The Most Powerful and Influential Political Leaders of World War Two

WebQuest Description: In this Webquest we will be introduced to the most powerful political leaders of WW2. Also, in this Webquest we shall see what roles each of them played and how they contributed to the war.

Grade Level: 9-12
Curriculum: Social Studies
Keywords: Play
Invitation
WW2
Major Political Leaders
Roosevelt
Stalin
Galle
Hitler
Hirohito
Mussolini
Churchill
Published On:
Last Modified: 2018-06-04 02:13:52
WebQuest URL: http://zunal.com/webquest.php?w=382234

Introduction

Welcome, ladies and gentlemen. Thank you for joining us on this historical journey that we are about to take. Since we don't have a time machine at the moment, we will bring the past to you. Before we begin, has everyone gotten their refreshments and snacks, if not, you better hurry! We are about to begin! As soon as you get back all you need to do is sit back and relax, and intently watch as we will look back...to the past.

Tasks

     Dear readers, throughout this webquest you will see and be introduced to a time of a devastating war that involved the most influential political leaders of that time. By the end of this wequest, it is our goal to help you to understand the causes of WW2. We also wish to help you to see what impact the war had on many nations. We hope that the information presented will give you a better understanding of WW2 and that it will help you to complete the task. Our task that we are presenting to you is that you answer our question, through means of a theater review that you, the reader, shall be writing, once you have finished going through the webquest. Our questions (try to answer in your own words): Who caused or started World War Two?How did each of the leaders decisions impact the war?What was their goal, and did they succeed?- This webquest was created by Elisabeth Williams and Juliet Theuer.

Process

Adolf Hitler:"The Jews! The Jews are to blame!""The Aryan Volk are the strongest race!""To eliminate them, that's our aim!""This is our birthplace."After securing the neutrality of the Soviet Union, Hitler double crossed Britain when he broke from agreement he had made with Prime Minister Chamberlain, who had attempted to appease Hitler. Germany started World War Two by invading Poland on September 1, 1939. Britain and France declared war on Germany on September 3.Helpful Links:https://www.history.com/topics/world-war-ii/adolf-hitlerhttps://www.shmoop.com/wwii/adolf-hitler.htmlhttps://www.britannica.com/biography/Adolf-Hitler/World-War-IIJoseph Stalin:"Soviet Russia is under my control.I rule with an iron fist."In August, 1939, the Soviet Union and Germany secured the German-Soviet Pact of nonaggression. On June 22, 1941, Germany invaded the Soviet Union under the code name Operation "Barbarossa".Helpful Links:https://www.shmoop.com/wwii/josef-stalin.htmlhttps://www.ushmm.org/wlc/en/article.php?ModuleId=10005164www.history.com/news/history.../8-things-you-should-know-about-wwiis-eastern-frontEmperor Hirohito: "Let us join our allies,Do not fear the enemy!We will fight for honor."On December 7, 1941, Japan attacked the United States Naval Base at Pearl Harbor, Hawaii territory. More than 2,300 Americans died. Their attack on lead to the U.S joining the war. How did the U.S respond? What actions did both nations take after the attack? Helpful Links:https://www.muzosa.com/history/100-emperor-hirohito-and-ww2www.history.com/topics/world-war-ii/hirohitowww.ducksters.com/history/world_war_ii/ww2_in_pacific.phpFranklin Delano Roosevelt/Harry S. Truman: "Every decision is made with this nation in mind."Franklin Delano Roosevelt only got to serve four months into World War Two, and he was succeeded by vice president, Harry S. Truman. Under Roosevelt's leadership, the nation rebounded from the devastating surprise attack at Pearl Harbor in December 1941, nearly achieving victory in both Europe and the Pacific by the time Roosevelt died. Helpful Links:https://www.shmoop.com/wwii/franklin-d-roosevelt.htmlhttps://www.biography.com/people/harry-s-truman-9511121https://www.khanacademy.org/humanities/us-history/rise-to-world-power/us-wwii/a/fdr-and-world-war-iiCharles de Gaulle:"There is no such thing as surrender to the French!Continue to resist the Nazi's."Charles de Gaulle rose up professionally, and became the undersecretary for the defense and war for French leader Paul Reynaud. Then Paul Reynaud was replaced by Petain, who worked out a deal with Germany to avoid further bloodshed. How did Charles de Gaulle react to that, and whact actions did he take? Helpful Links:https://www.biography.com/people/charles-de-gaulle-

9269794https://ww2db.com/person_bio.php?person_id=68http://www.bbc.co.uk/history/historic_figures/gaulle_charles_de.shtmlBenito Mussolini: "Italy, a powerful nation,with a powerful army!Let us fight with our allies,and win this war!" His main goal throughout the entire war was to create an Italian Empire in North Africa.Hitler used Italy as a stepping stone for his conquest in taking over.- Chose to ally Italy with Adolf Hitler. Together they were battling Allied troops on several fronts. Helpful Links:https://www.shmoop.com/wwii/benito-mussolini.htmlwww.digitalhistory.uh.edu/disp_textbook.cfm?psid=3486&smtID=2https://www.ushmm.org/wlc/en/article.php?ModuleId=10005177Winston Churchill: "I refuse, I refuseTo give up, to give in.These threats we shall diffuse.We'll never let Germany win!"Winston Churchill lead Britain through World War Two. He gave inspiring speeches and refused to give in to the oppressor. Helpful Links:https://www.shmoop.com/wwii/winston-churchill.htmlwww.bbc.co.uk/newsround/31043477https://www.history.com/topics/british-history/winston-churchill

Evaluation

Seeing as this is our our first webquest assignment, we do not expect it to be an A plus. However, we did put hard work and effort into this webquest. The requirements (or the instructions) of this project.Step 1 - Welcome PageWelcome: This should be your historical question. Description: Brief statement of the inquiry.Grade Level: 10Curriculum: World HistoryKeywords: TBDAuthor(s): Your NameStep 2 - Introduction PageAn effective Introduction does two things: 1) It sets up the historical inquiry. 2) It engages interest by pointing out the importance of the topic, or the mystery of it, or the relevance. This is where you hook the learner's interest. Use this section to set the scene. Remember, your introduction must draw the reader into the lesson by relating to the learners' interests or goals and engagingly describes a compelling essential question or problem! Avoid introduction that is purely factual, with no appeal to classmateâ€™s interest or a compelling question or problem.Step 3 - Tasks The most critical part of any WebQuest is the Task description. This section simply describes what you want the quester to have accomplished by the time they have finished the lesson. Don't include the intermediate steps that lead to accomplishing the Task. Those will end up in the Process section. The Task description will be short, but it will represent the results of higher level thinking. It should be written in the second person. Remember, the written description of the end/culminating product must describe clearly the goal of the webquest. Task should require synthesis of multiple sources of information (transformative thinking) and it should be highly creative, going beyond memorization, and engaging. In addition, the task should be realistic, doable, and appropriate to your grade.Step 3 â€“ ProcessThe Process section spells out step by step what the questers will do, how they'll interact with you, each other, and with information. Remember that you are addressing the students directly in this section since it appears in the Student Page. Use 'you will' rather than 'the learners will'. The Process is the section that will take the longest to develop, since it is here that you'll intersperse relevant online resources for questers to use. Finding good resources takes time. There are three phases to the process. Phase 1, you provide questers with the information they'll need to perform the task.Phase 2 of the Process, the thinking work takes place. Your questers have now examined the information and now they need to transform it in some way. Here is where they play with ideas, make decisions, and so on. Phase 3 of the Process, questers actually produce something that reflects the thinking they did in Phase 2. They may be writing a position paper, preparing a debate, creating a model... the end result was described in the Task section and might take many forms. Will they need help in producing this result? You might want to provide some writing prompts or other forms of guidance to help them act more skilled than they presently are.Remember, if possible, Process page should be divided into sections or pages where each student would know exactly where they are in the process and what to do next. Every step should be clearly stated. Activities should be clearly related and designed from basic knowledge to higher level thinking. Evaluation Description: This section describes the evaluation criteria I will use to grade your webquest. You will not have to create a rubric for your webquest.Conclusion: The Conclusion section serves two purposes. First, obviously, it brings the lesson to a close. Ask the learners to reflect back on what they learned and about their own process of learning. If there's a bottom line to the topic, this is a good place to put it.A second purpose for the conclusion is to look ahead. There will always be someone whose interest was piqued by this lesson and is eager to learn more. In developing the WebQuest you probably found more good links than you had time to use. This is a good place to put them. In effect you'll be saying, 'That's all the time we have for this topic, but if you'd like to pursue it more on your own check these resources out.' What better way to encourage self-directed lifelong learning?Both Elisabeth and Juliet agree to grade this webquest a B+.

Category and Score					Score
				Total Score	

Conclusion

     As this historical journey comes to an end, we hope to have succeeded in providing you with multiple opportunities to take in the appropriate information that you came here for. Just before we close the curtains, we would like to point you back to what you have learned, and ask you to reflect on it. Looking back at the Task, you learned about the different political leaders of WWII. You got to see what decisions they decided to make, and the effects their actions and decisions had later on. With this knowledge, we encourage all of you to look further into the history of WWII. Follow your curiosity, and take it upon yourself to look for new knowledge.

Teacher Page

This WebQuest is about WWII. Specifically about the political leaders of WWII. Â We also don't really have any instructions/advice for teachers who wish to use this WebQuest in their classroom. Â

Standards

For our webquest we are supposed to choose and discuss something or someone from WW2. For the Welcome Page: Welcome: This should be your historical question.Description: Brief statement of the inquiry.Grade Level: 10Curriculum: World HistoryKeywords: TBDAuthor(s): Your NameFor our introduction page: An effective Introduction does two things: 1) It sets up the historical inquiry. 2) It engages interest by pointing out the importance of the topic, or the mystery of it, or the relevance. This is where you hook the learner's interest. Use this section to set the scene. Remember, your introduction must draw the reader into the lesson by relating to the learners' interests or goals and engagingly describes a compelling essential question or problem! Avoid introduction that is purely factual, with no appeal to classmateâ€™s interest or a compelling question or problem. For our Task: The most critical part of any WebQuest is the Task description. This section simply describes what you want the quester to have accomplished by the time they have finished the lesson. Don't include the intermediate steps that lead to accomplishing the Task. Those will end up in the Process section. The Task description will be short, but it will represent the results of higher level thinking. It should be written in the second person. Remember, the written description of the end/culminating product must describe clearly the goal of the webquest. Task should require synthesis of multiple sources of information (transformative thinking) and it should be highly creative, going beyond memorization, and engaging. In addition, the task should be realistic, doable, and appropriate to your grade. For the Process: The Process section spells out step by step what the questers will do, how they'll interact with you, each other, and with information. Remember that you are addressing the students directly in this section since it appears in the Student Page. Use 'you will' rather than 'the learners will'. The Process is the section that will take the longest to develop, since it is here that you'll intersperse relevant online resources for questersto use. Finding good resources takes time. There are three phases to the process. Phase 1, you provide questers with the information they'll need to perform the task. Phase 2 of the Process, the thinking work takes place. Your questers have now examined the information and now they need to transform it in some way. Here is where they play with ideas, make decisions, and so on. Phase 3 of the Process, questers actually produce something that reflects the thinking they did in Phase 2. They may be writing a position paper, preparing a debate, creating a model... the end result was described in the Task section and might take many forms. Will they need help in producing this result? You might want to provide some writing prompts or other forms of guidance to help them act more skilled than they presently are. Remember, if possible, Process page should be divided into sections or pages where each student would know exactly where they are in the process and what to do next. Every step should be clearly stated. Activities should be clearly related and designed from basic knowledge to higher level thinking. For our Evaluation: This section describes the evaluation criteria I will use to grade your webquest. You will not have to create a rubric for your webquest.For the Conclusion: The Conclusion section serves two purposes. First, obviously, it brings the lesson to a close. Ask the learners to reflect back on what they learned and about their own process of learning. If there's a bottom line to the topic, this is a good place to put it.A second purpose for the conclusion is to look ahead. There will always be someone whose interest was piqued by this lesson and is eager to learn more. In developing the WebQuest you probably found more good links than you had time to use. This is a good place to put them. In effect you'll be saying, 'That's all the time we have for this topic, but if you'd like to pursue it more on your own check these resources out.' What better way to encourage self-directed lifelong learning?

Credits

Other