



THE NATIONAL
WWII MUSEUM

The Daytime D-Day Hour

Producing a D-Day Talk Show

A Lesson Plan from
the Education Department of the
The National World War II Museum

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Producing a D-Day Talk Show

Today's TV talk shows do not always offer the educational information the inquisitive viewer seeks. Here is a chance for your students to produce their own D-Day talk show, learning about World War II characters in the process.

OBJECTIVE: By researching and portraying various D-Day-related historical characters, students will learn to identify the key players and events of D-Day.

BENCHMARKS: **Grades 7-8:** H-1A-M2; H-1A-M3; H-1B-M17; H-1C-M17
Grades 9-12: H-1A-H2; H-1B-H13; H-1C-H13

DIRECTIONS:

1. This lesson will take two class periods, or one class period and some homework.
2. Assign the following characters to chosen students (girls can play male characters): Roosevelt, Eisenhower, Rommel, Rosie the Riveter, Andrew Higgins, a U.S. GI, a French Resistance spy, Churchill, and a German soldier on the Atlantic Wall. Have these students research their characters' involvement in D-Day and fill out the attached worksheet and make a nametag to wear (students can dress in costume if they have the resources). Also choose a talk show host and have him or her research D-Day in general and fill out the host's worksheet. Select two students to research the home front and prepare a commercial to support the war effort (filling out the home front worksheet).
3. Have the rest of the class research D-Day and write out questions that they would like to ask the above characters. Each student should fill out a question worksheet and have at least one relevant question for each character.
4. Day Two: Arrange the room with nine chairs facing the class. The host will then introduce the show's first segment: *On the Eve of D-Day*. Each guest will have one to two minutes to tell the audience about their role in preparing for D-Day and their predictions for the outcome. These students should stay in character throughout the show. The host will then direct audience questions about the preparations for D-Day to the appropriate guests.
5. After the "commercial break," the host will introduce the show's second segment: *The Day after D-Day*. Each guest will give his or her reaction to D-Day and the audience can ask more questions. There will be no chair throwing.

ASSESSMENT: Components for assessment include the completed worksheets and participation in the talk show.

ENRICHMENT: Have students videotape their talk show. Use the tape for your classes that do not do this lesson.

D-Day Character Worksheet

Directions: Research your assigned character's role in D-Day and fill in the following information (be creative with information you do not know):

1. Character name:
2. Character description:
3. What did your character do to help prepare for the D-Day operation or to defend against it in the months leading up to June 6, 1944?
4. What was your character doing during D-Day?
5. What did your character do after D-Day?

Talk Show Question Worksheet

Directions: Research D-Day history and compose at least one question for each of the following characters. Ask specific questions about their participation before, during or after D-Day.

1. Roosevelt:

2. Eisenhower:

3. Rommel:

4. Rosie the Riveter:

5. Andrew Higgins

6. U.S. GI:

7. French Resistance spy:

8. Churchill:

9. German soldier on the Atlantic Wall:

Talk Show Host Worksheet

Directions: research D-Day and prepare a brief description of the preparations, engagement and aftermath of the invasion. Be prepared to lead the class in a discussion of D-Day during your talk show.

1. Preparations for D-Day:

2. D-Day:

3. Aftermath of D-Day:

Home Front /Commercial Worksheet

Directions: research the United States home front during WWII. Create a two-minute commercial that you will perform during the talk show encouraging the audience to support the war effort.

1. In what ways did the government rally support for the war effort?

2. Write out the script for your commercial: