

Title: The Treaty of Versailles and the League of Nations

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Course: World History

Time Frame: 3 class periods

Subjects:

Political Cartoons, Analyzing Primary Sources, Treaty Of Versailles, League Of Nations

Grade Levels:

10

Classroom/Homework Activity to be performed:

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

Rationale:

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

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:

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)

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KANSAS STANDARDS (High School-World History)

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Era of World War (1914-1945).

1. (A) analyzes the causes and immediate consequences of WWI (e.g., imperialism rivalries: Triple Entente, Triple Alliance, nationalism, arms race in England, France, and Germany; Treaty of Versailles, reparations, War Guilt Clause).

Benchmark 5: The student engages in historical thinking skills.

1. (A) analyzes a theme in world history to explain patterns of continuity and change over time.

2. (A) develops historical questions on a specific topic in world history and analyzes the evidence in primary source documents to speculate on the answers.

3. (A) uses primary and secondary sources about an event in world history to develop a credible interpretation of the event, forming conclusions about its meaning (e.g., use provided primary and secondary sources to interpret a historical-based conclusion).

Secondary materials (book, article, video documentary, etc.) needed:

NA

Primary materials (book, article, video documentary, etc.) needed:

- 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.

[Versailles Treaty](#)

Technology Required:

Internet Access

Full description of activity or assignment:

Students will be given questions about the Treaty of Versailles (see below). 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 3rd 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.

1. How did the treaty limit Germany's militaries?
2. What are possible results of limiting Germany's militaries?
3. What were the terms of reparations in the Treaty?
4. What are the possible results of these reparations?
5. What was the League of Nations? What was it supposed to do, how was it organized, etc?
6. What are the strengths of the League?
7. What weaknesses do you see in the League? Why?
8. What changes can be seen in the maps of Europe pre-WWI and post-WWI?
9. What can you infer from these changes?
10. Describe three of the political cartoons and the cartoonist view of the provision of the treaty.

Big Idea Question: After examining all of the sources, what changes do you feel are necessary to make this treaty a lasting success? Make predictions about what you think will happen as a result of this treaty.

Full explanation of the assessment method and/or scoring guide:

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