

Tuesday, September 25th, 2018

World War I Curriculum

Lesson 7: The Paris Peace Conference, Treaty of Versailles, and League of Nations

Standards

CCR.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.

CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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).

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.

WHST.11-12.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

WHST.11-12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Objective

Students will be able to identify the international participants who attended the Paris Peace Conference and describe the events that took place as well as evaluate the terms of the Treaty of Versailles and the peaceful aims of the formation of the League of Nations.

Engage

How will you capture the students interest? What questions should students ask themselves?

- I will evaluate President Wilson's meaning in calling for a "peace without victory."
- I will examine how modern territorial boundaries were drawn in the World War I era through geographic analysis of the European continent.
- I will dissect the details of the armistice treaties that the Allies signed with the belligerent nations of the Central Powers including Austria, Bulgaria, Germany, and Turkey.
- I will analyze the financial cost of American military participation in the war and what medical, financial, and social services were available for American Expeditionary Forces returning from war.

Explore

Describe what kinds of hands-on/minds-on activities students will be doing

- Students will view a **Presentation** on the negotiations during the Paris Peace Conference, the agreements in the Treaty of Versailles, and the establishment attempts in the formation of the League of Nations.
- **Activity 1: Mapping Europe and Dividing the Middle East**
 - Directions: Examine the boundaries of Poland prior to and after the war and answer the geographic analysis questions pertaining to each map. Then conduct geographic analysis by examining the proposed changes to the map of the Middle East in the World War I era.
- **Activity 2: The Treaty of Versailles**
 - Directions: Examine the terms of the treaties signed with Germany and Austria. On a separate sheet of paper, write a one paragraph response detailing the geographic and population changes for each nation as well as any other stipulations in the treaties regarding the recognition of sovereignty or independence of territories formerly processed by the imperial nations. Next, working with a partner, imagine that you were a German or Austrian representative sent to negotiate the terms of the treaty. Discuss your thoughts about the outcome of the treaties and propose alternative territorial concessions that could appeased reparation resentment at the conclusion of World War I.
- **Activity 3: Peace Without Victory**
 - Directions: Examine what the future held for a defeated Germany and ponder the alternatives should a fair and just treaty have been negotiated. Evaluate the terms of the Armistice signed with Germany and other belligerent nations in the primary documents provided, then in pairs or as a class complete the activities provided.
- **Activity 4: Post Lesson Quiz**
 - Directions: Print copies of the quiz and distribute to students. Allow students 10 minutes to complete quiz then collect.

📄 WWI- Lesson 7, Activity 1- Mapping Europe & the Middle East.pdf

📄 WWI- Lesson 7, Activity 2- The Treaty of Versailles Proposal.pdf

📄 WWI- Lesson 7, Activity 3- Peace Without Victory.pdf

📄 WWI- Lesson 7- Quiz.pdf

Explain

List higher order thinking questions that teachers will use to solicit student explanations and help them to justify their explanations.

- Question 1: Why did President Wilson champion a policy of "Peace Without Victory" both before entering the war and after?
 - Question 2: What actions and terms of surrender at the end of World War I laid the ground work for the creation of what is presently called the United Nations?
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Extend- The Military Lens

Describe how students will develop a more sophisticated understanding of the concept.

- Students will view a presentation on American Expeditionary Forces returning home and examine postwar rehabilitation, social programs and employment for soldiers as they transitioned back to life as civilians.
- Students will view the Extension Activity: **The Military Lens Presentation**
- Activity: **Chronology of the Great War**

📄 WWI- Lesson 7, Project- Chronology of the Great War.pdf

Evaluate

How will students demonstrate that they have achieved the lesson objective?

- Students will submit [Activity 1: Mapping Europe and Dividing the Middle East](#), [Activity 2: The Treaty of Versailles](#), and [Activity 3: Peace Without Victory](#) to their teacher for review.
 - Students will complete [Activity 4: Post Lesson Quiz](#)
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Homework

Students may view the PDF at home and complete the assigned activities.

Students may conduct a research project on the details of the individual treaties the Allies signed with other belligerent nations including Austria, Bulgaria, and Turkey. For more information please see: "Armistice Terms Granted to Central Powers" at <https://www.loc.gov/collections/world-war-i-rotogravures/articles-and-essays/events-and-statistics/armistice-terms/>.

Accommodations & Modifications

- **[Activity 1: Mapping Europe and Dividing the Middle East](#)**
 - *DIRECTIONS*: Examine the boundaries of Poland prior to and after the war and answer the geographic analysis questions pertaining to each map. Then conduct geographic analysis by examining the proposed changes to the map of the Middle East in the World War I era.
 - *MODIFICATIONS*: After completing the geographic analysis questions for each map, students may create their own map establishing boundaries for Poland after the Great War that they deem to be fair. Locate and print maps prior to 1914 to examine the original borders of Poland, trace and notate new boundaries.
 - *ACCOMMODATIONS*: Complete the activity as a class by displaying the maps using an overhead projector or having students follow along using handouts. Ask students to volunteer or take turns answering questions.
- **[Activity 2: The Treaty of Versailles](#)**
 - *DIRECTIONS*: Examine the terms of the treaties signed with Germany and Austria. On a separate sheet of paper, write a one paragraph response detailing the geographic and population changes for each nation as well as any other stipulations in the treaties regarding the recognition of sovereignty or independence of territories formerly processed by the imperial nations. Next, working with a partner, imagine that you were a German or Austrian representative sent to negotiate the terms of the treaty. Discuss your thoughts about the outcome of the treaties and propose alternative territorial concessions that could appeased reparation resentment at the conclusion of World War I.
 - *MODIFICATIONS*: After completing the activity, visit the Library of Congress online archives and view "The War of the Nations: Portfolio in Rotogravure Etchings" compiled from the Mid-week Pictorial which contains 1,398 rotogravure images with brief descriptive captions, broad organizational headings, and a table of contents. Thirty-two maps that describe military engagements throughout the war are included as well as a 3-page appendix that provides a chronology, statistics, treaty excerpts, and highlights of wartime events. Take notes while previewing the portfolio, specifically for images 420 through 501 available at <https://www.loc.gov/resource/19013740/?sp=11&st=gallery>.
 - *ACCOMMODATIONS*: Complete the activity as a class by displaying the primary documents using an overhead projector or having students follow along using handouts. Ask students to take turns reading the photo captions out loud, pausing to circle, highlight, or underline key points or information that students can then use to write their paragraph responses for the terms of the treaties signed with Germany and Austria.

- **Activity 3: Peace Without Victory**

- *DIRECTIONS*: Examine what the future held for a defeated Germany and ponder the alternatives should a fair and just treaty have been negotiated. Evaluate the terms of the Armistice signed with Germany and other belligerent nations in the primary documents provided, then in pairs or as a class complete the activities provided.
- *MODIFICATIONS*: Utilizing the text of the Treaty of Versailles, select a participant listed in the "High Contracting Parties." Then read through the treaty and highlight, note, add and/or change any parts of the treaty that would better serve the people and nation that you represent. Justify your reasoning within the context of that nation during the World War I era.
- *ACCOMMODATIONS*: Assign each student a participant role using the list of "High Contracting Parties." Next, working with other participants from the same nation or region of interest have students read through Articles 1–50. On a separate sheet of paper create a T-Chart labeled "Accept Terms" and "Decline Terms." As students read through each article have them note the article number (1–50) and whether they agree and accept the terms or disagree and decline the terms on their T-Chart.

- **Activity 4: Post Lesson Quiz**

- *DIRECTIONS*: Print copies of the quiz and distribute to students. Allow students ten minutes to complete quiz then collect.
 - *MODIFICATIONS*: When finished with the quiz students may turn it over to the back side and complete a bonus activity of the teachers choosing. Examples: a 1–2 paragraph student reflection on how World War I contributed to the outbreak of World War II as well as the role of the Great War in creating the organization that is now known as the United Nations.
 - *ACCOMMODATIONS*: Allow students additional time to complete the quiz.
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Reflections