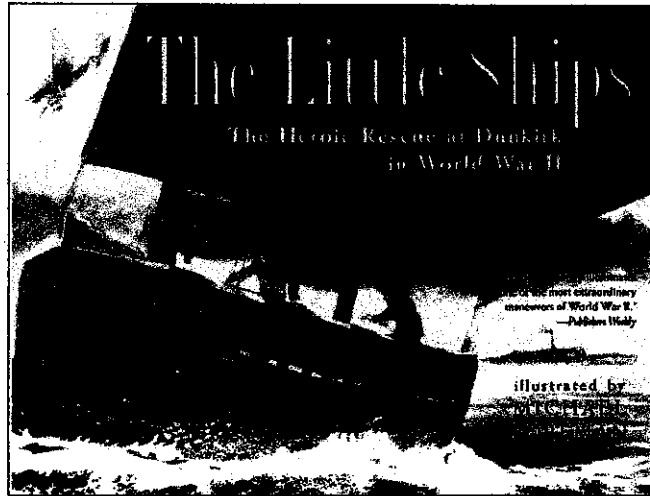


Courage

TEXT SET

Borden, L., & Foreman, M. (2003). *The little ships*. New York: Simon & Schuster.

This is a wonderfully written and illustrated book depicting the rescue of the British Expeditionary Force from the beaches of Dunkirk, France. The main character/narrator disguises herself as a boy using her brother's clothes to go with her father across the English Channel to rescue the trapped soldiers. The story vividly depicts the rough and dangerous journey across the channel, and the dangers of the actual rescue through the words and feelings of the narrator.



Borden's use of language in the story enables the reader to form vivid mental images of the chaos and danger of the trip and rescue. One example is Borden's description of the beach in the following quote, "The beach was covered by hungry, thirsty men, barking dogs, horses running loose and "the wild mess of an army on the run"." Foreman's art only adds to the vividness of the story. This book serves as an ideal read aloud for the beginning of a WWII unit of study.

Raven, M.T. (2002). *Mercedes and the chocolate pilot*. Chelsea, MI: Sleeping Bear Press.

This story is a wonderful description of hope and love. In 1946 the Soviet Union closed off the land routes into West Berlin. The UN began the largest air supply operation ever, The Berlin Airlift. Each day planes flew around the clock at three minute intervals to supply West Berlin from the air. One of the American Pilots was known for dropping candy from his plane each time he landed. This story is about the relationship between the pilot and a young girl in Berlin. It is a vivid description of hope and happiness.



Even though this book is set during the Cold War, its humanitarian message holds true to those of WWII. The author's vivid descriptions of a bombed out Berlin and the smells of mother's dress provide the reader with a vivid description of the experience that the citizen's of Berlin endured throughout the war. This story also tells of the generosity of the American Pilots and relates to similar stories of American GI's in France and Germany during the war. This story serves as a great read aloud for the civilian experiences of the war, as well as how the GI's interacted with the civilians during the war.

Foreman, M.P. (1990). *War boy: A country childhood*. New York: Arcade Publishing.

War Boy by Michael Foreman presents a vivid description of life in the English coastal village of Pakefield. Foreman describes with vivid detail the day to day experiences and lives of the citizens that lived there, as well as the soldiers that were either

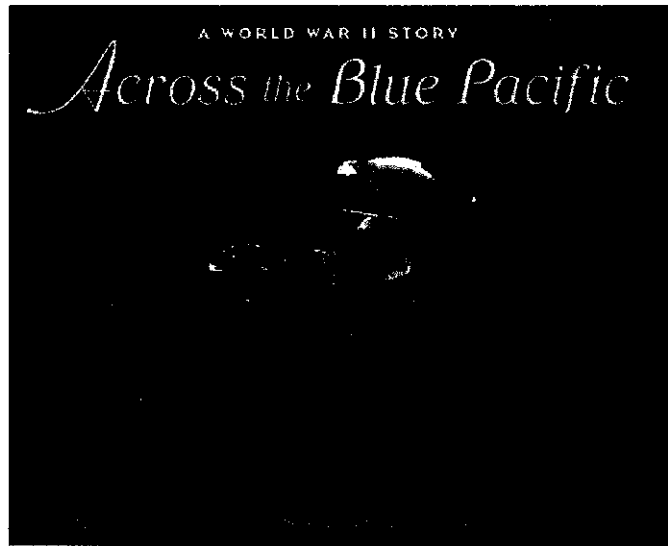


stationed or passed through Pakefield. The language used enabled the reader to develop a sense of living in England during the war as did the author's use of slang enable the reader to hear the voices of the soldiers and sailors.

This is an excellent book to use when describing the life of soldiers prior to their combat experiences. This story enables the reader to understand the relationship that existed between the soldiers stationed at the various training camps and the civilians that had to live day to day with them. This story could also be used hand in hand with the movie *Hope and Glory* which also describes the life of an English family living in wartime London.

Borden, L., & Parker, R.A. (2006). *Across the blue pacific: A WWII story*. Boston: Houghton Mifflin Company.

This story is about the WWII experiences of a young girl and her neighbor/pen pal Ted that is aboard a U.S. Navy Submarine. The story focuses on the interaction between the two. She writes about her life as if the war is a million



miles away. She describes listening to games on the radio and her experiences at school. He replies with accounts of his experiences at sea about retaking the islands, rescuing pilots, and tracking the enemy. Aside from the map in her classroom, he is her only link to the war. The reality of war finally hits her when Ted's parents receive a telegram stating that he was missing in action.

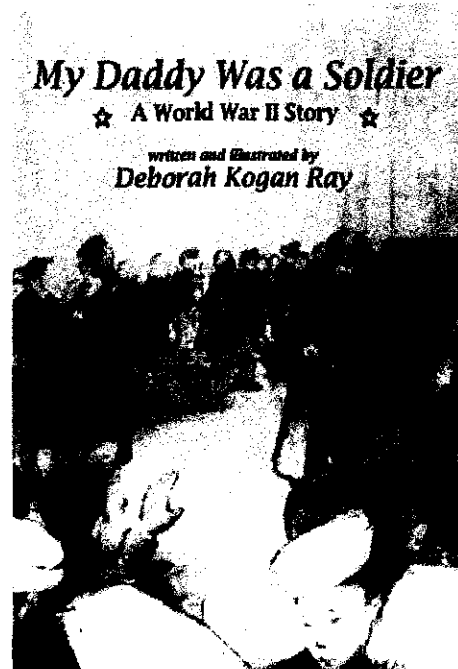
This book can be used as a read aloud when describing the accounts of the home front and the front lines. It is also the first book that I have seen that deals with the reality of death and war. The fact that Ted does not return clearly emphasizes that war is not romantic and that people die.

Ray, Deborah Kogan. (1990). *My daddy was a soldier: A World War II story*. New York: Holiday House.

This book is about a young girl named Jeannie. Her father has gone away to fight in World War II and she is scared. Her world begins to change. Her mother gets a job, there are blackouts and air raid sirens, food is rationed and they grow a Victory Garden. She is able to pass the time by participating in a school scrap drive. Jeannie is looking forward to a letter

at Christmas, however, Christmas arrives without a letter and Jeannie is upset because she does not know if her father is alive or not. Finally when Jeannie is half way through fifth grade her father returns and she greets him with love and open arms.

This book is great for the current generation. While it focuses on WWII, its message rings true today. Many of our students have parents that are away either in Iraq or Afghanistan. This book can help students that are fearful for their parent's safety and hope for their safe return.

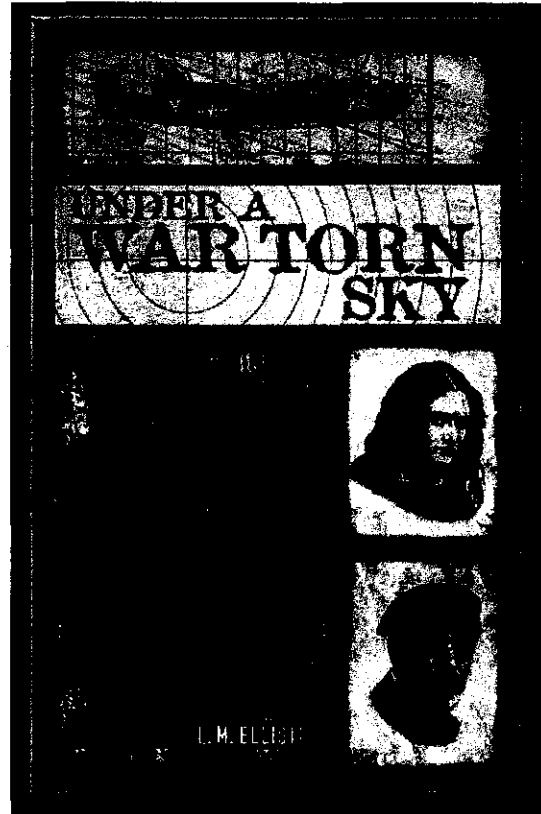


Elliot, L.M. (2001). *Under a war-torn sky*. New York: Hyperion.

Henry is a 19 year old co-pilot on a B-24 Liberator. On a mission to Germany his Liberator is shot down and he is forced to bail out over occupied France. Once on the ground he is able to contact the French Resistance fighters who smuggle him across France and eventually back to his base in England. Throughout the journey across France he is struck by the sense of duty the

French Resistance have and their staunch determination to drive the Germans out of France even at the cost of their own lives.

This novel in great detail portrays the battles and risks that the French Resistance took and fought daily. It also illustrates the dangers that the bomber crews faced as they flew into Germany, and the perils that faced them if they were lucky enough to survive being shot down.

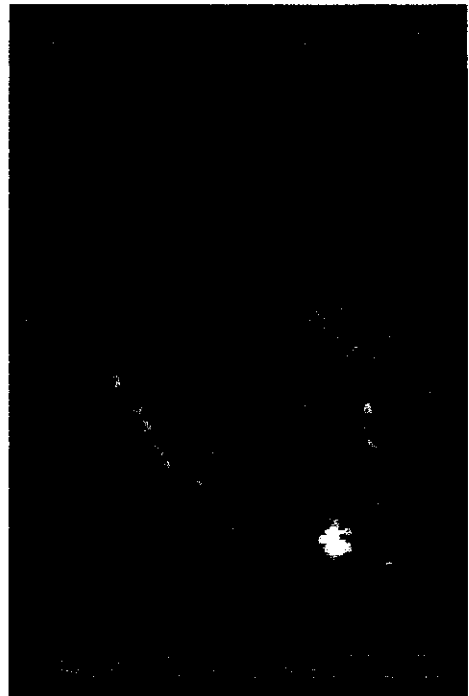


Lawrence, I. (2004). *B is for buster*. New York: Random House Inc.

In order to escape an abusive home situation, 16 year old Kak runs away from home, lies about his age, and enlists in the Royal Canadian Air Force. He is sent to training and ends up being a wireless (radio) operator on an antiquated Halifax heavy bomber nicknamed "B is for Buster." Throughout the war the British flew high bomber raids,

while the Americans raided during the daylight hours. After his first combat mission Kak is badly shaken up. Kak befriends Bert, who cares for the pigeons. Bert finds a way to comfort Kak by putting a prize pigeon in his care. This distraction enables Kak to successfully do his job.

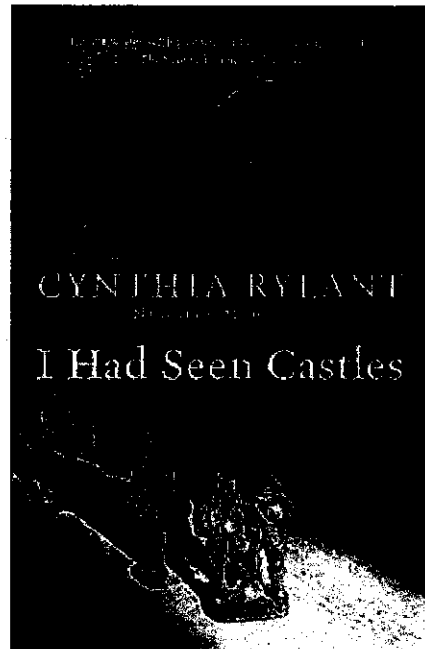
This book like the movie *Memphis Belle* is about the air battle over Europe. It is very detailed about the engineering aspect of bomber raids, and was at some points difficult. But once the reader gets through all of the technical jargon, it is a great story. This would be a good counterpart to *Under a War Torn Sky*, and could be used in conjunction.



Rylant, C. (1993). *I had seen castles*. San Diego:
Harcourt Brace & Company.

John a WWII Veteran reflects back on his experiences in the war. He is haunted by memories of enlisting to fight a decision which forced him to face the horrors of war and changed his life forever. He is caught up in the patriotic fever of post Pearl Harbor, only to fully see and understand the horrifying reality of war and to understand why Ginny the love of his life wanted him to be an objector.

This book is a love story and a coming-of-age story. Rylant through this book offers a critical look at how war affects individuals, families, and an entire nation's culture. The book addresses such issues as wartime propaganda and stereotyping. The issue of courage is also a key theme. Rylant offers a very human story.



Cormier, R. (1998). *Heroes*. New York: Random House

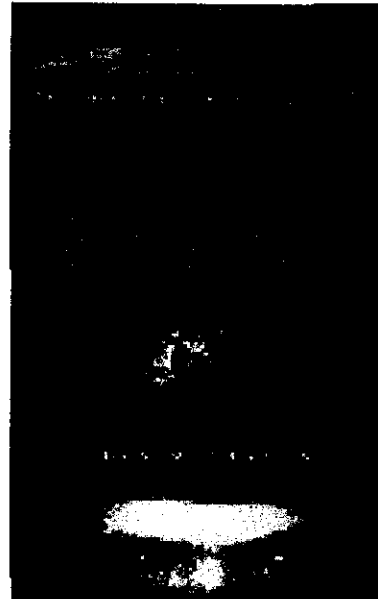
Francis Cassavant a shy Young man goes off to fight. He is inspired to do this by his nemesis Larry LaSalle. In combat, he loses many of his friends. While taking cover a grenade is thrown and he covers it with his own body. He is severely wounded in the face, and it appears that he has no face. For this action he is awarded the Silver Star for gallantry under fire. He returns home a wounded hero, but upon arrival his mission is to kill LaSalle whom he blames for his wound. He does not kill LaSalle. In the end he makes peace with himself and his demons.



Cormier unlike the other author's characters who go to war for the romantic aspect, his character goes to war for his own demise. He is haunted by his past, and the destruction of his platoon. In his own rush for death, he becomes an unwilling hero. Through a twist of events he comes to accept his fate and situation. He makes his peace. This book vividly shows the scars that war and life can leave. It is not a war book per say, but is set during the war. This is a great book to identify reasons why soldiers went to war and fought the way they did.

Wulffson, D. (2001). *Soldier X*. New York: Scholastic Publishing Inc.

Erik Brandt is WWII Veteran and a teacher. What his students don't know is that he fought for both the Germans and the Russians. He was drafted at age 16 into the depleted Wehrmacht. He has knowledge of the Russian Language and is sent to the Eastern Front. There he is wounded and to avoid being killed, dons a



Soviet uniform. Wounded, he is sent to a hospital where he falls in love with a young nurse. The two run to avoid the war and eventually end up in America.

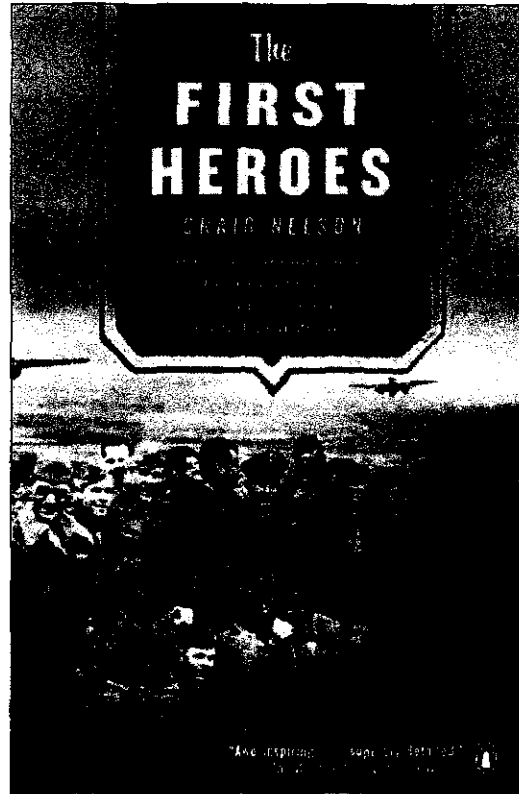
This book takes a different approach. This story deals with a German soldier fleeing to America. His experiences focus on the "enemy" experiences of the war. The reader is able to hear from the opposition, as well as the Soviets. This would be an excellent companion to *Soldier Boys*. *Soldier X* also provides an excellent compare and contrast of the American, German, and Soviet soldier's experience.

Nelson, C. (2002). *The first heroes*. New York: Penguin Putnam Group.

In April of 1942 sixteen Army bombers took off from the deck of the USS Hornet. Their targets were Tokyo, Osaka, Yokohama, Nagoya, and Kobe. They were led by Col. J. Doolittle. The mission would forever be known as the Doolittle Raid. The United States in early 1942 knew of only defeat. They were

surprised at Pearl Harbor, defeated at Wake and the Philippines, and pushed all the way back to Hawaii. The country needed Heroes. These eighty airmen became the first.

Even though this book is all about the men that were a part of the Doolittle Raid, it offers insight into the lives of the crew members. Nelson also graphically describes the horrors of capture and the hardships endured by the two crews that were shot down and captured. One crew was captured by the Japanese and the other by the



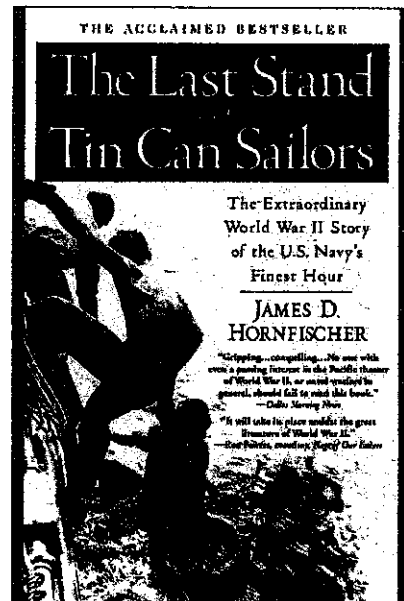
Soviets. It details the struggles that the men endured daily, and the lasting effects of those struggles.

Hornfischer, J.D. (2004). *The last stand of the tin can sailors*. New York: Random House Inc.

In 1944 General MacArthur fulfilled his promise of returning to the Philippine Islands. The Japanese in order to retake the islands devised one last gamble. They would send their ships to draw the American fleet away from the islands and hit the invasion beaches with battleship fire. MacArthur's landing beaches

were defended by the task group Taffy 3 which consisted of small lightly armed destroyers, destroyer escorts, a few cruisers, and six small escort aircraft carriers. These ships were outmatched in every way, but their tenacity and ferocity so confused the Japanese that they withdrew and in the process were destroyed. However, the American group was also badly damaged, but the beaches remained secure.

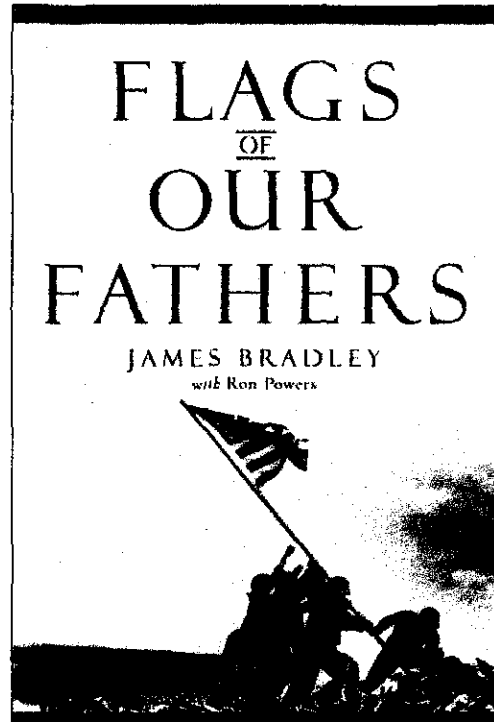
Many books about the naval battles of WWII tend to focus on the actions of the "big ships," the Essex Carriers and battleships. This battle was not fought by the big ships, but rather the smallest of the small. It offers the reader insight into the lives and risks these sailors took to beat back the largest ships in the world, and it also



shows how deadly the small American vessels were to their
own crews.

Bradley, J. (2000). *Flags of our fathers*. New York: Random House Inc.

In 1945 the U.S. Marine Corp made their largest amphibious landing to date on the island of Iwo Jima. Their objective was to secure the island and prepare an air strip to recover damaged heavy bombers and to provide fighter cover for the bombers. The Marines trained for months in preparation for the attack. When they landed, they faced an enemy



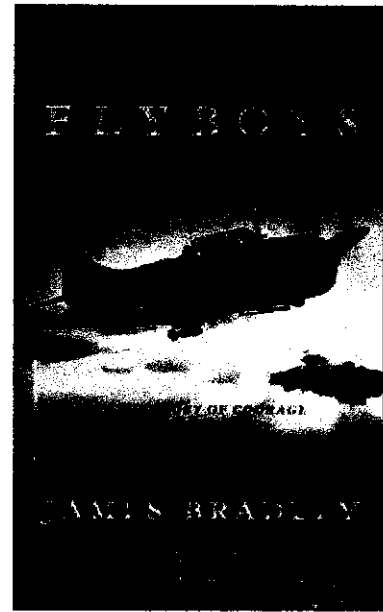
that was dug in not above the island, but below it. The Japanese spent years preparing the island for invasion and would defend it to the last man and nearly did. The most famous image to come from WWII was the image of the Marines raising the flag atop Mt. Surabachi. In reality there were two flag raisings. It was the second that would become famous. In an instant AP Photographer Joe Rosenthal would take the picture of the war. The men raising the flag were ordinary Americans doing their duty. Upon publication of the picture the survivors would become celebrities. Unfortunately only three would survive the battle.

Author Bradley is the son of one of the surviving flag raisers. His account enables the reader to understand the life of a Marine, and the horrors of battle. He vividly describes the fighting in the Pacific battles and sheds light on the horrors committed by both sides. The vivid descriptions enable the reader to fully understand the hardships and circumstances.

Bradley, J. (2003). *Flyboys: A true story of courage*. New York: Random House Inc.

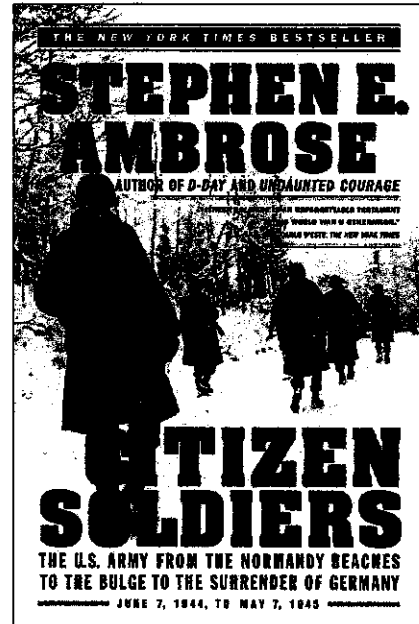
In 1945 eight American pilots were shot down over the island of Chichi Jima. The island was a Japanese communications outpost that the Navy was to eliminate. Of the eight downed airman one was rescued. That survivor was George H.W. Bush. The other seven were brutally murdered by the Japanese soldiers on the island. Bradley offers a vivid account of the warfare fought by both the Japanese and American forces in the Pacific. In many cases, the myth that the Americans were the good guys was government propaganda. The Americans were as ruthless in some cases as the Japanese.

Bradley's work can be used in the classroom to bring to life the horrors of the Pacific war. His descriptions dispel many of the beliefs that students are taught in the classrooms. He tells the cold hard truth about the ferocity and inhumanity of war.



Ambrose, S. (1998). *Citizen Soldiers: The U.S. Army from the Normandy Beaches to the Bulge to the Surrender of Germany, June 7, 1944 to May 7, 1945*. New York: Simon & Schuster.

This is the late Stephen Ambrose's masterpiece about the soldiers of the U.S. Army that fought the Germans from Normandy to Berlin. Ambrose vividly describes the experiences of the front line soldiers. There is no mention of Generals or other high ranking officials. It is the stories of the



men who were there. It is told in their words and from their perspective. The grittiness of warfare is graphically detailed. The reader at times feels as if they were in the foxhole with the soldiers.

The book is an excellent resource for first hand accounts of the battles of the European theatre of warfare. Ambrose spent years gathering the persona narratives of the veterans that fought on the ground in Europe. It can be used as a supplemental read aloud or for group activity. It is an easy read.

The History Channel: Military and War. Retrieved October 20, 2006:
<http://www.history.com/topics.do?type=topics&subject=militarywar>

The History Chanel webpage www.history.com is an excellent source for multi media information to supplement any study in history. The webpage is broken into subsections that are easily accessible and user friendly. This webpage supplements all history channel programs, and has interactive features for any period of history.



This site is great for classroom use; however, many of the video clips are short in length. There is appropriate supplemental material available and there is also an excellent teacher reference page. In order for successful usage of this webpage, teachers should access all media formats prior to use in class. This will enable the instructor to install or have available all necessary plug in components.

The National World War II Museum. Retrieved
10/16/2006: <http://www.ddaymuseum.org/>

The National World War II Museum in New
Orleans, LA recently re-opened after

Hurricane Katrina. This webpage provides
excellent graphic resources of equipment

used by the U.S. Army and Marines in WWII.

The museum itself is located in New Orleans

on the site of the Higgins Power Boat Company. This

company was the company that built nearly all of the small
landing craft used by the Armed Forces through Vietnam.

The site provides a vast amount of multimedia options, as
well as virtual exhibitions, and virtual field trips.

As with the previous websites, clips are short, and
the instructor must be sure to have all necessary plug in
components installed. I would recommend this site as a
supplement to any WWII lesson. I would not use this site
as the center focal point of any lesson.



**THE NATIONAL
WWII MUSEUM
NEW ORLEANS**

The Patriots Point Maritime Museum. Retrieved 10/26/2006:
<http://www.patriotspoint.org/splash.asp>

Patriots Point in Charleston, SC is a maritime museum consisting of the Aircraft Carrier USS Yorktown, the Destroyer USS Laffey, the Submarine USS Clamagore, and the Coast Guard Cutter Ingham. In addition to the ships on display, there is also a collection of twenty five aircraft on display on both the flight and hanger deck of the Yorktown. Patriots Point also has a life size replica of a Vietnam era U.S. Army fire base and a U.S. Navy swift boat, similar to the one Senator John Carey served on in Vietnam. The website has a great collection of pictures that depict life on a ship during WWII. By looking at these pictures the viewer is able to get a feeling of what it was like to serve on an Aircraft Carrier, Destroyer, or Submarine.

This website, however, does not have much interactive media, and at times is difficult to navigate. I would only use the site for its image media.



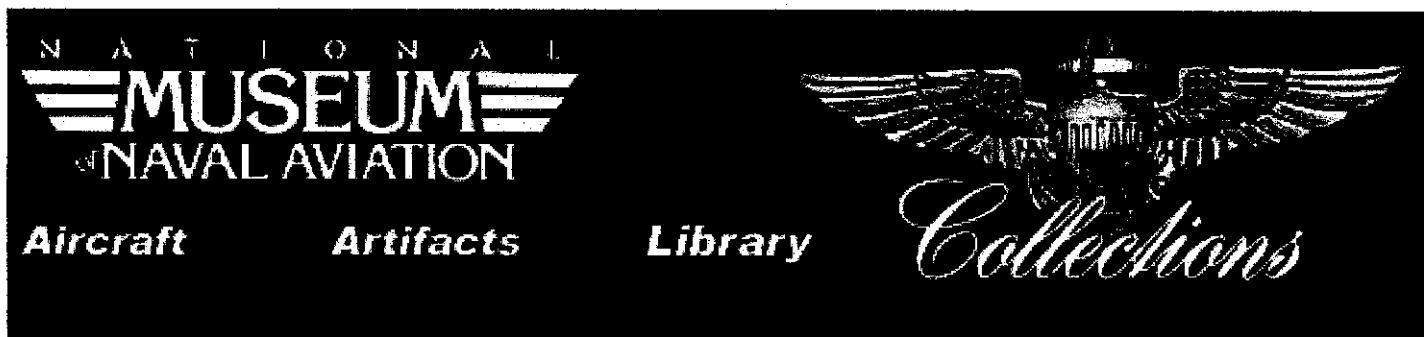
The National Museum of the United States Air Force.

Retrieved 10/18/2006:

<http://www.nationalmuseum.af.mil/>

This webpage is a listing for the National Museum of the United States Air Force located on the grounds of Wright-Patterson Air Force Base in Dayton, OH. This site contains images and descriptions of all artifacts contained at the museum. The museum pages contain several great visual displays of the role of the Air Corps in WWII. It has a great on-line exhibit of flight jackets and bomber crew uniforms. This site would be a great visual reference for the air crew experience in WWII. Aside from the uniforms, the site also has great collections of images of actual aircraft that saw combat in WWII, including the original Memphis Belle which is currently undergoing restoration on site.

This website, however does not have any interactive video features or virtual exhibits. It contains still images and text only. This page is ideal for gathering images for use in Power Point presentations, or other forms of interactive media.



National Museum of Naval Aviation. Retrieved 10/27/2006:
<http://naval.aviation.museum/home.html>

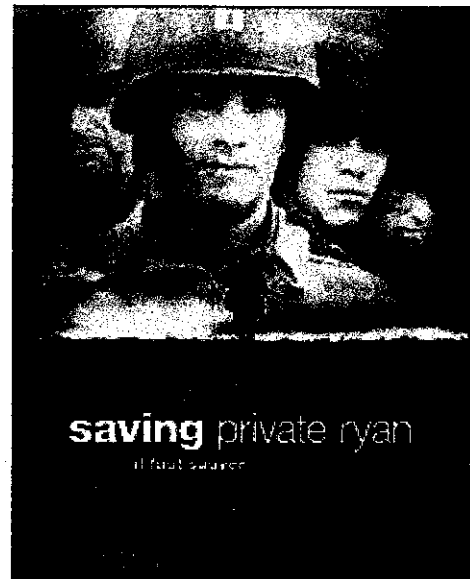
The National Museum of Naval Aviation in Pensacola, FL has a great website. This website provides a great interactive experience of several key naval battles of WWII and provides detailed images and accounts of the personnel involved. The webpage contains interactive tours of the exhibits, which include an actual size mock up of the Light Carrier, USS Cabot, as well as images and media that depicts the day to day life of Naval Aviators during WWII.

The webpage does require the use of many plug-ins to access the media features. This website is a great supplement for any study about the navy's role in WWII.

Speilberg, S. (Producer/Director). (1998). *Saving Private Ryan* [Motion Picture]. United States: Paramount Pictures.

Saving Private Ryan is centered on the Normandy Landings and the subsequent battle for Normandy. Private James Ryan (Matt Damon) is a U.S. Paratrooper that loses all three of his brothers during the landings and The Battle for New Guinea. It is determined that due to this loss, he is to be rescued and sent home to be with his mother. Captain John Miller (Tom Hanks) is the Leader of a squad of U.S. Rangers sent behind the lines to bring Ryan home. Throughout the film the experiences of the individual soldiers are vividly represented, as is the sense of duty, loyalty, and ethics. The movie also contains graphic reenactments of the Normandy Landings, and the urban fighting that took place in many of the French villages that dotted the Norman Coast.

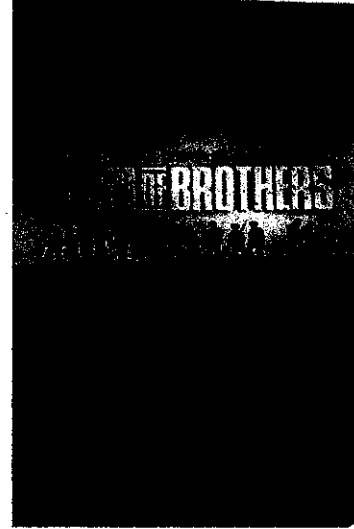
Obviously with a rating of "R," this movie cannot be shown in its entirety to a class. It is too graphic and bloody. However, clips of this movie can be shown. There is a very powerful scene where Miller and Sgt. Horvath are in a Norman Church reflecting on their wartime experiences



and soldiers/men that were killed under their leadership. Ryan's reaction to his brother's deaths is exceptionally powerful. Even after learning of their fates, he decided to stay and fight with the remainder of his Airborne Squad. This movie if used effectively brings home the experiences of the soldiers. Unlike other World War II movies, this one focuses on the men, not the leaders.

Hanks, T. (Producer/Writer), & Spielberg, S. (Producer).
(2001). *Band of Brothers* [Mini Series]. United States:
DreamWorks SKG.

Band of Brothers is a Television miniseries based on the book of the same title by the late Stephen Ambrose. *Band of Brothers* follows the officers and men of Easy Company, 2nd Battalion, 101st Airborne. The series realistically depicts the events and actions of the company from training in Georgia, the Normandy and Holland Airborne campaigns, the nightmarish experience in Belgium, and the final victory in Europe. *Band of Brothers* also offers rich visual descriptions and experiences of the life and events experienced by the ground soldiers throughout the campaign in Europe from 1944-1945. It enables the viewer to experience the realities and hardships of those young Americans fighting in Europe.



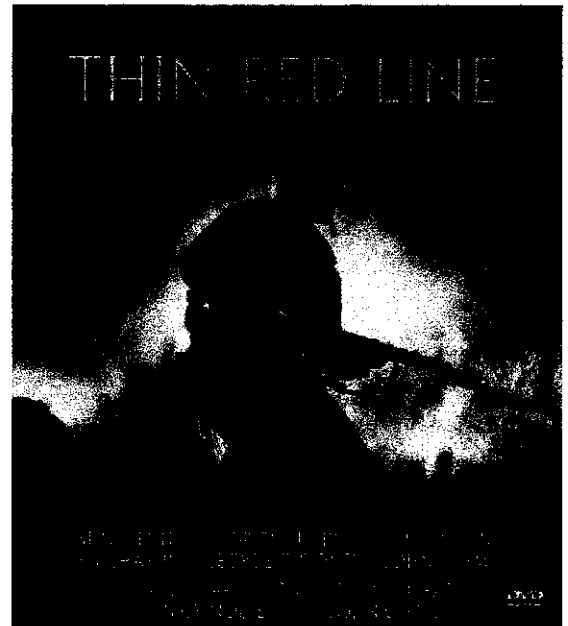
With a Television rating of "TVMA" which means that based on language and graphic violence, it is non-realistic to show in its entirety in a classroom. However, edited clips can be shown in support of lessons based on the experience of the average soldier in WWII. Episode 1 has several great events that depict the training of the unit.

This training was very similar to that experienced by a typical ground soldier. It also enables the viewer to gain a sense of brotherhood that existed between the men in the "foxholes." The episode "Bastogne" provides an excellent portrayal of this brotherhood. Overall this series when used appropriately offers an excellent insight into the life of the American combat soldier's experiences in Europe.

Stephens, G. (Producer), & Malick, T. (Director). (1998).
The Thin Red Line [Motion Picture]. United States:
Fox 2000 Pictures.

The Thin Red Line is another movie made in 1998 based on events in World War II. Where *Saving Private Ryan* takes place in Europe, *The Thin Red Line* is set in the Pacific. It describes the hardships endured by a company of U.S. Army soldiers sent to the island of Guadalcanal in 1942 to relieve the 1st Marine Division that initially landed on the island in early August. The film centers on the fight for a key-positioned airfield (Henderson Field) that controls an approximate 1000-mile radius of the island. The horrors of war meld the soldiers into a tight-knit group. The soldiers begin to contemplate the reasons for the war, but these reasons get further away as the men fight for their own survival as well as their comrades.

As with the previous two movies, this movie is also rated "R" for graphic violence and language. However, clips of this film can be used to enable the students to have an understanding of the lives of the soldiers fighting the Japanese in the Pacific. The film shows in great



detail, the jungle fighting that took place, as well as the hardships experienced by the soldiers fighting in the jungles on both sides. Overall, this movie in its entirety is a little difficult to follow, but appropriately shown clips will enhance any lesson based on the war in the pacific.

Puttnam, D. (Producer), & Caton-Jones, M. (Director).
(1990). *Memphis Belle* [Motion Picture]. United
States: Warner Bros. Pictures.

Memphis Belle is a film loosely based on the final mission of the WWII bomber of the same name. The film is set in 1943 Europe. Each day hundreds of American and British bombers would fly over Germany to bomb various military and industrial targets in Germany. Each mission, however, was flown without fighter escort, and sustained heavy losses. A typical tour of duty in WWII for an air crew was 25 missions. At the time of the movie setting, no crew had attained this feat. The crew of the *Memphis Belle* was to be the first. The movie centered on the crew and their experiences on the final mission to Bremen, Germany. It portrayed the dangers and experiences that each bomber crew possibly faced during a typical mission. Throughout the film, the "Belle" as the bomber came to be known, was subjected to a barrage of fighter and anti aircraft damage. This damage was typical for each bomber that flew daily to Europe. In the end the crew completed their tour and was



sent home as heroes. In reality, the final mission of the "Belle" was uneventful and the bomber returned home safely.

Memphis Belle is rated "PG-13" for some language and violence. It is possible to show in its entirety, however, the most effective use would be to show clips that fit the content standards. The movie does not accurately show the mission of the real "Belle," however, it does show with stark reality, the experiences of the young airmen who daily flew over Germany.

Erickson, T.O. (Producer), & Woo, J. (Director). (2002). *Windtalkers* [Motion Picture]. United States: Metro-Goldman-Mayer.

Windtalkers is a film based on the lives and experiences of the Navajo Code Talkers that served as communication specialists for the United States Marine Corps throughout WWII and Korea. The film depicts two Navajo Marines and their Marine guards.



These Navajo were the "secret weapon" of the Marines. Throughout the war, the Japanese were able to break the American communication codes, which led to defeat and loss of life. It was determined that since the Navajo Language was never written down, and never heard by the Japanese that it would serve as an effective code for Marine communications. The Navajo "Code Talkers" were deemed as top secret, and their identities protected. It was the duty of the Marine guards to protect the "code" at all times. This protection when called upon ultimately meant death if a code talker was captured.

Windtalkers, like *The Thin Red Line*, is set in the Pacific Theatre of WWII. This movie, describes the experiences of the U.S. Marines, and the battles that they fought. *Windtalkers* also depicts the roles that Native

Americans played in the war. Aside from the experiences, it also shows the prejudice that existed in the armed forces at that time. One of the characters in the movie remarked how one of the Code Talkers resembled the Japanese and they (Navajo) better watch their backs. It also portrays the horrors of the Pacific War. It shows the ferocity of both the Americans and the Japanese. This film, like the others is rated "R" for language and violence. Clips, however, can be used to show the nature of the war in the pacific, and the experiences of the men that fought there.