

Lesson Plan  
The Treaty of Versailles

Teacher Name: Angela Scheer

Grade level(s): 10<sup>th</sup>

Course: World History

Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.)

- Students will conduct technology based research in primary sources on the Treaty of Versailles and participate in a Socratic Seminar for assessment.

Rationale (why are you doing this?)

- Students can practice their research skills while also analyzing and drawing conclusions about the Treaty of Versailles.

Required time frame: 3 class periods

Where in the teacher conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other)?

- From John Milton Cooper's presentation on the Legacy of Versailles and Gary Ostrower's presentation on the Failure (?) of the League of Nations.

Lesson objectives – the student will:

- Conduct research in primary sources
- Analyze the Treaty of Versailles
- Draw conclusions and make predictions about the outcomes of the Treaty of Versailles

District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing):

**MISSOURI STATE PERFORMANCE STANDARDS**

1.1 develop questions and ideas to initiate and refine research

1.2 conduct research to answer questions and evaluate information and ideas

1.4 use technological tools and other resources to locate, select and organize information

1.5 comprehend and evaluate written, visual and oral presentations and works

1.7 evaluate the accuracy of information and the reliability of its sources

2.3 exchange information, questions and ideas while recognizing the perspectives of others

3.5 reason inductively from a set of specific facts and deductively from general premises

3.6 examine problems and proposed solutions from multiple perspectives

3.7 evaluate the extent to which a strategy addresses the problem

## MISSOURI STATE ACADEMIC STANDARDS

Social Studies 6. relationships of the individual and groups to institutions and cultural traditions

Social Studies 7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Secondary materials (book, article, video documentary, etc.) needed – cite title and other detailed information:

- NA

Primary sources (document, photograph, artifact, diary or letter, audio or visual recording, etc.) needed – cite detailed information:

- Student research will center around the website listed below. The site contains all parts of the Treaty as well as political cartoons and maps related to the Treaty.  
<http://history.sandiego.edu/gen/text/versaillestreaty/vercontents.html>

Fully describe the activity or assignment in detail. What will both you and the students do?

- Students will be given questions about the Treaty of Versailles (see attached). They will conduct research in primary sources using the website provided for two class periods. Students will be instructed by the teacher that they will be participating in a Socratic Seminar (during the 3<sup>rd</sup> class period) on the Treaty and need to back up their answers with information from the sources (including political cartoons, etc). The questions from the Socratic Seminar will correspond with the questions the students were provided to guide their research.

Assessment: fully explain your assessment method in detail or create and attach your scoring guide:

- The Socratic Seminar will serve as assessment. The rubric is attached.