

Generals Eisenhower, Patton, and Bradley: WWII

Content Standards

C3 Social Studies Framework

D.2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

D2.His.10.3-5. Compare information provided by different historical sources about the past.

D2.His.16.3-5. Use evidence to develop a claim about the past.

Texas Social Studies TEKS

113.16 (5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to: (A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions

Next Generation Sunshine State Standards: Social Studies

SS.5.A.1.1 Use primary and secondary sources to understand history.

Common Core State Standards for Language Arts

Speaking and Listening 3.1, 4.1, 5.1 Engage effectively in collaborative conversations with diverse partners on grade level issues, building on others' ideas and expressing their own clearly.

Speaking and Listening 3.2, 4.2, 5.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Writing 3.2, 4.2., 5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Florida's B.E.S.T. Standards: Language Arts

ELA.5.R.2.2: Explain how relevant details support the central idea(s), implied or explicit. Purpose and Perspective

Social Emotional Learning Performance Descriptors

2A. Recognize the feelings and perspectives of others.

Stage E.4. Analyze the various points of view expressed on an historical, political, or social issue.

Stage F.3. Describe others' feelings in a variety of situations.

WIDA ELD Standard 5

English language learners communicate information, ideas, and concepts necessary for success in the content area of Social Studies.

Texas ELPS

1A Use prior knowledge and experiences to understand meanings in English

1E Use and reuse new basic and academic language to internalize language

Appropriate for:	Student Background Knowledge:
<ul style="list-style-type: none"> Students in grades 3-5 English Language Learners 	Students should have some knowledge of the following: <ul style="list-style-type: none"> World War II General Patton

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|--|---|
| | <ul style="list-style-type: none">• General Eisenhower/President Eisenhower• General Bradley |
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Generals Eisenhower, Patton, and Bradley: WWII



<p>Essential Question: How did Generals Eisenhower, Patton and Bradley impact WWII?</p>
<p>Learning Objectives: Students will :</p> <ul style="list-style-type: none"> ● Compare and contrast Generals Patton, Eisenhower, and Bradley. ● Research Generals Patton, Eisenhower, and Bradley to determine their roles in WWII.

Video Assignment - Eisenhower Called Him Son - General Patton Stories

Before viewing	<p>Bell Ringer: <i>Think of someone famous who you have a lot of respect and admiration for. It could be an athlete, a politician, a celebrity, a musician, or someone different. On a piece of paper write down who you selected and why. Now, think about the following: what if you could have known that person before they became famous? Do you think that would change your viewpoint of them today? Why or why not?</i></p> <p>Allow learners to share their answers for some discussion. Explain that today they are going to meet someone who knew President Eisenhower before he became president. Discuss how Steve Hart was called “son” by President Eisenhower. Allow students to reflect on how this would make them feel.</p> <p>Differentiation considerations: Prior to viewing the video, it may be helpful to discuss the following words/phrases from Mr. Kingsberry’s discussion:</p> <ul style="list-style-type: none"> ● I was just one of the group ● temporary headquarters ● broke more rules than you could shake a stick at ● he came out on top ● tanks run dry ● all kinds of trouble <p>For ELL learners: help learners understand the word <i>civilian</i>. Consider showing them pictures of a soldier, a man in normal clothing, and a mother/child. Discuss how the soldier is not a civilian. Explain how the others are civilians. Also, help learners understand the power of calling someone a <i>son</i>. Consider showing them pictures of fathers and their sons (father/young child; father/adolescent son; father/adult son). Discuss the bond that must have existed for this term to be used.</p> <p>Please refer to the many different activities included in GBC Stories’ Social Emotional Handbook. It may be best to select the specific soft skills and related Social Emotional Learning activities from the handbook prior to teaching this lesson.</p>
During Viewing	<ul style="list-style-type: none"> ● Provide learners with the 3-2-1 Reflection handout. Explain to learners as they watch the video, they are going to record 3 new facts they learned; 2 ‘ah-ha’ moments; and 1 big question they have.

	<p>a. Differentiate: Aid learners who need additional assistance and second language learners by pairing them with peers to complete this portion of the lesson.</p> <p>b. Differentiate: Provide additional assistance by providing some recorded facts from the video for learners to choose from.</p> <p>i. Options include:</p> <ol style="list-style-type: none"> 1. General Patton could not be found. 2. He was just like a father to me. 3. Hart, Patton and Eisenhower happened upon each other at the audubon. 4. Eisenhower and Bradley were much alike - good administrators who got things done. 5. Patton was a rule breaker, rough, and would come at you. <p>For ELL learners: help learners understand the concept of <i>an ah-ha moment</i>. Consider using the concrete example of a lightbulb coming out. Show them how a dark room is illuminated. Or, have learners think about when they learned something new and it finally made sense. Helping learners understand the concept of an <i>ah-ha moment</i> is important to completing the 3-2-1 Reflection.</p> <p>Students may take notes on the Video Note-taking Guide in Reusable Resources.</p>
After viewing	<p>Class Activity: Directions: Give learners a copy of Generals Eisenhower, Patton, and Bradley: “He Called Me Son” handout. Discuss that Eisenhower had a lengthy military career before becoming president. Guide learners to look up facts related to his career. Direct learners to reflect on Mr. Hart’s unique experience with Eisenhower.</p>
Exit Ticket	<p>Have learners complete the Generals Eisenhower, Patton, and Bradley Review Questions handout</p>
Extension Activity	<ul style="list-style-type: none"> ● Provide the Enrichment opportunities for learners who are interested. (Consider using this as extra credit or added learning for older students.) ● Encourage students to visit the Suggested Reading sources. There they can create an online scavenger hunt for a classmate to complete using the same resources. <p>Please refer to the many graphic organizers, rubrics, and other materials in Reusable Resources for ideas for additional Extension activities.</p>

<p>Printable/downloadable:</p> <ul style="list-style-type: none"> ● Generals Eisenhower, Patton, and Bradley Review Questions handout ● Generals Eisenhower, Patton, and Bradley: “He Called Me Son” handout ● 3-circle Venn diagram handout in Reusable Resources ● 3-2-1 Reflection handout ● Video Note-Taking Guide in Reusable Resources
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<p>Suggested Reading</p> <ul style="list-style-type: none"> ● Dwight D. Eisenhower https://www.britannica.com/biography/Dwight-D-Eisenhower
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- George S. Patton <https://www.history.com/topics/world-war-ii/george-smith-patton>
- Omar Bradley <https://www.history.com/topics/world-war-ii/omar-bradley>
- *General Patton: A Soldier's Life* by Stanley Hirshson
- *Omar Bradley: General at War (The Generals)* by Jim DeFelice
- *Crusade in Europe: A Personal Account of World War II* by Dwight D. Eisenhower

Generals Eisenhower, Patton, and Bradley: WWII

Content Standards

C3 Social Studies Framework

D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.

D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.

Texas Social Studies TEKS

113.18 (2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies.

The Next Generation Sunshine State Social Studies

SS.6.W.1.1 Use timelines to identify chronological order of historical events.

Florida's B.E.S.T. Standards: Language Arts

ELA.8.C.1.4 Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.

ELA.7.C.1.4 Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.

ELA.6.C.1.4 Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.

Common Core State Standards for Language Arts

Speaking and Listening 6.1, 7.1, 8.1 Engage effectively in collaborative conversations with diverse partners on grade level issues, building on others' ideas and expressing their own clearly.

Speaking and Listening 6.2, 7.2, 8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Writing 6.2, 7.2, 8.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Social Emotional Learning Performance Descriptors

2A. Recognize the feelings and perspectives of others.

Stage E.4. Analyze the various points of view expressed on an historical, political, or social issue.

Stage F.3. Describe others' feelings in a variety of situations.

WIDA ELD Standard 5: English language learners communicate information, ideas, and concepts necessary for success in the content area of Social Studies.

Texas ELPS:

1A Use prior knowledge and experiences to understand meanings in English

1E Use and reuse new basic and academic language to internalize language

Appropriate for:	Student Background Knowledge:
<ul style="list-style-type: none">● Students in grades 6-8● English Language Learners	Students should have some knowledge of the following: <ul style="list-style-type: none">● World War II● General Patton● General Eisenhower/President Eisenhower● General Bradley

Generals Eisenhower, Patton, and Bradley: WWII



<p>Essential Question: How did Generals Eisenhower, Patton and Bradley impact WWII?</p>
<p>Learning Objectives: Students will :</p> <ul style="list-style-type: none"> ● Compare and contrast Generals Patton, Eisenhower, and Bradley. ● Research Generals Patton, Eisenhower, and Bradley to determine their roles in WWII.

Video Assignment - Eisenhower Called Him Son - General Patton Stories

Before viewing	<p>Bell Ringer: <i>Think of someone famous who you have a lot of respect and admiration for. It could be an athlete, a politician, a celebrity, a musician, or someone different. On a piece of paper write down who you selected and why. Now, think about the following: what if you could have known that person before they became famous? Do you think that would change your viewpoint of them today? Why or why not?</i></p> <p>Allow learners to share their answers for some discussion. Explain that today they are going to meet someone who knew President Eisenhower before he became president. Discuss how Steve Hart was called “son” by President Eisenhower. Allow students to reflect on how this would make them feel.</p> <p>Differentiation considerations: Prior to viewing the video, it may be helpful to discuss the following words/phrases from Mr. Kingsberry’s discussion:</p> <ul style="list-style-type: none"> ● I was just one of the group ● temporary headquarters ● broke more rules than you could shake a stick at ● he came out on top ● tanks run dry ● all kinds of trouble <p>For ELL learners: help learners understand the word <i>civilian</i>. Consider showing them pictures of a soldier, a man in normal clothing, and a mother/child. Discuss how the soldier is not a civilian. Explain how the others are civilians. Also, help learners understand the power of calling someone a <i>son</i>. Consider showing them pictures of fathers and their sons (father/young child; father/adolescent son; father/adult son). Discuss the bond that must have existed for this term to be used.</p> <p>Please refer to the many different activities included in GBC Stories’ Social Emotional Handbook. It may be best to select the specific soft skills and related SEL activities from the handbook prior to teaching this lesson.</p>
During Viewing	<ul style="list-style-type: none"> ● Provide learners with the 3-2-1 Reflection handout. Explain to learners as they watch the video, they are going to record 3 new facts they learned; 2 ‘ah-ha’ moments; and 1 big question they have.

	<p>a. Differentiate: Aid learners who need additional assistance and second language learners by pairing them with peers to complete this portion of the lesson.</p> <p>b. Differentiate: Provide additional assistance by providing some recorded facts from the video for learners to choose from.</p> <p>i. Options include:</p> <ol style="list-style-type: none"> 1. General Patton could not be found. 2. He was just like a father to me. 3. Hart, Patton and Eisenhower happened upon each other at the audubon. 4. Eisenhower and Bradley were much alike - good administrators who got things done. 5. Patton was a rule breaker, rough, and would come at you. <p>For ELL learners: help learners understand the concept of <i>an ah-ha moment</i>. Consider using the concrete example of a lightbulb coming out. Show them how a dark room is illuminated. Or, have learners think about when they learned something new and it finally made sense. Helping learners understand the concept of an <i>ah-ha moment</i> is important to completing the 3-2-1 Reflection.</p> <p>Students may take notes on the Video Note-taking Guide in Reusable Resources.</p>
After viewing	<p>Class Activity:</p> <p>Directions:</p> <p>Give learners a copy of Generals Eisenhower, Patton, and Bradley: “He Called Me Son” handout. Discuss that Eisenhower had a lengthy military career before becoming president. Guide learners to look up facts related to his career. Direct learners to reflect on Mr. Hart’s unique experience with Eisenhower.</p>
Exit Ticket	<p>Have learners complete the 3-circle Venn diagram handout in Reusable Resources. Direct learners to label the circles Eisenhower, Patton, and Bradley. Encourage learners to write down 1-2 similarities and three differences from details provided from the video.</p>
Extension Activity	<ul style="list-style-type: none"> ● Provide the Enrichment opportunities for learners who are interested. (Consider using this as extra credit or added learning for older students.) ● Create a short story or picture book about the three generals discussed in the video. Be sure to include Mr. Steve Hart as one of the characters. ● Create a comic strip about Mr. Steve Hart’s relationship with one of the generals. <p>Please refer to the many graphic organizers, rubrics, and other materials in Reusable Resources for ideas for additional Extension activities.</p>

Printable/downloadable:
<ul style="list-style-type: none"> ● Generals Eisenhower, Patton, and Bradley: “He Called Me Son” handout ● 3-circle Venn diagram handout in Reusable Resources ● 3-2-1 Reflection handout

- **Video Note-Taking Guide in Reusable Resources**

Suggested Reading

- Dwight D. Eisenhower <https://www.britannica.com/biography/Dwight-D-Eisenhower>
- George S. Patton <https://www.history.com/topics/world-war-ii/george-smith-patton>
- Omar Bradley <https://www.history.com/topics/world-war-ii/omar-bradley>
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Generals Eisenhower, Patton, and Bradley: WWII

Content Standards

C3 Social Studies Framework:

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D.2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

Texas Social Studies TEKS

113.41 (7) History. The student understands the domestic and international impact of U.S. participation in World War II.

The Next Generation Sunshine State Social Studies

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.A.6.13 Analyze significant foreign policy events during the...Eisenhower administration.

SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world..

Common Core State Standards for Language Arts

Speaking and Listening 9.1, 10.1, 11.1, 12.1 Engage effectively in collaborative conversations with diverse partners on grade level issues, building on others' ideas and expressing their own clearly.

Speaking and Listening 9.2, 10.2, 11.2, 12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Writing 9.2, 10.2, 11.2, 12.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Florida's B.E.S.T. Standards: Language Arts

ELA.9-12.R.2.1: Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts

Social Emotional Learning Performance Descriptors

2B Recognize individual and group similarities and differences.

WIDA ELD Standard 5: English language learners communicate information, ideas, and concepts necessary for success in the content area of Social Studies

Texas ELPS:

1A Use prior knowledge and experiences to understand meanings in English

1E Use and reuse new basic and academic language to internalize language

Appropriate for:	Student Background Knowledge:
<ul style="list-style-type: none"> ● Students in grades 9-12 ● English Language Learners 	Students should have some knowledge of the following: <ul style="list-style-type: none"> ● World War II ● General Patton ● General Eisenhower/President Eisenhower ● General Bradley

Generals Eisenhower, Patton, and Bradley: WWII



<p>Essential Question: How did Generals Eisenhower, Patton and Bradley impact WWII?</p>
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	<ol style="list-style-type: none"> a. Differentiate: Aid learners who need additional assistance and second language learners by pairing them with peers to complete this portion of the lesson. b. Differentiate: Provide additional assistance by providing some recorded facts from the video for learners to choose from. <ol style="list-style-type: none"> i. Options include: <ol style="list-style-type: none"> 1. General Patton could not be found. 2. He was just like a father to me. 3. Hart, Patton and Eisenhower happened upon each other at the audubon. 4. Eisenhower and Bradley were much alike - good administrators who got things done. 5. Patton was a rule breaker, rough, and would come at you. <p>For ELL learners: help learners understand the concept of <i>an ah-ha moment</i>. Consider using the concrete example of a lightbulb coming out. Show them how a dark room is illuminated. Or, have learners think about when they learned something new and it finally made sense. Helping learners understand the concept of an <i>ah-ha moment</i> is important to completing the 3-2-1 Reflection.</p> <p>Students may take notes on the Video Note-taking Guide in Reusable Resources.</p>
After viewing	<p>Class Activity: Directions: Give learners a copy of Generals Eisenhower, Patton, and Bradley: “He Called Me Son” handout. Discuss that Eisenhower had a lengthy military career before becoming president. Guide learners to look up facts related to his career. Direct learners to reflect on Mr. Hart’s unique experience with Eisenhower.</p>
Exit Ticket	<p>Have learners complete the 3-circle Venn diagram handout in Reusable Resources. Direct learners to label the circles Eisenhower, Patton, and Bradley. Encourage learners to write down 1-2 similarities and three differences from details provided from the video.</p>
Extension Activity	<ul style="list-style-type: none"> ● Provide the Enrichment opportunities for learners who are interested. (Consider using this as extra credit or added learning for older students.) ● Create a Google Slides presentation about Generals Eisenhower, Patton, and Bradley’s roles in WW2. ● Create a Google Slides presentation about key quotes from the Steve Hart “Eisenhower Called Me Son” video. Look for specific quotations to include that capture the three generals’ personalities. ● Create a short story or picture book about the three generals discussed in the video. Be sure to include Mr. Steve Hart as one of the characters. ● Create a comic strip about Mr. Steve Hart’s relationship with one of the generals. <p>Please refer to the many graphic organizers, rubrics, and other materials in Reusable Resources for ideas for additional Extension activities.</p>

Printable/downloadable:

- **Generals Eisenhower, Patton, and Bradley: “He Called Me Son”** handout
- **3-circle Venn diagram handout** in **Reusable Resources**
- **3-2-1 Reflection handout**
- **Video Note-Taking Guide** in **Reusable Resources**

Suggested Reading

- Dwight D. Eisenhower <https://www.britannica.com/biography/Dwight-D-Eisenhower>
- George S. Patton <https://www.history.com/topics/world-war-ii/george-smith-patton>
- Omar Bradley <https://www.history.com/topics/world-war-ii/omar-bradley>
- *General Patton: A Soldier’s Life* by Stanley Hirshson
- *Omar Bradley: General at War (The Generals)* by Jim DeFelice
- *Crusade in Europe: A Personal Account of World War II* by Dwight D. Eisenhower