



**Lesson Title:**

Ending the War in Europe

**Subjects**

U. S. History, World History

**Suggested time**

One 50-minute class period

**Grade Level**

7-12

**Essential Question**

What roles did Joseph Stalin, Winston Churchill and Franklin Roosevelt play in the outcome of World War II?

**Objective**

Students will have a better understanding of World War II from the perspective of German pilots who fought against the Allies. They will also learn which events took place when the Allies knew they were going to win the war in Europe.

**Overview**

Teachers can use this lesson plan to expand upon concepts and events discussed in the short film series *Chronicles of Courage: Stories of Wartime and Innovation.* The videos highlighted in this lesson plan feature stories and airplanes from Germany.

**Materials**

- *Chronicles of Courage: Stories of Wartime and Innovation* videos
  - ["Fw 190"](#)
  - ["Bf 109"](#)
  - ["Storch"](#)
  - ["Me 262, the First Jet Fighter Plane"](#)
  
- [Lesson](#)
- [Yalta Conference Reading](#)
- [Group Activity](#)
- [The Yalta Conference "Protocol of Proceedings of Crimea Conference" Document](#)
- [Yalta Student Discussion Chart](#)

- [Rubric](#)
- [Standards](#)
- [NCSS C3 Framework](#)

**Procedure**

Prepare the classroom by clustering desks to have six groups.

Group 1

1	1
1	1
1	1

Group 4

4	4
4	4
4	4

Group 2

2	2
2	2
2	2

Group 5

5	5
5	5
5	5

Group 3

3	3
3	3
3	3

Group 6

6	6
6	6
6	6

**Warm-Up Activity:**

Tell the students –

“Today we are going to learn about the German perspective during World War II by understanding the technology developed by German engineers and hearing the reflections of German pilots from the Luftwaffe (Germany’s Air Force) as the war in Europe was ending.”

As a quick review of the European Theatre, call on multiple students, but one student at a time to answer each of the following questions:

Who is the leader of-

- Italy? (*Benito Mussolini*)
- Germany? (*Adolph Hitler*)
- The Soviet Union? (*Joseph Stalin*)
- France? (*Charles de Gaulle*)
- Great Britain? (*Neville Chamberlain for this section of the lesson, Winston Churchill will be elected in 1940*)

- The United States (*Franklin D. Roosevelt will be president until his death on April 12, 1945; then vice-president, Harry S Truman will become president*)

Key Events –

- When did Germany invade Poland? (*September 1, 1931*)
- Which country won the first battle against Nazi Germany? (*Great Britain*)
- Name the turning point battle of the Eastern Front. (*Battle of Stalingrad*)
- Name the turning point battle of the Western Front. (*Normandy Invasion, D-Day*)
- When did D-Day occur? (*June 6, 1944*)

Tell the students-

“Today, we are going to look at the end of the war from the German point of view and then discuss what happens after the war.

Before we watch the stories, let’s just take a moment to think about if you were a student going to school in Germany.”

Ask the students to describe what they think their attitude would be:

- before the war?
- During the war? What has changed?
- At the end of the war?

## Exploring the Videos

### The Eyewitnesses Tell the Story:

By interviewing people who have experienced harrowing events, the *Chronicles of Courage: Stories of Wartime and Innovation* series keeps history alive for current generations to explore. Oral history lets the audience hear history directly from those that experienced it and can bring the past to life with powerful information that print resources may miss. The technologies and solutions presented are information few today have and are contextualized by experts that continue to work with and preserve this classic technology.

### [“Fw 190”](#)

#### **About the Video:**

This video is one of 20 short videos in the series *Chronicles of Courage: Stories of Wartime and Innovation*. “Fw 190” tells the story of the Luftwaffe’s famed and much feared fighter plane – the Focke-Wulf Fw 190, and its role in defending Germany against the Allies’ around-the-clock bombardment towards the end of WWII. To keep the Fw 190 more advanced than opposing aircraft, German engineers make modifications to it, including adding an entirely new type of engine to later models.

## Video Voices:

### **Erich Brunotte**

Brunotte joined the Luftwaffe in June 1941 and immediately began pilot training. He spent most of his time flying and fighting on the Eastern Front and his last combat mission was one of the very last missions of the German military on May 3, 1945.

### **Jason Muszala**

Muszala is the Senior Manager of Restoration & Maintenance at the Flying Heritage Collection – a military aviation and tank museum located near Seattle, Washington. He also pilots some of the planes in the collection. He was recently recognized by the Federal Aviation Administration (FAA) with the inclusion in the prestigious FAA Airmen Certification Database.

## Language Support

To aid those with limited English proficiency or others who need help focusing on the video, make available the transcript for the video. Click the transcript tab on the side of the video window, then copy and paste into a document for student reference.

## [“Bf 109”](#)

### **About the Video:**

This video tells the story of Germany’s last ditch effort to turn the tide of World War II. With the Allies closing in, Germany destroys its own bridges over the Rhine River to create a barrier and bring the Allies to a standstill, but the Lunderdorff Bridge in the town of Remagen is captured by the Americans before it is destroyed. German forces throw every bit of weaponry at the bridge, including the deadly Messerschmitt Bf 109 fighter plane. But Germany’s efforts were unsuccessful and the Allies were able to use the bridge for their final push towards Berlin.

## Video Voices:

### **Ernst Dieter Bernhard**

Following in his father’s footsteps, Bernhard became an officer of the Armed Forces in Germany. During World War II he was a decorated pilot. Although after the war he worked in a non-military capacity, he later joined the air force again in 1956. He later became the German Military Representative to the NATO military Committee from 1980 to 1984.

### **Dr. Rebecca Grant**

Dr. Grant is a Military Aviation Expert, founder and President of IRIS Independent Resource, the Director of the Washington Security Forum, and a contributor to Air Force Magazine and The Military Channel.

### Language Support

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## “Storch”

### **About the Video:**

This video tells the story of the German’s Fieseler Fi 156 Storch airplane and the role it played in the final days of World War II. The Storch was the first Short Take-Off and Landing (STOL) aircraft, and was valuable in getting high-ranking commanders in and out of remote locations that had little or no runway.

### **Video Voices**

#### **Wilhelm Simonsohn**

Simonsohn originally joined the military as aerial photographer. As a pilot he distinguished himself as having the ability to fly the Storch. He surrendered to the Allies as the war in Europe came to an end.

#### **Jason Muszala**

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### Language Support

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## “Me 262, the First Jet Fighter Plane”

### **About the Video:**

This video tells the story of the world’s first jet engine fighter aircraft – the Messerschmitt Me 262. Because it is heavily armed and faster than any other aircraft at the time, Hitler believes the Me 262 will help the Luftwaffe overpower the British and American air forces. But the Me 262 has several issues that cause delays in production, and it isn’t ready for combat until the end of the war. It comes too late to help Germany turn the tide against the Allies.

## Video Voices

### Conrad Lohoefer

Lohoefer became a pilot for the 91<sup>st</sup> Bomb Group which was credited with more than 340 missions between November 1942 and April 1945. He was a top turret gunner and flew all of his 35 missions on the B-17 bomber before his 21<sup>st</sup> birthday.

### Jorg Czypionka

Czypionka was a German Air Force pilot that flew the Bf 109 and Me 262 aircraft. He developed innovative ways in which to fly the Me 262 at the end of the war.

### Jason Muszala

Muszala is the Senior Manager of Restoration & Maintenance at the Flying Heritage Collection – a military aviation and tank museum located near Seattle, Washington. He also pilots some of the planes in the collection. He was recently recognized by the Federal Aviation Administration (FAA) with the inclusion in the prestigious FAA Airmen Certification Database.

### Language Support

To aid those with limited English proficiency or others who need help focusing on the video, make available the transcript for the video. Click the transcript tab on the side of the video window, then copy and paste into a document for student reference.

## Lesson

Teacher to say –

“Today, we are going to watch four videos featuring German pilots and German technology from World War II. After each video, I will ask several questions about the video.”

Watch the video [“Fw 190”](#)

Teacher to ask -

- How would you gauge the German pilot, Erich Brunotte’s attitude at ending the war?
- How did the Fw 190 change throughout the war?
- How does Brunotte’s demeanor change when talking about the end of the war? Why do you think this is?

Watch the video [“Storch”](#)

Teacher to ask -

- What are the STOL characteristics? Why were these characteristics useful for the geography or type of terrain discussed in the video?
- Was the pilot escaping or following orders for this mission?

Watch the video [“Me 262, the First Jet Fighter Plane”](#)

Teacher to ask -

- Although the technology of the Me 262 is superior, why wasn't it enough to stop the Allied forces?
- How is this particular stage in the war affecting the economic factors of manufacturing the aircraft?
- Why does pilot Jorg Cypionka consider the Me 262 “the future?”

### **Group Activity**

Teacher to say -

“Now that we have heard from pilots from the German perspective, let's put ourselves in the minds of the Allied leaders – Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill.

It is February 1945 and you are certain of an Allied victory, so you all need to come together and meet to discuss what should happen to the Axis countries.

Although you are in groups, I want you to each take a few minutes to read a summary of the Yalta Conference, then answer the questions from the reading [Yalta Conference Reading.](#)”

- \* When and why would the Soviet Union declare war on Japan?
- \* What role did the Allied leaders want France to play?
- \* What type of governments should be formed in Eastern Europe, including Poland.
- \* Briefly describe the American Plan for the United Nations Security Council.
- \* Summarize the final paragraph by explaining the initial response to the Yalta Conference compared to the reflection on the result from later years.

Teacher to say -

“Now, I want you to discuss with your group for the next five minutes on what your thoughts would be on how your group would have discussed the ending of World War II. “

After five minutes, teacher to say –

“Okay, your time has expired. Let's take turns quickly sharing out what each group came up with as a solution.”

Teacher to call on the various groups to hear their ideas, but keep it to 2 – 3 minutes per group.

Teacher to say –

“As you just read and then discussed, the leaders of the Soviet Union, Great Britain and the United States all met in Yalta from February 4 – 11, 1945 to fully discuss what will need to happen at the end of the war.

Now each group will be given a topic along with questions and points to discuss. Your task, as a group, will be to summarize the information. You will have 10 minutes for this part of the assignment.”

Assign each group one topic (specific sections of the [document](#))

Each group will:

- Discuss the key points and/or answer the questions in column II
- Summarize the information into column III

*(For example, Group 1 will read and discuss World Organization, focus on and discuss the Key Points and summarize it into Column III.)*

#### Yalta Student Discussion Chart

Column I	Column II	Column III
Topic	Key Points/Questions to Consider	Summary
World Organization	<ul style="list-style-type: none"><li>• Name</li><li>• Where to meet</li><li>• When to meet</li><li>• Countries Involved</li><li>• How it will be organized (including the voting)</li></ul>	
Declaration of Liberated Europe	<ul style="list-style-type: none"><li>• Which group(s) of people was it designed to help?</li><li>• What is the Atlantic Charter?</li><li>• Summarize the four goals.</li></ul>	
Dismemberment of Germany	<ul style="list-style-type: none"><li>• Why would the leaders want to “break up” Germany? (HINT: Remember the Treaty of Versailles after WWI)</li><li>• Why would they want to consider having a French representative?</li></ul>	
Zone of Occupation for the French and Control Council for Germany	<ul style="list-style-type: none"><li>• Why is France invited to become a member of the Allied Control</li></ul>	

	<p>Council for Germany?</p> <ul style="list-style-type: none"> <li>• Why would the French controlled part taken from the United States and Great Britain areas?</li> </ul>	
Reparation	<ul style="list-style-type: none"> <li>• Explain the process of how the reparation from Germany will be exacted.</li> </ul>	
Poland	<ul style="list-style-type: none"> <li>• Explain the steps that will be taken to reorganize Poland.</li> <li>• What makes Poland different from France?</li> </ul>	

After 10 minutes, the Teacher to say –

”Now, I want to rearrange the groups so that there will be one person from each group at each of the other tables. (Jigsaw)”

New Groups – All Groups should have one member from each of the original groups

Group 1

1	2
3	4
5	6

Group 4

1	2
3	4
5	6

Group 2

1	2
3	4
5	6

Group 5

1	2
3	4
5	6

Group 3

1	2
3	4
5	6

Group 6

1	2
3	4
5	6

Teacher to say -

”Now, once you are in the new group, each member will share with the new group what was discussed in the original group. Once each group member has explained his/her section, decide as a group how you would announce it to the public.”

If time is an issue or there is not a way to record, have students work together to write a script that will be used as a radio broadcast. However, if technology is available, they may record it as a radio news show.

**Rubric**

Area	Proficient	Developing	Not Proficient
Content (50 points)	Covers all topics appropriately.	Covers most of the points, but not fully developed.	Only covers a few of the points from the conference.
Overall Organization (25 points)	Well organized. Cleary Student supports facts and is very persuasive.	Somewhat organized, but does not seem clear.	Poorly organized. Does not follow a logical order.
Delivery (15 points)	Excellent delivery techniques, conversational, uses proper grammar.	Good delivery techniques, but with a few grammatical and pronunciation problems.	Delivery mistakes are not corrected. Seems as if it was put together hastily, not thought out.
Group (10 points)	Students worked in a cooperative way.	Students worked somewhat cooperatively.	Students did not come to a consensus.

**Standards**

11.8. WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world. (Standards: 1, 2; Themes: TCC, GOV, CIV, TECH)

Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targets and President Truman’s decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.

**Build Social Studies Literacy through Reading and Writing Common Core State Standard for ELA & Literacy in Social Studies Grades 9-10**

<http://www.corestandards.org/ELA-Literacy/RH/9-10/>

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

**Build Social Studies Literacy through Reading and Writing Common Core State Standard for ELA & Literacy in Social Studies Grades 11-12**

<http://www.corestandards.org/ELA-Literacy/RH/11-12/>

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

## **NCSS C3 Framework**

Dimension 1: Developing Questions and Planning Inquiries

Dimension 2: Applying Disciplinary Concepts and Tools

Dimension 3: Argument Writing

Dimension 4: Communicating Conclusions and Taking Informed Action