIVES

- Students will gain an understanding of the overall objective of D-Day, primary sources, and the importance of the environmental conditions surrounding D-Day.
- Students will evaluate primary sources to determine for themselves if they agree with General Dwight D. Eisenhower's decision to commence D-Day on June 6, 1944.

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4 Lesson Plan

5 The Purpose of D-Day

6-7 Background Briefing

8 Primary Sources: Preserving the Past

9 Primary Source Analysis

10 Primary Source Set: 1. WEATHER

11 Commence or Delay?

12 The Reality

13 Countdown Assessment

TIME REQUIREMENT

50 Minutes

ACKNOWLEDGEMENTS

This unit was produced in June 2013 by the Eisenhower Foundation.

Mitzi Bankes Gose, writer
Emily Miller, editor
Robin Black, contributor

Thanks to the Dane G. Hansen Foundation for funding and Cliff Lawson at the Radiosonde Museum of North America (www.radiosondemuseu.org) and the Eisenhower Presidential Library, Museum and Boyhood Home for primary sources.

Teachers may duplicate material for educational purposes.

COMMON CORE STATE STANDARDS

For English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

6.8.1	9.10.1	11.12.1
6.8.2	9.10.2	11.12.2
6.8.7	9.10.6	11.12.6
6.8.8	9.10.7	11.12.7
6.8.9	9.10.8	11.12.8
	9.10.9	11.12.9

KANSAS CONTENT STANDARDS: SOCIAL STUDIES*

Grade Level	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Standard	3.1	3.1	3.1	3.1.	3.1	3.1	3.1
	3.5.2	4.5.3	4.4.1	3.3.1	3.3.1	3.3.1	3.3.1
	3.5.3		4.4.2	4.2	4.2	4.2	4.2
	4.4.1		4.4.3	4.5	4.5	4.5	4.5
	4.4.2		4.4.4	5.2	5.2	5.2	5.2
	4.4.3			5.5.2	5.5.2	5.5.2	5.5.2
	4.4.4			5.5.3	5.5.3	5.5.3	5.5.3
				5.5.4	5.5.4	5.5.4	5.5.4
				6.3	6.3	6.3	6.3
				6.5.1	6.5.1	6.5.1	6.5.1
				6.5.2	6.5.2	6.5.2	6.5.2
				6.5.3	6.5.3	6.5.3	6.5.3
				6.5.4	6.5.4	6.5.4	6.5.4

*To view another state's content standards, visit that state's Department of Education website.

Lesson Plan

1. Ask students to share about an event they were looking forward to that was dependent on the weather. Share an example of your own. (Examples: outdoor concert, softball tournament, etc.) What if that event determined the fate of millions of people?

   3 minutes

2. Use **The Purpose of D-Day** (page 5) to instruct students about the overall purpose of D-Day.

   3 minutes

3. Use **Primary Sources: Preserving the Past** (page 8) to instruct students about the importance of primary sources and how to engage with them.

   3 minutes

4. With students in groups of 2-3, examine primary source #1.2 titled "War Department: Technical Manual: Meteorology" and guide them through filling out a **Primary Source Analysis** (page 9) sheet together.
   * Each group should have its own copy of the primary source.

   8 minutes

5. Use the **Background Briefing** (pages 6-7) to explain and discuss the significance and challenges of the weather conditions surrounding D-Day. What were the ideal weather conditions for D-Day? How did General Eisenhower and his team prepare to make the best decisions?

   5 minutes

6. In groups of 2-3, have students examine the other primary sources in the set (each group gets the same set). Select one primary source for each group to focus on to fill out a **Primary Source Analysis** (page 9) sheet.
   * After filling out the analysis sheets, each group shares their findings about their "focus object" with the class. Refer to the **Primary Source Set: 1. WEATHER** (page 10) to help determine if students correctly interpret the source.

   20 minutes
   10 min analysis/10 min sharing

7. Use **Commence or Delay** (page 11) to instruct students about the timeline of events leading up to Eisenhower's decision. Each individual student is now asked to decide if, based on this information, they would commence with D-Day or delay, and explain why. Visually represent the students' votes by asking students to get up and move to either side of the room, depending on their vote.

   5 minutes

8. Use the information provided on **The Reality** (page 12) to read about and show the video clip of what the weather conditions were actually like on D-Day. Discuss student reactions.

   5 minutes

9. If there is extra time, have students complete the **Countdown Assessment** (page 13). If time is out, send it home for the students to complete and hand in to their teacher.

The Purpose of D-Day



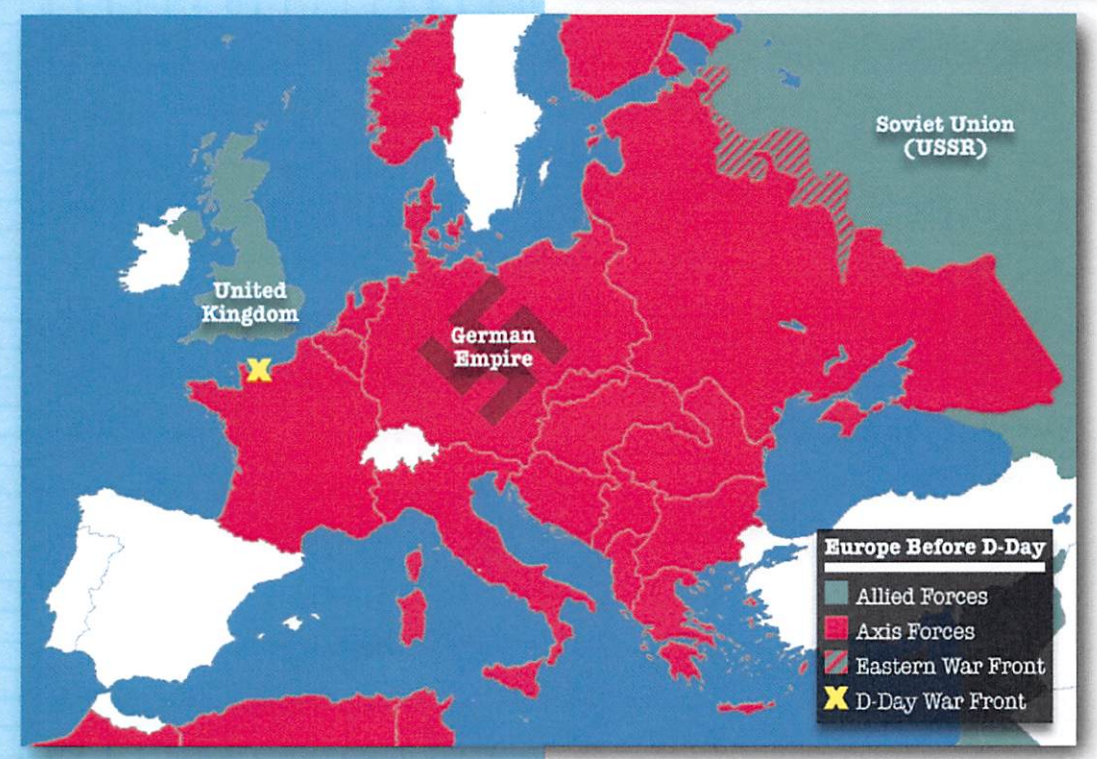
OVERVIEW

The D-Day invasion of World War II was codenamed Operation Overlord. Its purpose was to establish a safe entry point into Europe for the Allied Forces, and force Nazi Germany to fight on two fronts.

Germany had already conquered most of Western Europe, which allowed Germany's Nazi dictator, Adolf Hitler, to invade the Soviet Union to his east. Allied leaders believed that Hitler's forces could be defeated if the Nazi's had to split their resources and fight on two fronts. Therefore, Allied invasion plans were made to attack on the Normandy beaches of Nazi-occupied France.

DID YOU KNOW?

"D-Day" is a military term used to mean the date on which any military operation will begin. The day before D-Day is known as "D-1," while the day after D-Day is "D+1," and so on. This is done so that a projected date of an operation can change, but the plan does not also need to be changed. The term "H-Hour" is also used to refer to the time an operation will begin. The WWII invasion at Normandy is simply the most well-known D-Day.



Background Briefing

INTRODUCTION

General **Dwight D. Eisenhower** was chosen to be the Supreme Allied Commander in charge of D-Day. He knew from the start that the effects of the weather on the invasion would be complicated. Add that on top of the massive planning required to coordinate some 156,000 American, British and Canadian forces to carry out surprise landings on five different beaches along a 50-mile stretch of the heavily fortified coast of France's Normandy region, as well as the paratroopers and bombs being dropped from 11,590 aircraft into enemy territory. And the supplies, all of the supplies -- from food to weaponry to spare jeeps parts -- that were required to make the invasion a success. The amount of planning and coordination required was staggering. The decision was on Eisenhower's shoulders to determine when the weather would best permit a successful invasion.

If there were high **winds**, there would be high waves, making the landing crafts carrying the men to shore difficult to handle in the rough seas. These conditions could create a variety of problems -- landing in the wrong area, boats capsizing, or soldiers being too sea-sick to fight well once they were on the beach. In addition, paratroopers and gliders that needed to be dropped into specific areas to attack supply lines would be blown off course.

If there was low or dense **cloud cover**, visibility was decreased for the airplane pilots who needed a clear line of sight to accurately drop the paratroopers and bombs.

The **tide**, which is controlled by the **moon**, was also critical. When the tide was high, soldiers could not see the many mines, tank traps and obstacles placed on the beaches by enemy German forces. The tide was lowest when there was a full or new moon. Having a full moon was the best because it would increase visibility for the paratroopers, gliders, and bombers during the pre-dawn hours of the invasion. Unfortunately, during a new or full moon, the odds of having high winds and cloud cover were tripled.

IDEAL D-DAY WEATHER

Several weather elements had to be just right at the same time in order for the invasion to have the best chance of success. The English Channel was known to have erratic and unpredictable weather, especially in the spring. The following is a simplified list of the ideal weather conditions for D-Day to commence:

A. D-Day must be within the period of one day before to four days after a new or full **moon** to ensure a low **tide**.

B. For naval landings, D-Day must be "quiet" and followed by a sequence of three "quiet" days.

* "Quiet" = surface **wind** not to exceed Force 3 (8-12 mph) onshore and Force 4 (13-17 mph) off-shore.

C. For airborne troops, paratrooper **winds** should not exceed 20 mph and paraglider winds should not exceed 30 mph.

D. **Cloud** cover must not exceed 60% with a base higher than 3,000 feet. Visibility for at least three land miles is necessary.

Teachers may duplicate material for educational purposes.

Primary Sources:
Preserving the Past



A WINDOW TO THE PAST



What is a **primary source**? It is any direct evidence produced during a specific period under study. They vary widely from objects like photographs, diaries, and maps, to movies, songs, and eyewitness accounts. The key is that they were created when the time period being studied actually happened.

A primary source is different from a **secondary source**, which is an analysis of the history. History text books are typically secondary sources because the authors were not present at the time in history they are writing about, but are interpreting what they have learned about the event.

This is what makes learning with primary sources so bountiful -- students get to hold a real piece of history in their hands and come up with their own conclusions about its significance. The answers are not always provided by the primary sources, encouraging students to seek the answers through additional research.

In this lesson, students will use copies of the **Primary Source Analysis** sheet to investigate the provided primary sources, using the following four steps. Look at the first primary source together as a class, then, do the second set with a partner or small group.

INVESTIGATING

1. Students first simply observe the primary source to make note of its details.

   It is made out of . . .
   It has the date . . .

2. Next, students draw on their prior knowledge.

   This looks like . . .
   I remember seeing a similar . . .

3. From this, students need to make speculations about the primary source.

   Its purpose might have been to . . .
   I bet it was made by . . .

4. Students ask questions about the primary source in order to direct further exploration.

   Who was . . .
   Why does this . . .

FURTHER RESEARCH

If time and resources permit, students can apply the following steps:

5. Next, students begin testing their speculations with research and analysis skills. In order to do this, they use other sources of information (internet, experts, etc.) to find answers based on the clues provided by the primary source.

6. Finally, students summarize and share what they have learned about the past through the primary source.

Primary Source Analysis

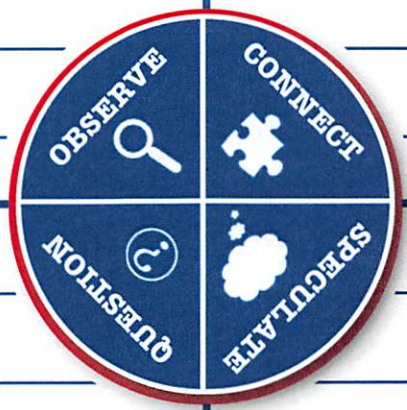
PRIMARY SOURCE # _____

OBSERVE the primary source, making notes of its details.

It is made out of . . . It has the date . . .

CONNECT the primary source to prior knowledge.

This looks like . . . I have seen something similar . . .



Develop QUESTIONS about the primary source in order to direct further exploration.

Who was . . . Why does this . . .

Make SPECULATIONS about the primary source.

Its purpose might have been . . . I bet it was made by . . .

1. **WEATHER** Whether the Weather Matters

Number/Type	Description
1.1 (a-i) DOCUMENT	**Technical Manual No. 3-240, "Meteorology"** Manual describing the influence of weather on military operations. * Encourage students to consider the important role weather plays when planning any military operation.
1.2 (a-h) PHOTO	**1944 NormandyLST clean.jpg** US Army's First Division on the morning of June 6, 1944 at Omaha Beach, France. Soldiers are getting out of a LCVP (Landing Craft, Vehicle, Personnel) from the U.S. Coast Guard-manned USS Samuel Chase and trying to make it to shore. * Encourage students to note the weather conditions observed in the photo (waves, tide, visibility).
1.3 (a-h) PHOTO	**Normandy Invasion June 1944.jpg** Omaha Beach during the afternoon of June 6, 1944. * Encourage students to note the scene observed in the photo (beach obstacles, weather conditions, barbed-wire, vehicles).
1.4 (a-h) DOCUMENT	**'OVERLORD' The Effect of Weather** Secret military document describing the weather requirements necessary for D-Day to occur. * Remind students that this is the real document prepared by the military outlining the effect of weather on D-Day.
1.5 (a-h) DOCUMENT	**Behind the Scenes with the OVERLORD Weathermen** Written in 1960 by Harold R. Bull, a general in the U.S. Army who served as Assistant Chief of Staff for SHAEF. The meteorological staff was included in his office. * Remind students that this is a first-hand account by someone who was intricately involved in planning and implementing D-Day.
1.6 (a-h) ARTIFACT	**150 Gram Weather Balloon** Replica (circa 2007) Filled with helium or hydrogen, weather balloons can reach altitudes exceeding 115,000 feet. They carry a device called a radiosonde. * Remind students that this was the best technology that existed to aid meteorologists in compiling weather data and forecasting the weather for D-Day.
1.7 ARTIFACT	**Radiosonde Modulator ML-310 I/AMT-1** 1950s US Army Signal Corps weather balloon radiosonde modulator that measured temperature, pressure and humidity and transmitted this data to a receiving station. * Remind students that this was the best technology that existed to aid meteorologists in compiling weather data and forecasting the weather for D-Day.
1.8 ARTIFACT	**Radiosonde Recording Box** This box houses the many components of the radiosonde and is attached to the weather balloon and parachute. The outside of the box explains return mailing instructions * Remind students that this was the best technology that existed to aid meteorologists in compiling weather data and forecasting the weather for D-Day.

Commence or Delay?

After all the preparation and dress rehearsals, it was time . . .

May 23, 1944

General Eisenhower announced D-Day was set for June 5th, with the 6th and 7th as alternatives. These dates offered the best conditions for the invasion because there would be a full-moon and therefore low-tides, as well as a forecast of light winds and clear to partly cloudy skies.

May 25, 1944

Eisenhower directed naval commanders to open their operation orders which would send them to the mid-English Channel assembly area. Army and Air Force commanders were directed to have final preparations done by May 31st. This put all forces in position and on the ready to commence the invasion when they were notified of the exact D-Day.

May 29 - June 2, 1944

Winds were quiet, but cloud cover was increasing. By June 2nd, forecasters predicted deteriorating weather conditions and the commanders were growing anxious.

June 3, 1944

The forecast projected winds would be up to Force 5 in places, with 100% cloud cover only 500 feet above sea. This weather would not work for naval or airborne forces. Eisenhower faced an enormous decision with colossal consequences.

June 4, 1944

Morning
Eisenhower decided to delay the invasion on a day-to-day basis due to the poor weather. If this bad weather persisted through June 7th, the whole invasion would have to be postponed until the next possible dates, June 17 - 19th.

Evening
General Eisenhower and his team met to re-evaluate. New weather reports detected a front moving towards the invasion area that should cause a temporary clearing of the weather the morning of June 6th.

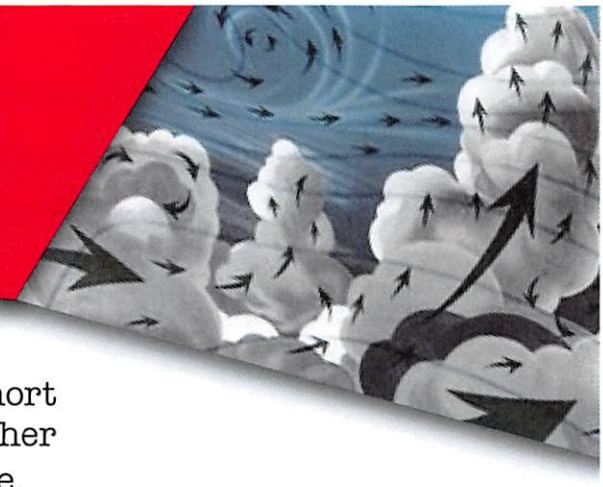
If Eisenhower chooses to delay past June 7th, the element of surprise might be lost. If he chooses to commence and the weather conditions are poor, hundreds of thousands of lives could be lost and the Allies will most likely fail to establish a second war front to split Nazi forces and liberate Europe. Based on the information you have been given, put yourself in Eisenhower's shoes. More than 150,000 soldiers, airmen, and sailors are anxious and ready to go.

Is your decision to: ☐ COMMENCE or ☐ DELAY?

Explain your decision below.



The Reality



Read the following information and watch a short Weather Channel video clip* about D-Day weather conditions, Eisenhower's decision, and the outcome.

June 5, 1944

After much debate into the early hours of June 5th, Eisenhower issued orders to commence the invasion on June 6, 1944.

June 6, 1944

Morning
As the invasion began, the weather was just tolerable. The previous day's storm left waves five to six feet high which caused some loss of landing crafts and tanks. The wind and clouds permitted paratroopers and gliders to be dropped, and most bombings to occur, however, not with the best accuracy.

Evening
By day's end, the Allies had gained a foot-hold in Normandy. The cost was high -- more than 9,000 Allied soldiers were killed or wounded -- but more than 100,000 soldiers began the long, heroic struggle to establish an Allied beach head and a new war front. The hard fought invasion was a success -- Eisenhower had made the right decision.

June 11, 1944

By the end of June 11th, 326,547 troops, 54,186 vehicles and 104,428 tons of supplies had landed on the beaches and were on their way to liberate Europe from Nazi tyranny.



The German's forecasters believed the weather conditions were too bad for the invasion to occur in early June. As a result, sea and air patrols of the English Channel had been cancelled, and many German officers were released on a break. Even Adolf Hitler had taken a sleeping pill with orders not to be disturbed.

The D-Day invasion -- and therefore the war in Europe -- would have had a very different outcome had Eisenhower chosen to delay until the next available date, June 17th. On that day, the worst storm in twenty years struck the English Channel!

*http://www.metacafe.com/watch/3595032/3_the_most_important_weather_forecast_in_history/

Countdown Assessment



Complete and hand in the following Countdown Assessment.

5 Statements about the importance of the weather conditions surrounding D-Day.

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4 Facts you learned about D-Day.

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3 Facts that are true about primary sources.

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-
-

2 Questions you still have about the topic.

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1 Interesting thing you learned.

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