



# Pre and Post-Visit Activities

Pre-Visit Information for Teachers/Chaperones and our Scavenger Hunts for self-guided visiting school groups are also available on-line.

Created by the Education Department  
The National WWII Museum  
945 Magazine St.  
New Orleans, LA 70130  
504/528-1944  
[www.nationalww2museum.org](http://www.nationalww2museum.org)

## Table of Contents

<u>Important Information</u>	2
Pre-Visit Activities	3
Post-Visit Activities	10

- ❖ For those attending a Solomon Victory Theater screening of *Beyond All Boundaries*, your group must arrive 15 minutes before the start of the show. **Once the film begins your group will not be allowed entry.**



THE NATIONAL  
WWII MUSEUM

❖ ❖ TEACHERS AND CHAPERONES ❖ ❖  
***Please read this important information.***

The Museum is often crowded. For many visitors, the Museum experience is a moving, emotional one. ***Students must be on their best behavior.***

- ❖ For those attending our *Beyond All Boundaries* movie, your group must arrive at the theater 15 minutes before the start of the show. **Once the film begins your group will not be allowed entry.**
- ❖ Elements of *Beyond All Boundaries* film including loud noises, flashing lights, fog effects, and sudden chair movements may aggravate certain medical conditions. Stationary seating is available.
- ❖ We believe the film is appropriate for grade 6 and up. The film contains graphic images, including archival footage from WWII battlefields. This may be too intense for younger viewers. .
- ❖ Teachers and Chaperones **MUST** stay with their students AT ALL TIMES, including in the Museum Store and Soda Shop.

Both teachers and chaperones must stay with students, and are responsible for student conduct, while at the Museum. Failure to do so may result in notification to your principal and loss of future visiting privileges for your school.



## Pre-Visit Activities

**Objective:** To familiarize students with Museum resources and WWII geography and vocabulary before their field trip.

Guiding Questions for student understanding of the upcoming Museum visit:

- 1) Who has been to a Museum? What do Museums offer that is not available from a book, or on-line?
- 2) Why is it important to study history?
- 3) Why is it important to study WWII? How will a Museum visit help us learn about WWII?

**Activity 1: *Picture This*** (page 4)

Use the photographs provided to teach the students how to "read" historical photographs. This may be done individually or as a class. Encourage the students to look at details, even using a magnifying glass if one is available, and make conclusions. This activity will prepare them to view Museum artifact and photos with a critical eye. *Answers on page 11.*

**Activity 2: *D-Day Geography*** (page 6)

Find internet maps of northwestern Europe from the WWII era on the internet. Students should use the maps and the *D-Day Geography* questions to better understand the area. Use other classroom resources to find out what kind of terrain the Allied forces found in Normandy.

**Activity 3: *Geography of the Pacific Theater*** (page 6)

Find internet maps of the western Pacific Ocean from the WWII era. This activity will help students better understand the geography of the Pacific Theater of Operations (PTO).

## Activity 1: *Picture This!*

**Directions:** You will see these photographs at The National WWII Museum! Take some time to look closely at each WWII photograph. Try to guess what is happening in each picture and why. Look in the foreground and the background, at both the big picture and the small details. Then answer the questions beside each photograph.



### Photograph #1

1. What is in the center of the picture?
2. Who are the men and what are they doing. What details from the picture support your conclusion?
3. How is this piece of equipment different from equipment that looks like this one?
4. What do you think this particular piece of equipment was used for?



### Photograph #2

1. Who are the men and where are they going?
2. What kind of equipment do they have with them?
3. What is happening on shore and in the water in front of them?
4. Why do you think that no one is looking over the front of the boat?

### Photograph #3

1. What is in the center-top part of this picture?
2. Who are the men and where are they. What details from the photo support your conclusion?
3. What are they doing?
4. What could this piece of equipment be



## Pre-Visit Activities

### Answer Key

#### **Picture This!**

Photograph #1: Taken near Dover, England shortly before D-Day. These British soldiers are moving a rubber dummy tank. Fake equipment, radio signals, and camp sites were used by the Allied forces to fool the German military into thinking that the expected invasion into Western Europe would occur across the Pas de Calais, not in Normandy, France.

Photograph #2: Taken on the English Channel in the early morning, June 6, 1944. U.S. infantrymen in a Higgins LCVP moving toward Omaha Beach. Other Allied equipment and personnel are blocking their path to the beach. Despite the seeming calm, the soldiers were under heavy fire from German troops and kept themselves protected behind the raised steel ramp. The smoke on shore is an indicator of artillery fire and burning vehicles.

Photograph #3: Taken on Omaha Beach, Normandy, as the beaches were being secured. These men, from the 320<sup>th</sup> Barrage Balloon Battalion are launching barrage balloons that remained attached to the ground by cables. The purpose was to protect soldiers and equipment on the beaches. German dive-bombers would not fly close to the balloons fearing their airplane would be damaged the cables. The U.S. Army was segregated during World War II and, although many African American regiments proved their skill and courage in battle, they were most often assigned to non-combat duties.

## Activity 2: D-Day Geography

This activity will help you familiarize your students with the geography of the northwestern area of the European Theater of Operations (ETO).

### **Directions:**

1. Find classroom or on-line maps of the northwest section of Europe in World War II.
2. Identify Germany, France and Great Britain, and each country's capital – Berlin, Paris and London, respectively.
3. Identify the body of water between Great Britain and France.
4. Locate the town of Calais, France, where England and France are closest to each other. This is where Adolf Hitler thought the D-Day invasion would take place.
5. Locate the beaches in Normandy, France where the Allied troops actually landed on D-Day.
6. How many miles is it from London to Normandy? \_\_\_\_\_ miles.

## Activity 3: Geography of the War in the Pacific

This activity will help your students familiarize yourself with the geography of the Pacific Theater of Operations (PTO). Use other classroom resources

### **Directions:**

1. Find classroom or on-line maps of the western Pacific Ocean in World War II.
2. Identify Japan, and Manchuria, the area that Japan invaded in 1931 to obtain natural resources.
3. Identify China. Japanese troops also occupied China in the late 1930's.
4. Identify Pearl Harbor, Hawaii. Japanese airplanes attacked the American fleet in this harbor on December 7, 1941, drawing America into WWII.
5. Find the island of Midway northwest of Hawaii. In June, 1942, American naval forces sank four Japanese carriers near here, which was the start of Japan's decline in WWII.
6. Locate the island of Guadalcanal in the Solomon islands. American and Japanese forces waged a difficult campaign to secure the island and its airfield.
7. Locate Okinawa, south of Japan. American forces started their final approach toward Japan by taking this large island.
8. Locate the cities of Hiroshima and (if on the map, Nagasaki,) Japan. The only two atomic bombs ever used in combat were dropped on these cities on August 6, and August 9, 1945.

# WWII Glossary

**Aerial Bombardment** – Strategic attacks carried out by bombing aircraft designed to destroy targeted areas, usually fortifications, factories and railroads.

**Aircraft Carrier** – a warship designed specifically for aircraft to launch from its deck.

**Allied Powers (referred to as "The Allies")** - the twenty-six nations led by Great Britain, the United States, and the Soviet Union that joined in war against Germany, Italy, Japan.

**Atlantic Wall** - the defenses constructed by the German military, primarily using slave labor, along the Atlantic coast of Europe, from Norway to the Pyrenees, to defend German occupied territory from Allied invasion.

**Armada** - a fleet of warships and/or military aircraft; the group of ships and aircraft that left Great Britain for France in pre-dawn hours of D-Day.

**Axis Powers (referred to as "The Axis")** - Germany, Japan, Italy, during WWII.

**B-29** – “Superfortress” bombers developed during the war, which were capable of carrying much larger loads of bombs than previous, smaller models.

**Battalion** - a U.S. Army tactical unit made up of three or more companies or batteries; is normally commanded by a lieutenant colonel and is the basic building unit of a division.

**Battle of Leyte Gulf** – The largest naval battle in history, lasting 4 days. The American forces defeated the Japanese during their campaign to retake the Philippines.

**Battle of the Philippine Sea** – The largest aircraft carrier battle in history, between 9 Japanese carriers with 473 airplanes and 15 American carriers with 956 airplanes.

**Beachhead** - a position established by invading troops on an enemy shore; the area on the beaches in France where Allied boats and equipment landed during D-Day.

**Blitzkrieg** - meaning "lightning war" in English, was Germany's invasion tactic that combined swiftly moving ground forces and devastating air attacks, used by the Nazis to conquer Poland and France. Pronounced “**blits**-kreeg”

**Churchill** - Prime Minister Winston Churchill of Great Britain.

**Corpsmen** – U. S. Navy personnel who were in charge of tending to wounded sailors and marines. Pronounced “**kor**-men”

**Destroyer** - a versatile surface warships widely used in the war.

**Division** - the largest ground combat formation that normally includes infantry, artillery and armored components; usually commanded by a major general.



**Doolittle** – Lt. Col. James ‘Jimmy’ Doolittle led America’s first bombing raid on Japan by launching B-25 bombers from the deck of an aircraft carrier in March, 1942.

**Eisenhower** - General Dwight D. "Ike" Eisenhower was the Supreme Commander of the Allied Expeditionary Force. He was in charge of Operation Overlord.

**English Channel** - the body of water between the island of Great Britain and the continent of Europe over which the Allies had to cross in order to attack the German army in France.

**Enigma** - German secret codes which were broken by the Allies, aiding in their deception efforts before D-Day.

**Glider** - a lightweight, motor-less airplane; used during D-Day to carry personnel and equipment behind enemy lines.

**Gold (Beach)** - the Allied code name for Asnelles beach on D-Day; the British 50th Infantry Division was assigned to Gold Beach.

**Hedgehog** – portable beach obstacle constructed of three welded pieces of iron, made to damage landing craft.

**Higgins** – Andrew Jackson Higgins and his 30,000 employees at Higgins Industries in New Orleans constructed 12,500 LCVs (Landing Craft, Vehicle, Personnel) during WWII.

**Hirohito** – Emperor of Japan, believed by Japanese citizens to be the divine leader of the Shinto religion.

**Hitler** - Adolf Hitler was the dictator of Nazi Germany from 1933 to 1945.

**Infantry** - the branch of service consisting of soldiers trained and equipped to fight and move from place to place chiefly on foot.

**Internment** – Relocation and confinement of over 100,000 Japanese-Americans by the United States government in 10 relocation centers throughout the American southwest.

**Juno (Beach)** - Allied code name for Courseulles beach on D-Day; the Canadian 3rd Infantry Division was assigned to Juno Beach.

**Kamikaze** – Japanese pilots trained and instructed to crash their airplanes into American ships. Pronounced “**kom**-a-kozi”

**LCVP** - acronym for a boat produced by Higgins Industries, named Landing Craft, Vehicle, Personnel (more commonly called a Higgins boat).

**Midway** – Often seen as the turning point of the war in the Pacific, Midway was the first great success by American naval forces in WWII.

**Normandy** - a geographical location in France on the northwestern seashore.

**Omaha (Beach)** - Allied code-name for the beach at Calvados on D-Day; the United States 1st and 29th Infantry Divisions were assigned to Omaha Beach.

**Operation Fortitude** - the code-name for the Allied military plan that included tactics to mislead the German military prior to D-Day.

**Operation Overlord** - the code-name for the Allied invasion into German-occupied Western Europe.

**Paratroopers** - soldiers trained to parachute from an aircraft; during D-Day the men who parachuted behind enemy lines to assist the soldiers who landed on the beaches.

**Pas-de-Calais** - the narrowest point between Great Britain and France; the location that many Germans believed the Allies would attack. Pronounced “**pah**-du-calay”

**Patton** - General George S. Patton was in command of the fictitious army that was part of Operation Fortitude.

**Pearl Harbor** – Base in Oahu, Hawaii where much of the United States Pacific Fleet was anchored during the December 7<sup>th</sup>, 1941 attack by the Japanese.

**Pillbox** - a low, enclosed gun emplacement of concrete and steel; used by Germans along the "Atlantic Wall."

**Rangers** - a specially trained United States Army unit; the soldiers who climbed the cliffs of Pointe du Hoc Normandy during the D-Day invasion.

**Rommel** - Field-Marshal Erwin Rommel was sent to France by Hitler to strengthen the Atlantic Wall, and organize the defense of Western France.

**Roosevelt** - Franklin Delano Roosevelt was president of the United States from 1933-1945, and along with Churchill and Stalin was one of the “Big Three.”

**SHAEF (Supreme Headquarters Allied Expeditionary Force)** - the group of military leaders who planned and supervised Operation Overlord.

**Sword (Beach)** - Allied code name for Dourves beach on D-Day; the British 3rd Infantry Division was assigned to Sword Beach.

**Truman** – Harry S Truman became the 33<sup>rd</sup> President of the United States upon the death of Franklin Delano Roosevelt, in April, 1945.

**Utah (Beach)** - Allied code name for beach landing on D-Day; the United States 4th Infantry Division was assigned to Utah Beach.

**Wehrmacht** - the German Army. Pronounced “**vare**-macht”

**Yamamoto** – Admiral in the Japanese Navy who planned and staged the Japanese sneak attack at Pearl Harbor.



## Post-Visit Activities

**Objective:** to review and reinforce what students have learned about WWII.

### **Activity 1: Student Discussion**

Hold a class discussion about your Museum visit. Ask one or more of the following questions:

- *Do you think that Americans today could accomplish what they did during WWII if another world-wide conflict erupted? Why or why not?*
- *What lessons from World War II could we use in our lives today?*
- *Did your visit to the Museum change your view of history? How and why?*
- *If you were director of the Museum, what exhibits would you add to The National WWII Museum and why? Would you change anything else?*

### **Activity 2: Personal Stories**

Assign a creative writing project. Let students write a first person story or poem about an individual's experience during World War II. Students may want to interview someone they know who lived during World War II for added information – (this may be someone who was a child during the war.) Stories may be in the form of a play, a letter, or a diary. Students can read their work to the class.

### **Activity 3: Review Activities**

Find out how much your students remember from their trip to The National World War II Museum by giving them copies of the *Word Searches*, *Word Scramble*, and/or *Matching Puzzle* below. Consider giving these activity pages to them for the bus ride back to school.