

Lesson Plan

To League or not to League?

Teacher Name: Whitney Chism
Course: World History

Grade level(s): 10th

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

- This is based on a 75 minute class period.
- Prior to the class I will assign a homework assignment which consists of them finding Wilson's 14 points and choose one of the points they think is the most important and why.
- "Stability will be the sturdy child of terror."- Winston Churchill. This quote will be on the board as students enter the room. They will be required to write the quote down and write down their opinion.
- I will take count of which 14 points the students find most important and discuss openly for about 5 minutes (depending on participation). I'll have a tally on the board.
- I will lecture for approximately 10-15 minutes on how President Wilson worked hard to get the League of Nations and the US turned it down. In my lecture I would like to bring up the different views in America about the League.
- After that short discussion the students will be placed in 2 groups for a socratic circle discussion. I will give the inner circle the topic:
"Controversial even today, it is often argued that the punitive terms of the treaty supported the rise of the Nazis and the Third Reich in 1930s Germany, which in turn led to the outbreak of World War II."

<http://firstworldwar.com/source/versailles.htm>

The inner circle (first group) will debate the topic and bring in information from the 14 Points research. The outer circle (second group) will listen and be ready to take the inner circle. I would like to continue the Socratic circle for 20-30 minutes depending on how well everyone participates.

- Homework: Their assignment will be to make a poster either for or against The League of Nations depending on their feelings after the day. They will have time to get started and ask questions before they will leave for the day. The poster is due the next class period.

Rationale (why are you doing this?)

- They need to see that not everyone felt the same during the Paris Peace Conference and it didn't just take a day to sign. Plus it is important to see all the 14 Points and not just The League of Nations point. By discussing in an organized and structured manor they can let people hear their views and kind of see what it is like to be in a situation where you have to listen to one another before there is an outcome.

Required time frame: 1 class period (75 minutes)

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

- The Legacy of Versailles by John Milton Cooper
- Failure of the League of Nations? By Gary Ostrower

Lesson objectives - the student will:

- Students will understand all the 14 Points.
- Learn how to find historical information.
- By making a poster they will practice propoganda techniques.

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

- US History standard- Benchmark 1: The student uses a working knowledge and understanding of significant individuals, groups, ideas, developments and turning points in the era of the emergence of the modern US. Indicator 7 (A): Analyzes how the homefront was influenced by US involvement in WWI.
- World History standard- Benchmark 3: The student uses a working knowledge and understanding of significant individuals, groups, ideas, developments and turning points of the era of World War (1914-1945). Indicator 4 (A): Analyzes the causes and immediate consequences of WWII.

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

- Internet or library- to find all the 14 points

- Lecture notes from conference

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

- <http://www.firstworldwar.com/source/versailles.htm>
- Poster examples- for League poster

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

- For the Socratic Circle I will give them the topic about 5 minutes prior and give them a chance to work on how they feel about it. I will mediate and the students will do the discussing once in the circle.
- For the poster I will provide supplies and I will give examples of posters and cartoons. This will hopefully get their creative juices flowing.

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

- I have created a rubric for the Socratic circle and the poster. I want them to use the knowledge from lecture and discussion. I will be looking for that in particular and if they stayed on theme.
- For the finding of the 14 points their paragraph regarding

which point is most important will prove if they did their homework or not. I plan on keeping this paragraph until the end of the chapter and see if they still think that point is the most important.