

**Lynne M. O'Hara Advanced Placement U. S. History**  
**Unit 9: Great Depression, New Deal, World War II**  
**Day 11 – Through the Eyes of a Soldier**

**Date: 2/08/12 and 2/09/12 Blocks 1 and 2**

**A. Enduring Understandings:**

- The U.S. went to war to protect its economic interests, discourage tyranny, and to avenge Pearl Harbor.
- The U.S. government oversaw an aggressive mobilization of the nation's resources to win the war.
- The quest to "fight the good war" challenged a diverse America to face assumptions about gender roles, race, and discrimination.

**B. Essential Questions:**

- What role does ideology play in mobilizing military and domestic forces?
- What insights can primary documents tell us about the "ordinary" men and women involved in major historical events?

**C. Objectives**

- Students will be able to demonstrate their ability to interpret a variety of primary source documents to analyze the life of a US soldier who died in World War II.
- Students will be able to work in small groups to synthesize their research and draw conclusions about this soldier and his World War II experience.

**D. Pennsylvania Standards / Skills**

- PA8.1.12.B. Synthesize and evaluate historical sources
- 8.1.12.D. Synthesize historical research: Primary sources; Secondary sources; Conclusions; Credibility of evidence.
- 8.3.12.A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.

**E. Materials (day 1):**

- Documents loaded onto Sharepoint (See Bibliography for examples)
- Google Documents set up with student response file (<http://docs.google.com>)
- Computer lab access for classes larger than the laptop cart will allow.

<b>F. Procedures - Day 1</b>	Time	Segments of Lesson	Teacher Activity	Student Activity
	20 min	Introduction	<p>-Teacher will introduce task</p> <p>Logistical challenges of assembling men and machinery for Operation Overlord</p> <p>Planning of Operation Overlord</p> <p>Logistical challenges of the D-Day operation</p> <p>Teacher will group students in mixed-ability groups, and show them where resources are available electronically, begin accessing laptops.</p>	Students will take notes, engage in formative assessment mini-activities (partner discussion, brainstorming, true/false).
	60 min	Body of Lesson	Assist with access and set up if needed.	Student groups will collaborate using Google documents to complete the series of questions using the documents provided to them in electronic format (see document list).

### **G. Procedures - Day 2**

Time	Segments of Lesson	Teacher Activity	Student Activity
30 min	Post-Research Discussion	-Teacher will facilitate discussion, but students will be the primary speakers	Students engage in a discussion regarding the documents and their findings and questions

### ***Discussion Questions:***

- What documents did you find most helpful? Why?
- Which documents were not helpful? Why?
- What did you learn about Begel's family life? Why do you think he waited to be drafted instead of enlisting?
- To what extent was the Normandy Campaign successful because the troops were supplied with the food, ammunition, and supplies they needed?
- What surprised you? What caught your attention?
- Why do you think Begel's mother chose for his remains to be buried in France rather than being returned to Pennsylvania?
- What questions do you still have? What do you wish you knew?

### **H. Wrap up:**

- Show students the junior year yearbook photo and entry from Lehigh High School.
- Model how to begin this process using the database on the American Battle Monuments Commission and the National Archives records search. (<http://www.abmc.gov/home.php> and <http://www.archives.gov/veterans/>)
- Discuss the importance of studying the individual to understand the big picture of history.

### **I. Materials (day 2)**

- Student responses from previous day with comments.
- Projector set up with last power point slide, connections linked for American Battle Monuments Commission and National Archives World War II records group.

### ***"Through the Eyes of a Soldier"***

#### **Willard U. Begel, 1921-1944**

We are going to investigate the World War II experience through the eyes of one soldier, Willard U. Begel, of Lehigh, Pennsylvania. Your task today is to work in a cooperative group using primary and secondary sources to help answer the following questions about the life, war experience, and death of Technician Fourth Class Begel. You will be given a series of documents to consider. Some documents will be very helpful, others will not.

All documents can be found in electronic format. Go to: <http://moourl.com/ohara>

Click on AP US History (any unit)

Scroll to the bottom – open the folder titled "Through the Eyes of a Soldier"

Investigation	Answer	Evidence
Tell me about the Begel family in 1900		
Tell me about the Begel family in 1930		
Who was Begel's next of kin listed in his documents (hint: two were listed).		
Tell me about Pennsylvania in World War II? What role did the state play in the "Arsenal of Democracy?" What is the "Arsenal of Democracy" and who coined the term?		
Was Begel drafted or did he enlist?		
Which branch of the military did he serve in? What was his job?		
What was Begel's serial number?		
What is the job of a Port Battalion?		
When was the 519th Port Battalion activated?		
Where was the Battalion stationed in England? How did they pass time while they are there?		
Explain Operation Fortitude.		
Name and explain three jobs with which the First Engineer Special Brigade was tasked.		
What advancements in technology and strategy allowed for the massive amphibious D-Day landings?		
What is a DUKW?		
When did Begel reach Utah Beach?		

What were conditions like upon and immediately after landing on Utah Beach?		
What types of landing craft were available on Utah Beach on D-Day?		
What other jobs did the First Engineer Special Brigade take on after the invasion?		
What happened the night of June 15-16, 1944 on Utah Beach?		

### **Bibliography – Documents Provided to Students**

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