AOE POE Integrated Curriculum Unit: Bombs Away

Lesson 2.1

World History

Battle of Britain

In this history lesson, students research the events surrounding the Battle of Britain and the London Blitz and evaluate the decisions made regarding both the attack and the defense.

This lesson is expected to take two class periods.

Lesson Framework

Learning Objectives

Each student will:

- Create a timeline of historical events surrounding the Battle of Britain.
- Evaluate decisions made by the both Axis and Allied powers in regard to the London Blitz.
- Compare and contrast the historical American reaction to the Blitz to the current world reaction to American war efforts.

Academic Standards

- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. (NCHS National Standards for World History—Era 8, Standard 3A)
- Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. (NCHS National Standards for World History—Era 8, Standard 3B)

Assessment

Assessment Product	Assessment Criteria
Battle of Britain timeline	Teacher Resource 2.1.2—Timeline: Battle of Britain

Prerequisites

- World War II events in Europe leading up to the summer of 1940, including Germany's invasion of Poland, the declaration of war by England and France, and the evacuation at Dunkirk.

Instructional Materials

Teacher Resources

- Teacher Resource 2.1.1—Timeline: Iraq War
- Teacher Resource 2.1.2—Timeline: Battle of Britain

Student Resources

- Student Resource 2.1.1—Resource Guide: German Strategy
- Student Resource 2.1.2—Resource Guide: British Strategy
- Student Resource 2.1.3—Resource Guide: Channel Battles
- Student Resource 2.1.4—Resource Guide: Eagle Attack
- Student Resource 2.1.5—Resource Guide: The Blitz
- Student Resource 2.1.6—Resource Guide: End of Battle

Equipment and Supplies

- Computer Lab with Internet access

Lesson Steps

Step	Min.	Activity
		CLASS PERIOD 1
1	**20**	**Physical Timeline: Iraq War** Cut up the timeline from Teacher Resource 2.1.1—Timeline: Iraq War and give each student one event. Do not include the date on the slips you pass out. Have students mingle, compare their events, and try to place themselves in chronological order based just on the events (and prior knowledge of the events themselves, if they have any). Alternatively, use the events of a conflict students have studied recently as the example in this introductory activity (e.g., events leading up to World War I), because it can serve as a good review. Post signs for years 1991 to 2004 along the side of the class to help students get oriented. Consider assigning one or two students the role of "Time Lord," with the job of managing the timeline and making a final decision about how students are ordered if there is disagreement. Encourage students to look for clues about what order they should be in based on the events themselves. For example, a declaration of "War on Terrorism" might come after a terrorist attack. Students are not likely to come up with the correct timeline and that is okay. After students have made their own timeline, record it on the board. Have students return to their seats and explain how they made decisions regarding what came first and what came after. What were some of clues they used to decide? Help students recognize that decisions about when and how to go to war are typically based information and events that have occurred prior to the onset of open hostilities.
2	**30**	**Jigsaw Research: Battle of Britain** Tell students that the Battle of Britain was a key event in World War II. They will be conducting research on the different sides and specific phases of the battle with the intent of learning the following: • Where and when did the battle take place? • Why did this battle happen? • Who was each country's leader for this battle? How did their side prepare for the battle? What was their planned strategy? What equipment did they use? What types of planes did they use? • How did their side do during the battle? What was the outcome of the battle for their side? After the attack, what were the numbers of casualties for their army? Split the class into six research groups and give each group one of the following research worksheets: • German Strategy (Student Resource 2.1.1) • British Strategy (Student Resource 2.1.2) • Channel Battles (Student Resource 2.1.3)

Step	Min.	Activity
		• Eagle Attack (Student Resource 2.1.4) • The Blitz (Student Resource 2.1.5) • End of Battle (Student Resource 2.1.6) Using their textbooks and the Internet, have students find the information so that they can answer the questions in their worksheet. Give students the remainder of the class to divide the work and find answers individually. Students can finish their research for homework if necessary. The following websites may help students in their research: **http://www.battleofbritain.net/contents-index.html** **http://www.raf.mod.uk/bob1940/background.html** **http://www.historylearningsite.co.uk/battle_of_britain.htm** **http://www.spartacus.schoolnet.co.uk/2WWbritainB.htm** **http://info-poland.buffalo.edu/britain/airbattle.html** If possible, obtain some additional print resources for references in the classroom. Some possibilities include the following: • Bishop, Edward. (1968). *Their finest hour: The story of the Battle of Britain, 1940*. New York: Ballantine. Call Number: D786.B49 1968. • Clayton, Tim. (2002). *Finest hour: The battle of Britain*. New York: Simon & Schuster. Call Number: D756.5.B7 C56 2002. • Deighton, Len. (1978). *Fighter: The true story of the Battle of Britain*. New York: Alfred A. Knopf. Call Number: D756.5.B7 D44 1978. • Kaplan, Philip. (1989). *Their finest hour: The Battle of Britain remembered*. New York: Abbeville. Call Number: D756.5.B7 K37 1989. • Mosley, Leonard. (1977). *Battle of Britain*. Alexandria, VA: Time-Life. Call Number: D756.5.B7 M67 1977. • Overy, R. J. (2000). *The Battle of Britain: The myth and the reality*. New York: W.W. Norton. Call Number: D756.5.B7 O84 2000. • Robinson, Derek. (2005). *Invasion, 1940: The truth about the Battle of Britain and what stopped Hitler*. New York: Carroll & Graf. Call Number: D771 R59 2005.
		CLASS PERIOD 2
3	**10**	**Expert Groups: Battle of Britain** Have students from each research topic meet as a group and share their answers. Students in each group should fill in any gaps in their own research at this time.
3	**40**	**Small Group Work: Battle of Britain Timeline** Assemble students into new groups containing one student from each of the previous expert groups. Have each group identify the key events during the Battle of Britain,

Step	Min.	Activity
		compile that information into a timeline, and then answer the following questions: • What were Germany's advantages at the start of the Battle of Britain, and why did they feel confident that they would be successful? • What problems did the German forces encounter? • Which problems do you think could or could not have been foreseen? • Was England expecting an attack? If so, how do we know (what did they do to prepare)? • Do you think bad planning/decisions or bad luck played a greater role in Germany's defeat in the Battle of Britain? Conversely, do you think good planning/decisions or good luck played a greater role in England's victory?

Extensions

Go to the NPR website and download CBS radio anchor Robert Trout's recollections of the broadcast coverage of the Battle of Britain at **http://www.npr.org/news/specials/001113.trout.html**

Have students listen to a firsthand account of this event, and then discuss the following questions:

- What did observers expect to happen in the Battle of Britain?
- Why was CBS not neutral?
- What did observers expect after London was destroyed?
- Describe the "Battle of Washington."
- Why was Hitler's decision to bomb cities instead of military targets a mistake?

AOE POE Integrated Curriculum Unit: Bombs Away

Lesson 2.1

Battle of Britain

Student Resources

Resource	Description
Student Resource 2.1.1	Research Guide: German Strategy
Student Resource 2.1.2	Research Guide: British Strategy
Student Resource 2.1.3	Research Guide: Channel Battles
Student Resource 2.1.4	Research Guide: Eagle Attack
Student Resource 2.1.5	Research Guide: The Blitz
Student Resource 2.1.6	Research Guide: End of Battle

Student Resource 2.1.1

Research Guide: German Strategy

Directions

Individually research and answer the following questions using your textbook, the Internet, and other print materials and resources. When you have completed answering the questions, you will meet with the other members of your group to check the accuracy of your answers. Add any information to your answers you may have missed.

Research Questions

1. What did the code “Operation Sealion” refer to?
2. What was the German goal in the Battle of Britain?
3. When was Operation Sealion originally intended to begin?
4. Why did the German Command feel confident to push into Britain at this time?
5. What was the Luftwaffe, and who were their major players?
6. What was the Luftwaffe’s role in the battle?
7. What was Adolf Hitler’s role in this battle?
8. Who was Hermann Goering, and what was his role in this battle?
9. Why did the German command feel confident that the Luftwaffe would succeed in their goals?
10. Why did German command choose to break off the attacks?

Resources

The following online resources may be useful in your research. Consult other sources (books, magazines, etc.) as well, if possible.

- http://www.battleofbritain.net/contents-index.html
- http://www.raf.mod.uk/bob1940/background.html
- http://www.historylearningsite.co.uk/battle_of_britain.htm
- http://www.spartacus.schoolnet.co.uk/2WWbritainB.htm
- http://info-poland.buffalo.edu/britain/airbattle.html

Student Resource 2.1.2

Research Guide: British Strategy

Directions

Individually research and answer the following questions using your textbook, the Internet, and other print materials and resources. When you have completed answering the questions, you will meet with the other members of your group to check the accuracy of your answers. Add any information to your answers you may have missed.

Research Questions

1. When did the Battle of Britain begin?
2. What was Britain's goal for the Battle of Britain?
3. How was the defense of Britain organized by the Fighter Command?
4. What role did radar play in the Battle of Britain?
5. What advantages did the British air force have over the German air force?
6. What was Winston Churchill's role in this battle?
7. Who was Hugh Dowding, and what was his role in this battle?
8. Who was Keith Park, and what was his role in this battle?
9. Who was Trafford Leigh-Mallory, and what was his role in this battle?

Resources

The following online resources may be useful in your research. Consult other sources (books, magazines, etc.) as well, if possible.

- http://www.battleofbritain.net/contents-index.html
- http://www.raf.mod.uk/bob1940/background.html
- http://www.historylearningsite.co.uk/battle_of_britain.htm
- http://www.spartacus.schoolnet.co.uk/2WWbritainB.htm
- http://info-poland.buffalo.edu/britain/airbattle.html

Student Resource 2.1.3

Research Guide: Channel Battles

Directions

Individually research and answer the following questions using your textbook, the Internet, and other print materials and resources. When you have completed answering the questions, you will meet with the other members of your group to check the accuracy of your answers. Add any information to your answers you may have missed.

Research Questions

1. When during the Battle of Britain did the Channel battles take place?
2. Who was on the offensive and who was on defensive during the Channel battles?
3. What was the primary strategic goal of the Channel battles?
4. What was the outcome of the Channel battles for Germany?
5. What was the outcome of the Channel battles for England?

Resources

The following online resources may be useful in your research. Consult other sources (books, magazines, etc.) as well, if possible.

- http://www.battleofbritain.net/contents-index.html
- http://www.raf.mod.uk/bob1940/background.html
- http://www.historylearningsite.co.uk/battle_of_britain.htm
- http://www.spartacus.schoolnet.co.uk/2WWbritainB.htm
- http://info-poland.buffalo.edu/britain/airbattle.html

Student Resource 2.1.4

Research Guide: Eagle Attack

Directions

Individually research and answer the following questions using your textbook, the Internet, and other print materials and resources. When you have completed answering the questions, you will meet with the other members of your group to check the accuracy of your answers. Add any information to your answers you may have missed.

Research Questions

1. When did the Eagle Attack offensive take place during the Battle of Britain?
2. Who was on the offensive, and who was on the defensive?
3. What were the primary military events that took place during the Eagle attack offensive?
4. What was the strategic goal of the Eagle Attack offensive?
5. What was the outcome of Eagle Attack for Germany?
6. What was the outcome of Eagle Attack for England?

Resources

The following online resources may be useful in your research. Consult other sources (books, magazines, etc.) as well, if possible.

- http://www.battleofbritain.net/contents-index.html
- http://www.raf.mod.uk/bob1940/background.html
- http://www.historylearningsite.co.uk/battle_of_britain.htm
- http://www.spartacus.schoolnet.co.uk/2WWbritainB.htm
- http://info-poland.buffalo.edu/britain/airbattle.html

Student Resource 2.1.5

Research Guide: The Blitz

Directions

Individually research and answer the following questions using your textbook, the Internet, and other print materials and resources. When you have completed answering the questions, you will meet with the other members of your group to check the accuracy of your answers. Add any information to your answers you may have missed.

Research Questions

1. What specific military event is referred to by the “Blitz”?
2. When did the Blitz take place?
3. What military event triggered the Blitz?
4. What was the outcome of the Blitz for Germany?
5. What was the outcome of the Blitz for England?

Resources

The following online resources may be useful in your research. Consult other sources (books, magazines, etc.) as well, if possible.

- http://www.battleofbritain.net/contents-index.html
- http://www.raf.mod.uk/bob1940/background.html
- http://www.historylearningsite.co.uk/battle_of_britain.htm
- http://www.spartacus.schoolnet.co.uk/2WWbritainB.htm
- http://info-poland.buffalo.edu/britain/airbattle.html

Student Resource 2.1.6

Research Guide: End of Battle

Directions

Individually research and answer the following questions using your textbook, the Internet, and other print materials and resources. When you have completed answering the questions, you will meet with the other members of your group to check the accuracy of your answers. Add any information to your answers you may have missed.

Research Questions

1. Did England or Germany win the Battle of Britain?
2. Was there a specific event that ended the Battle of Britain? If not, what signaled the fact that it was over?
3. When did the Battle of Britain end? Why is it hard to pick an exact date?
4. What were the reasons Germany decided to stop air raids in England?
5. What did Germany want to do with the troops that had previously been fighting in the Battle of Britain?

Resources

The following online resources may be useful in your research. Consult other sources (books, magazines, etc.) as well, if possible.

- http://www.battleofbritain.net/contents-index.html
- http://www.raf.mod.uk/bob1940/background.html
- http://www.historylearningsite.co.uk/battle_of_britain.htm
- http://www.spartacus.schoolnet.co.uk/2WWbritainB.htm
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Lesson 2.1

Battle of Britain

Teacher Resources

Resource	Description
Teacher Resource 2.1.1	Timeline: Iraq War
Teacher Resource 2.1.2	Timeline: Battle of Britain

Teacher Resource 2.1.1

Timeline: Iraq War

Directions for the Class

Point out the year signs (1991 to 2003) posted along the side of the classroom. Tell students they will each receive a slip of paper with an event that occurred prior to the Iraq War. Their job is to stand near the year they think their event may have occurred. Tell them they then need to talk to their neighbors and place themselves in correct chronological order.

Timeline

4/06/1991	After the 1991 Iraq War, the United States and the international community impose sanctions against Iraq, including military restrictions requiring inspections and economic restrictions.
8/26/1992	No-fly zones are established, prohibiting Iraqi planes from flying in northern and southern regions of the country.
10/29/1997	Iraq bars US members of the UN weapons inspection teams.
2/23/1998	UN Secretary General, Kofi Annan, negotiates a new deal with Iraq to restart weapons inspections.
10/31/1998	Iraq ceases all cooperation with UN weapons inspection.
12/16/1998	Weapons inspectors are withdrawn. The US and UK bomb Iraq in *Operation Desert Fox* in response to Iraq's refusal to cooperate with UN weapons inspectors and to weaken Iraq's military strength.
1/20/2001	George W. Bush assumed the office of the President of the United States. Policy toward Iraq switched from containment to removing Saddam Hussein from power.
2/01/2001	Bombing raids were carried out by the British and United States to disable the Iraqi air defense network.
9/11/2001	The 9/11 terrorist attacks occur at the World Trade Center and the Pentagon.
9/20/2001	President Bush announces the "War on Terrorism."
2/01/2002	The Central Intelligence Agency (CIA) sends former ambassador Joseph Wilson to examine claims of Iraqi yellowcake (uranium concentrates). He returns and reports claims to be "unequivocally wrong."
7/15/2002	New weapons inspection proposals are rejected by Iraq.

9/12/2002	President Bush addresses the General Assembly of the United Nations outlining complaints against Iraq to build an international coalition for invading Iraq. President Bush's complaints include that Iraq sheltered terrorist organizations, has been the location of human rights violations, is engaged in the production of weapons of mass destruction (WMD), and has used money from oil, which was required to be spent on the nation's food supply, for weapons.
11/08/2002	United Nations Security Council Resolution 1441 passes unanimously, providing Iraq "a final opportunity to comply with its disarmament obligations."
11/13/2002	Iraq agrees to allow weapons inspections.
11/17/2002	Weapons inspectors return to Iraq after having been removed before operation *Desert Fox* in 1998. The inspection team is led by Hans Blix from the United Nations Monitoring, Verification and Inspection Commission (UNMOVIC) and Mohamed ElBaradei from the International Atomic Energy Agency.
12/07/2002	Iraq submits its 12,000-page weapons declaration as required by UN regulations.
12/19/2002	Hans Blix reports to the UN that Iraq's declarations have been inaccurate and incomplete.
1/27/2003	Hans Blix reports to the UN that Iraq misplaced stores of the VX nerve agent, adding to the unresolved issues of missing evidence regarding destroyed anthrax stockpiles, the whereabouts of long-range missiles, and the fact that Iraq has not fully accepted the disarmament.
2/01/2003	Secretary of State, Colin Powell, addresses the UN General Assembly, presenting evidence that Iraq produced chemical and biological weapons (the credibility of this evidence has since been questioned). Following Powell's presentation, the US, UK, and Spain propose a UN Regulation authorizing military force. Other US allies recommend continued diplomacy. The U.S. and U.K. begin developing plans to invade Iraq circumventing Security Council procedures.
2/15/2003	Millions of people participate in large worldwide anti-war rallies protesting the proposed invasion of Iraq.
2/18/2003	The US stations 100,000 troops in Kuwait
3/17/2003	Diplomatic process in Iraq is declared finished, arms inspectors evacuate Iraq, and President Bush gives Saddam Hussein two days to either leave Iraq or face war.
3/20/2003	The United States, backed by Britain and other nations, invades Iraq, beginning the Iraq War.
5/01/2003	President Bush announces the end of the major combat operation in the Iraq war.
1/23/2004	David Kay, head of the Iraq Survey Group (ISG), a 1,400-member team of international specialists assigned to hunt for evidence of Iraqi WMD programs, resigns stating he did not believe WMD stockpiles existed in Iraq and questions the reliability of pre-war WMD intelligence.

Teacher Resource 2.1.2

Timeline: Battle of Britain

Directions

With your group, find and fill in the notable event(s) associated with the Battle of Britain that occurred on each of the following days.

July 10, 1940	First heavy air attack on Britain by Germany starts the Battle of Britain.
July 16, 1940	Hitler issues Directive 16 outlining the Invasion of Britain (Operation Sealion).
August 1, 1940	Hitler issues Directive 17 updating the Invasion of Britain plan; target date is September 19–26.
August 13, 1940	With the Eagle Attack offensive (“Eagle Day”), the Battle of Britain begins in earnest as the first large air offensive begins with almost 500 bombing sorties by Germany.
August 24, 1940	By accident a German bomber drops bombs on London.
August 25, 1940	In reprisal for the attack on August 24, 1940, the Royal Air Force (RAF) bombs Berlin.
September 7, 1940	Germany begins blitz against London.
September 15, 1940	Battle of Britain Day; RAF scrambles all of its fighters; the Germans lose 56 aircraft, and the British lose 26.
October 12, 1940	Hitler cancels Invasion of Britain.

AOE POE Integrated Curriculum Unit: Bombs Away

Lesson 2.2

World History

Right or Might?

In this History lesson, students evaluate the controversial decision to bomb Dresden during World War II. Students will read accounts of how this decision was made, read descriptions and eyewitness accounts of the devastation that took place, and analyze historical and contemporary reactions to the bombing in the context of what was known then and what is known now about the situation and outcome of the conflict.

This lesson is expected to take four class periods.

Lesson Framework

Learning Objectives

Each student will:

- Describe the difference between various bombing strategies used in World War II.
- Explain how and why Dresden was selected as a target for bombing.
- Examine the effect of the bombing on Dresden citizens.
- Analyze primary source material associated with the 1945 Dresden bombing, including Churchill's position on the bombing.
- Evaluate how the decision to bomb Dresden is viewed today.
- Compare this decision with other contemporary controversial decisions.

Academic Standards

- Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. (NCHS National Standards for World History—Era 8, Standard 3A)
- Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. (NCHS National Standards for World History—Era 8, Standard 3A)
- Explain the major turning points of the war, and describe the principal theaters of conflict in Western Europe, Eastern Europe, the Soviet Union, North Africa, Asia, and the Pacific. (NCHS National Standards for World History—Era 8, Standard 4A)
- Assess how the political and diplomatic leadership of such individuals as Churchill, Roosevelt, Hitler, Mussolini, and Stalin affected the outcome of the war. (NCHS National Standards for World History—Era 8, Standard 4A)

Assessment

Assessment Product	Assessment Criteria
Student essay on the decision to bomb Dresden	Teacher Resource 2.2.5—Rubric: Dresden Decision Do-Over Essay

Prerequisites

- World War II through February 1945

Instructional Materials

Teacher Resources

- Teacher Resource 2.2.1—Key Vocabulary: Right or Might?
- Teacher Resource 2.2.2—Reading: Dresden Decision
- Teacher Resource 2.2.3—Reading: Dresden Bombing Accounts
- Teacher Resource 2.2.4—Reading: Dresden Aftermath
- Teacher Resource 2.2.5—Rubric: Dresden Decision Do-Over Essay

Student Resources

- Student Resource 2.2.1—Worksheet: Bombing Strategies
- Student Resource 2.2.2—Anticipation Guide: Dresden Decision
- Student Resource 2.2.3—Reading Questions: Dresden Bombing Accounts
- Student Resource 2.2.4—Anticipation Guide: Dresden Aftermath
- Student Resource 2.2.5—Essay: Dresden Decision Do-Over

Equipment and Supplies

- Map of 1945 Europe
- Map of 1945 Germany
- Overhead or computer with LCD projector

Lesson Steps

Step	Min.	Activity
		CLASS PERIOD 1
1	**30**	**Class Discussion: A Previous 9/11** Begin the lesson with a discussion of the following questions: 1. Why was the World Trade Center a likely target of the 9/11 attack? 2. What other locations would seriously affect American morale if they were bombed? 3. What are other incidents in modern history where a significant loss of civilian life has occurred as a result of an aggressive action? 4. When do you think the loss of civilian life is justified? 5. What constitutes a "war crime"? Explain to students that while the 9/11 attack was terrible, attacks that targeted civilians with the aim of demoralizing a population are by no means a new strategy.
2	**20**	**Vocabulary: Bombing Strategies** Review the vocabulary terms on the Bombing Strategies worksheet (Student Resource 2.2.1). You may assign this worksheet as homework prior to this lesson.
		CLASS PERIOD 2
3	**30**	**Reading: Dresden Decision (Road to Victory, Vol. VII Excerpt 1)** Set the context of the Yalta Conference for students. Among other things at that time, the Allied Command was considering stepping up the aerial bombing of German cities in an attempt to assist the Soviet forces on the Eastern Front and hasten the end of the war. Allow students time to read the excerpt from Martin Gilbert's biography of Winston Churchill (pp. 1176–1178). Students should fill in the Anticipation Guide: Dresden Decision (Student Resource 2.2.2) prior to reading the excerpt and take additional notes as they read. This excerpt can be downloaded at: **http://winstonchurchill.org/files/public/Martin_Gilbert-Road_to_Victory.pdf** There are two readings in the PDF; you may want to cut and paste each reading into a separate document.

Step	Min.	Activity
4	**15**	**Class Discussion: Before and After Dresden Photos** Display pre- and post-bombing pictures of Dresden. (You can find several examples on Wikipedia or by doing an Internet search for "Dresden bombing.") Compare the photos and ask students to describe the extent of the damage.
5	**5**	**Readings: Dresden Bombing Accounts** Hand out the first three pages from Tami Davis Biddle's article "Sifting Dresden's Ashes" and first-hand accounts of the bombing of Dresden from Lothar Metzger and Victor Klemperer. Assign students to read these descriptions and then answer the Reading Questions for homework. Biddle's article is from *The Wilson Quarterly*, Spring 2005. You will need to make a photocopy at your local library because this article is not freely available online. Metzger's eyewitness account can be downloaded at **http://timewitnesses.org/english/~lothar.html** Klemperer's account can be found at **http://www.spiegel.de/international/0,1518,341230,00.html**
		CLASS PERIOD 3
6	**30**	**Class Discussion: Reaction to Dresden** Discuss with the class their reaction to the Dresden bombing accounts, including the presented rationale: 1. Do you think this action was justified as a normal part of war? Why or why not? 2. According to the Churchill biography, what were the three strategic bombing goals planned in February? 3. What was the Russian point of view at that time? 4. How did the Antonov reports (described in the Churchill biography) influence the decisions that were made? Why do you think he made an "exaggerated assessment"? 5. How do you think the world reacted to this event? Do you think it was controversial?
7	**20**	**Reading: Dresden Aftermath (Road to Victory, Vol. VII Excerpt 2)** Pass out the excerpt from Martin Gilbert's biography of Winston Churchill (pp. 1255–1258) and have students fill in the accompanying Anticipation Guide (Student Resource 2.2.2). This excerpt can be downloaded at: **http://winstonchurchill.org/files/public/Martin_Gilbert-Road_to_Victory.pdf** There are two additional contemporary articles about the Dresden bombing: "Horror of Dresden Bombing Divides Nation" by Kate Connolly can be found at **http://www.telegraph.co.uk/news/main.jhtml?xml=/news/2005/02/10/wdres10.xml&sSheet=/portal/2005/02/10/ixportal.html**

Step	Min.	Activity
		"Bombing of Dresden Matter of Debate" by Murray Campbell can be found at **http://www.theglobeandmail.com/servlet/story/RTGAM.20050214.wxwar14/BNStory/International** Have students finish the reading and the guide for homework.
		CLASS PERIOD 4
8	**40**	**Class Discussion: Right or Might?** Discuss the following issues: 1. Was the bombing of Dresden justified? 2. Why was the bombing controversial at the time? 3. Has the bombing become more or less controversial with time? Why? 4. Do you think the bombing of this city constituted a "war crime"? Why or why not? 5. How does the bombing of Dresden compare to other incidents, both historical and contemporary, where large numbers of civilians have been affected by acts of war?
9	**10**	**Essay: Dresden Decision Do-Over** Assign the following essay to be written up for homework: Explain why Dresden was chosen as a target for bombing and whether or not you think the decision was justified by history. You may have students use the following papers as resources: "Are We Beasts? *Churchill and the Moral Question of World War II "Area Bombing"* by Christopher C. Harmon, downloadable at **http://winstonchurchill.org/files/public/AreWeBeasts-Harmon.pdf** "Historical Analysis of the 14–15 February 1945 Bombings of Dresden" prepared by the USAF Historical Division Research Studies Institute downloadable at **http://www.airforcehistory.hq.af.mil/PopTopics/dresden.htm**

Extensions

Enrichment

- Another good activity using primary sources to analyze the decision to bomb Dresden can be found at **http://www.learningcurve.gov.uk/heroesvillains/g1/**

AOE POE Integrated Curriculum Unit: Bombs Away

Lesson 2.2

Right or Might?

Student Resources

Resource	Description
Student Resource 2.2.1	Worksheet: Bombing Strategies
Student Resource 2.2.2	Anticipation Guide: Dresden Decision
Student Resource 2.2.3	Reading Questions: Dresden Bombing Accounts
Student Resource 2.2.4	Anticipation Guide: Dresden Aftermath
Student Resource 2.2.5	Essay: Dresden Decision Do-Over

Student Resource 2.2.1

Worksheet: Bombing Strategies

Directions

Define and provide historical examples of each of the following terms.

Word	Definition	Example(s)
1. Tactical bombing		
2. Strategic bombing		
3. Area bombing		
4. War crime		

Student Resource 2.2.2

Anticipation Guide: Dresden Decision

Directions

For each of the statements below, circle whether you agree or disagree and write one reason to explain your guess. Then take notes on what you learn about this topic in the assigned reading.

	Top priority should be giving to tactical, rather than strategic targets.
My guess:	**Agree** **Disagree**
My reason:	
I learned:	
	British and American war planning was not done in cooperation with the Russian forces.
My guess:	**Agree** **Disagree**
My reason:	
I learned:	
	It can be effective to exaggerate a threat when trying to gain support from your friends.
My guess:	**Agree** **Disagree**
My reason:	
I learned:	
	Drawing from more countries, the Allies overwhelmed Germany with sheer numbers of ground troops.
My guess:	**Agree** **Disagree**
My reason:	
I learned:	

Student Resource 2.2.3

Reading Questions: Dresden Bombing Accounts

Directions

Read the following three accounts about the bombing of Dresden and answer the following questions.

"Sifting Dresden's Ashes" by Tami Davis Biddle

1. How many refugees flooded the city in 1945? Why did this happen?

2. Describe two things that happened in Dresden during the bombing that were horrific (effects).

3. What was August Schreitmueller's famous sculpture that is associated with the images of the bombing (see picture on p. 61)?

4. What was an incendiary bomb?

5. What are the figures cited for the number of those who died in the bombings? Why do two different numbers exist? Which is more reliable and why?

6. Which two air forces bombed Dresden?

7. Why is Dresden sometimes symbolically associated with Hiroshima?

8. What is the meaning of the title of the article "Sifting Dresden's Ashes"?

"Fire-bombing of Dresden" by Lothar Metzger

9. How old was Lothar Metzger in 1945?

10. Name at least two things that he remembered about the air raids.

11. What was it like to be in a bomb shelter during the raid?

12. What were some of the personal losses that Lothar's family suffered as a result of the bombings?

“Surviving the Firestorm” by Victor Klemperer

13. What was Victor Klemperer doing when the Dresden bombing began?

14. Besides the initial explosions, what were the dangers that followed the bombings?

15. Where does Victor try to take shelter? How effective was that location as a shelter?

16. What happened to Victor’s wife?

Student Resource 2.2.4

Anticipation Guide: Dresden Aftermath

Directions

For each of the statements below, circle whether you agree or disagree and write one reason to explain your guess. Then take notes on what you learn about this topic in the assigned reading.

	Citizens in Nazi-occupied territories would be strongly supportive of the efforts of the Allies to drive out the Germans.
My guess:	**Agree** **Disagree**
My reason:	
I learned:	
	Heavy civilian casualties would cause political and military leaders to question the wisdom of area bombing.
My guess:	**Agree** **Disagree**
My reason:	
I learned:	
	Allied leaders agreed that the purpose of bombing Dresden was because it was a military target.
My guess:	**Agree** **Disagree**
My reason:	
I learned:	
	Area bombing industrial centers in Germany had disadvantages for the Allies also.
My guess:	**Agree** **Disagree**
My reason:	
I learned:	

Student Resource 2.2.5

Essay: Dresden Decision Do-Over

Directions

Write an essay addressing the question: Why did the Allies choose to bomb Dresden, and was it the right decision? The essay should include the following:

- A title
- An explanation of the known reasoning behind the Dresden bombing decision
- A description of how the bombing was a tragedy for the victims
- A position on whether you think the decision was justified, including evidence to support your reasoning

To prepare your report, you must consult and cite a minimum of three sources of varying types (Internet, books, magazines, etc.).

The report should be two to three pages long, and it should be prepared using word processing software.

Resources

The following online resources may be useful in your research. Remember to consult other sources (books, magazines, etc.) as well.

- "Are We Beasts? *Churchill and the Moral Question of World War II "Area Bombing"* by Christopher C. Harmon
  http://winstonchurchill.org/files/public/AreWeBeasts-Harmon.pdf

- "Historical Analysis of the 14–15 February 1945 Bombings of Dresden" prepared by the USAF Historical Division Research Studies Institute
  http://www.airforcehistory.hq.af.mil/PopTopics/dresden.htm

- "Horror of Dresden bombing divides Nation" by Kate Connolly
  http://www.rense.com/general62/ddiv.htm

- "Bombing of Dresden Matter of Debate" by Murray Campbell
  http://www.theglobeandmail.com/servlet/story/RTGAM.20050214.wxwar14/BNStory/International
  http://www.airforcehistory.hq.af.mil/PopTopics/dresden.htm

AOE POE Integrated Curriculum Unit: Bombs Away

Lesson 2.2

Right or Might?

Teacher Resources

Resource	Description
Teacher Resource 2.2.1	Key Vocabulary: Right or Might?
Teacher Resource 2.2.2	Reading: Dresden Decision
Teacher Resource 2.2.3	Reading: Dresden Bombing Accounts
Teacher Resource 2.2.4	Reading: Dresden Aftermath
Teacher Resource 2.2.5	Rubric: Dresden Decision Do-Over Essay

Teacher Resource 2.2.1

Key Vocabulary: Right or Might?

These words will be introduced or reinforced in this lesson.

Word	Definition
Tactical bombing	Tactical bombing is bombing that is directed against enemy military forces and other military targets and enemy strongholds. It has a direct and immediate effect on the battlefront. For instance, if a train carrying guns is bombed as it is going to the front, the effects will be felt immediately.
Strategic bombing	Strategic bombing is bombing of enemy targets such as industrial plants, port facilities, and railway bridges. It also includes more widespread bombing of an enemy's cities and other civilian-populated areas. Its goal is to eliminate the enemy's capability and will to sustain a war effort. Its effect may not be felt immediately. For example, if a munitions plant is bombed, the effect may be felt only after some time has passed.
Area bombing AKA Carpet bombing	Area bombing (or carpet bombing) is bombing using large numbers of unguided gravity bombs, often with a high proportion of incendiary bombs, to attempt the complete destruction of a target region, either to destroy personnel and material or as a means of demoralizing the enemy.
War crime	Any of a variety of crimes committed during a war and considered in violation of national and international laws and customs regarding the conventions of war, and other activities associated with war. Examples of war crimes include, but are not limited to the following: • Torture • Wanton destruction of property • Taking hostages • Using child soldiers • Directing attacks upon civilians • Killing surrendered combatants • Misusing the flag of truce Crimes against peace (e.g., military takeover of a sovereign nation) and crimes against humanity (e.g., genocide) are often discussed and committed in concert with war crimes, but they are technically different offenses under international law.

Teacher Resource 2.2.2

Reading: Dresden Decision

Download a PDF of pp. 1176–1178 from Martin Gilbert's biography of Winston Churchill, Road to Victory, Vol. VII at: http://winstonchurchill.org/files/public/Martin_Gilbert-Road_to_Victory.pdf

This PDF document contains two excerpts from the Churchill biography. The first excerpt describes events leading up the decision to bomb Dresden. You may want to cut, paste, and reformat the text of this document to make it easier to read.

Teacher Resource 2.2.3

Reading: Dresden Bombing Accounts

"The Fire-bombing of Dresden" by Lothar Metzger
http://timewitnesses.org/english/~lothar.html

"Surviving the Firestorm" by Victor Klemperer
http://www.spiegel.de/international/0,1518,341230,00.html

Teacher Resource 2.2.4

Reading: Dresden Aftermath

Download a PDF of pp. 1255–1258 from Martin Gilbert's biography of Winston Churchill, Road to Victory, Vol. VII at: http://winstonchurchill.org/files/public/Martin_Gilbert-Road_to_Victory.pdf

This PDF document contains two excerpts from the Churchill biography. The second excerpt describes Churchill's reaction to the bombing strategies being used in 1945. You may want to cut, paste, and reformat the text of this document to make it easier to read.

You can also download a copy of the original memo referenced in this excerpt at: http://en.wikipedia.org/wiki/Image:Dresden%2CChurchillletter.jpg

Teacher Resource 2.2.5

Rubric: Dresden Decision Do-Over Essay

Student Name(s): _____ *Date:* _____

Activity Name: _____

	Exemplary	Solid	Developing	Needs Attention
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.
Evidence and Examples	All of the evidence and examples are specific and relevant, and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific and relevant, and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.
Sources	All sources used for quotes, statistics, and facts are credible and cited correctly.	All sources used for quotes, statistics, and facts are credible, and most are cited correctly.	Most sources used for quotes, statistics, and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.
Grammar and Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1–2 errors in grammar or spelling that distract the reader from the content.	Author makes 3–4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.

AOE POE Integrated Curriculum Unit: Bombs Away

Lesson 2.3

English Language Arts

Making a Case

In this English Language Arts lesson, students will learn and practice fundamental debating and public speaking skills. Students will extend the research they completed in Lesson 2.4 on bombing strategies in World War II to include the use of military force against civilian populations in a variety of conflicts up to the present. Pairs of students will make and refute arguments about assigned conflicts.

This lesson is expected to take three class periods.

Lesson Framework

Learning Objectives

Each student will:

- Research opposing arguments for controversial topics using a variety of media sources.
- Engage in debate in front of an audience.
- Make assertions with reasoning supported by evidence.
- Refute arguments and evidence advanced by other students.

Academic Standards

- Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. (NCTE Standards for the English Language Arts)
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. (NCTE Standards for the English Language Arts)
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. (NCTE Standards for the English Language Arts)
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). (NCTE Standards for the English Language Arts)

Assessment

Assessment Product	Assessment Criteria
Performance in debates	Teacher Resource 2.3.2—Rubric: Debate

Prerequisites

- Students completed Lesson 2.3.
- Students should be familiar with finding and evaluating information found on the Internet.

Instructional Materials

Teacher Resources

- Teacher Resource 2.3.1—Guide: Sample Debate
- Teacher Resource 2.3.2—Rubric: Debate

Student Resources

- Student Resource 2.3.1—Handout: Making a Case
- Student Resource 2.3.2—Worksheet: Debate Research

Equipment and Supplies

- None

Lesson Steps

Step	Min.	Activity
		CLASS PERIOD 1
1	**15**	**Class Discussion: Controversy** Make a statement about which your students are likely to have strong differing opinions. It can be a statement about something serious, like local or national policy, or it can be something fun, like popular culture. Ask an outspoken student on one side

Step	Min.	Activity
		to stand and defend her or his position on the topic for up to a minute. Allow a student with an opposing opinion to respond for up to a minute. Take a quick survey of the class: even if they don't agree with the position, which student, in their opinion, did a better job in making their case? Why?
2	**20**	**Direct Instruction: Debating Skills** Introduce students to two fundamental skills of debate: making an argument and refuting an argument using the Making a Case handout (Student Resource 2.3.1). Give a few examples and model a simple debate for students on a topic of interest to teens.
3	**15**	**Pair Share: I Disagree** Pair students together and have them play a game of "I Disagree." Have each student come up with a handful of basic assertions. Starting at random, one student should make an assertion, and the other student should refute that assertion using the four-step process listed in the Making a Case handout. Have students take turns making assertions and refutations.
		CLASS PERIOD 2
4	**50**	**Research: Preparing Arguments** Assign each student one topic to research. Students will conduct research in support of and against positions regarding each topic. Do not tell students which side they will be arguing for ahead of time. You may wish to have students do this research in pairs or groups. They can finish the research for homework.
		CLASS PERIOD 3
5	**50**	**Debate: Making the Case** Match up students into pairs (or foursomes, if you want the pairs to debate each other). Randomly assign each side to the affirmative or negative side. The affirmative side should get two minutes to make and support their argument, and the opposing side should get two minutes to refute and make their arguments. The rest of the class should listen and judge using the Debate rubric (Teacher Resource 2.3.2). You will need separate rubrics for the "affirmative" and "negative" teams.

AOE POE Integrated Curriculum Unit: Bombs Away

Lesson 2.3

Making a Case

Student Resources

Resource	Description
Student Resource 2.3.1	Handout: Making a Case
Student Resource 2.3.2	Worksheet: Debate Research

Student Resource 2.3.1

Handout: Making a Case

ARE You Making a Good Argument?

There are three main parts to making a good argument, abbreviated "ARE":

1. Assertion: An argument begins with a statement that describes the main point you are trying to make. This statement is called the assertion.
   - The voting age should be lowered to 16.
2. Reasoning: Assertions are followed up by reasoning. Reasoning is the "because" part of an argument where you support the assertion you've just made.
   - Because allowing younger people to vote would increase their involvement in politics and society.
3. Evidence: Finally, a good argument includes multiple pieces of evidence from multiple unbiased sources that act as proof for your reasoning. This is often the "for example" part of an argument.
   - For example, politicians are more likely to listen to what kids have to say if they have a vote.

Refuting an Argument

A debate isn't just about making your own points. It's also about responding to the assertions of the opposing side. There is a basic four-step procedure to follow for respectfully refuting an argument:

1. Refer to the original argument. A key element in debates is to make sure your argument is easy to follow, so you need to remind the audience of the original point that you are about to answer.
   - The opposing team says the voting age should be lowered to 16.
2. Make a counterpoint. After reminding the audience of the original argument, present an alternative argument. Sometimes the counter-argument is just an assertion of the opposing view. Other times it is an attack on the reasoning behind or evidence for the original assertion.
   - But I disagree; lowering the voting age doesn't increase involvement.
3. Support your view with evidence. Support your counterpoint with evidence of your own.
   - For example, the United States lowered the voting age from 21 to 18 in 1971, but as it turned out, young people vote far less than the rest of the voting population.
4. Synthesize your competing argument. Summarize your argument at the end so the audience will remember your view.
   - Therefore, we shouldn't lower the voting age because it's a big change that is not likely to result in a significant change in students' interest in politics.

Student Resource 2.3.2

Worksheet: Debate Research

Directions

You (and your partner) will be debating the justification of the bombing strategies used in one of the following military conflicts. Prepare a set of arguments both for and against.

- Guernica bombing
- Hiroshima bombing (atomic bomb)
- Operation Rolling Thunder (1965–1968)
- Operation Allied Force (1999)
- Operation Enduring Freedom—Afghanistan (2001)
- Operation Iraqi Freedom (Cluster bombs) (2003)

Both sides will have no less than two, and no more than three, minutes to make their arguments.

Background

Begin your research by answering the following questions about the conflict:

- When did the bombing take place?
- Was the bombing part of a larger military action? What action?
- Who was doing the bombing and who was being bombed?
- What was the stated purpose of the bombing?
- Did the bombing accomplish the stated goals?
- What military targets were affected by the bombing?
- What non-military targets were affected by the bombing?

AOE POE Integrated Curriculum Unit: Bombs Away

Lesson 2.3

Making a Case

Teacher Resources

Resource	Description
Teacher Resource 2.3.1	Guide: Sample Debate
Teacher Resource 2.3.2	Rubric: Debate

Teacher Resource 2.3.1

Guide: Sample Debate

Use the arguments below as a starting point to model appropriate debating skills for the class.

Topic

School Sports

Affirmative

Public schools should eliminate competitive sports programs.

- Participating in school sports takes time away from schoolwork.
- Many student athletes are consistently sleep deprived because they need to get up early for practice.
- Participation in highly competitive sports is increasingly resulting in serious injuries at younger ages, as well as encouraging the use of performance-enhancing drugs.
- Competitive sports programs are incredible costly (coaches, transportation, uniforms), and school budgets can no longer afford to support them.
- If you offer intramural sports instead, you can get the health benefits of sports without a lot of the disadvantages.

Negative

Some say we should eliminate competitive sports in schools, but I disagree. Competitive sports provide important benefits that should not be removed from school.

- Playing sports gives students an incentive to stay active, and we already have an obesity problem among youth in the United States.
- The eligibility requirements to play on sports teams encourage some students to maintain a good GPA and follow school rules. Sports also provide some students with alternative opportunities to feel successful.
- Participation in sports can catch the eye of college recruiters and help students qualify for scholarships to help pay their college tuition.
- Playing competitive sports develops important life skills such as teamwork and a sense of “fair play.”
- Competitive sports provide opportunities for a school to connect with the community, which is important when attempting to pass funding initiatives.

Teacher Resource 2.3.2

Rubric: Debate

Student Name(s): _____ *Date:* _____

Debate Topic: _____

	Exemplary	Solid	Developing	Needs Attention
Assertion (Affirmative)	A clear, strong assertion was stated at the beginning.	An assertion was stated at the beginning.	An assertion was made, but it was unclear or not made at the beginning.	No assertion was made.
Rebuttal (Negative)	All arguments made by the affirmative team were addressed.	Most of the arguments made by the affirmative team were addressed.	A few of the arguments made by the affirmative team were addressed.	No attention was paid to the arguments of the affirmative team.
Reasoning	All arguments were clearly tied to the assertion and organized in a tight, logical fashion.	Most arguments were clearly tied to the assertion and were organized in a tight, logical fashion.	All arguments were tied to assertion, but the organization was sometimes not clear or logical.	Arguments were not clearly tied the assertion.
Evidence	Every major point was well supported with several relevant facts, statistics, and/or examples.	Every major point was adequately supported with relevant facts, statistics, and/or examples.	Every major point was supported with facts, statistics, and/or examples, but the relevance of some of the points was questionable.	Many points were not supported.
Respect for Other Team	All statements, body language, and responses were respectful and appropriate.	Statements and responses were respectful and used appropriate language, but once or twice body language was not respectful.	A few disrespectful statements were made, or there were examples of disrespectful body language.	Statements, responses, and/or body language were consistently not respectful.