Wartime Gallery

Use reference books and other resources to find important facts about the following World War II leaders.

- Joseph Stalin (1879–1953)
- Benito Mussolini (1883–1945)
- Emperor Hirohito (1901–1989)
- Sir Winston Churchill (1874–1965)
- Erwin Rommel (1891–1944)
- Adolf Hitler (1889–1945)
- Harry S. Truman (1884–1972)
- Dwight D. Eisenhower (1890–1969)
- Charles De Gaulle (1890–1970)
- Franklin D. Roosevelt (1882–1945)
- Douglas MacArthur (1880–1964)
- Local World War II Veteran
How To Use These Pages
“Wartime Gallery”

Duplicate page 1 for your class. Instruct each student to choose three World War II leaders on the page to research. Also encourage each student to try to find a community person or relative to interview who is a veteran of World War II. Explain that in their initial research, you want students to note only key ideas and important words or phrases. Instruct them to include the following information about each leader they research:

• a real or given nickname
• the leader’s nationality
• an adjective that describes the leader’s personality
• two or three adjectives that describe the leader’s physical appearance
• two or three jobs that the leader performed
• a sentence that summarizes one of the leader’s biggest wartime victories
• a sentence that describes one of his country’s biggest wartime defeats
• a symbol that represents the leader (this can be illustrated or described)

Next have students turn their notes into final reports. Provide each student with two copies of page 2 and instruct him to cut the pages in half on the midline. Before copying their final reports on the half-pages, have student pairs proofread each other’s rough copies. Then have each student cut out the leader’s picture from page 1 and rubber-cement it onto an oval. He then copies his report on that half-page. Suggest that each student draw a likeness of the local veteran whom he interviewed, or perhaps obtain a photo, to fill in the fourth page. Students may use the banner at the bottom of each oval for nicknames.

Have each student color and decorate his four pages, then combine them into a mini-album to share with other classes and the media center.

Other World War II Personalities

Below is a list of additional World War II personalities to include in the project described above:

• General Claire L. Chennault (1890–1958) led the Flying Tigers, a group of U.S. aviators who supported China in its war against Japan—even before the United States entered World War II.
• U.S. Admiral William F. Halsey (1882–1959) was one of the leading commanders of the U.S. Navy during World War II.
• Heinrich Himmler (1900–1945) was a powerful leader of Nazi Germany. He headed the German secret police (Gestapo) and ordered the deaths of millions of people.
• Chester W. Nimitz (1885–1966) was the commander in chief of the United States Pacific Fleet during World War II.
• Isoroku Yamamoto (1884–1943) commanded the Japanese combined fleet at the time of the attack on Pearl Harbor.

Other Suggestions For Using These Pages

— Past And Present: Provide each student with a copy of page 2. Have each student research a World War II figure and a contemporary leader from the same country. Instruct the student to compare and contrast the two leaders’ accomplishments. Using page 2, have the student add illustrations of the people in the ovals, then write his report on the entire page. Some modern-day leaders to suggest include Mikhail Gorbachev, Margaret Thatcher, Jimmy Carter, Ronald Reagan, George Bush, Bill Clinton, and Colin Powell.

— In-Depth Reporting: Provide each student with a copy of page 2. Instead of cutting the page in half, have each student use the entire page to complete a more comprehensive and in-depth report on a World War II personality. In the second oval, have the student illustrate a symbol or an event associated with the person he researched.

— Wartime Gallery Game: Divide students into pairs and instruct each pair to create a Wartime Gallery game. Provide each pair with one copy of page 1 and a 12" x 18" sheet of white construction paper. Instruct the two partners to draw a trail game consisting of thirty 2" x 2" squares. (See the illustration below.) Have each pair write “Start” in the first square and “Finish” in the last square of the trail. Next instruct each pair to cut apart the 11 illustrations on page 1, trim off the names, and paste the pictures randomly along the gameboard trail. In addition, the pair writes one fact about each leader in each blank square, without divulging that person’s name. In the remaining six squares, students may include directions such as “Time for rest and relaxation. Lose a turn.”; “Roll again.”; “A spy has revealed your unit’s location. Go back to Start.”; and “Heavy shelling has damaged equipment. Lose your turn.” A key should also be made for each game.

Have each pair of students develop and write its own rules for playing the game. When all the games have been made, have pairs exchange games with each other and play.