

Who Pays for Peace?

Evaluating the Treaty of Versailles

Laura Halstied, Michell Eike
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level	10th Grade	**Time Frame**	90 Minutes
Subject	Social Studies	**Duration**	1-2 Periods
Course	World History		

Essential Question

How can an agreement have unintended consequences?

Summary

In this lesson, students will analyze the Treaty of Versailles by first considering what the consequences of war should be, then examining excerpts from the treaty, taking notes over two short videos, and reading an article about German reparations. Students write a claim, evidence, reasoning response to summarize their learning.

Snapshot

Engage

Students respond to statements about war treaties using the Magnetic Statements strategy.

Explore

Students analyze excerpts from the Treaty of Versailles.

Explain

Students complete notes on two short videos about the Treaty of Versailles.

Extend

Students read and respond to a news article about Germany and reparations.

Evaluate

Students complete a Claim, Evidence, Reasoning response regarding the impact that the Treaty of Versailles had on Germany

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR402: Draw logical conclusions in somewhat challenging passages
IDT403: Summarize key supporting ideas and details in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

D&S 401: Building and strengthening the argument. A score in this range indicates that the writer is able to: -Make use of clear reasoning and examples to arrive at an understanding of the issue and differing perspectives on it -Adequately convey reasons why the argument is worth considering -Extend ideas and analysis by considering factors that complicate the writer's own perspective -Anticipate objections by qualifying the argument

Oklahoma Academic Standards SOCIAL STUDIES (Modern World History)

MWH.C.6.2.C: Examine the immediate consequences of the Treaty of Versailles, including the "war guilt" clause, the establishment of European mandates and the rise of Zionism, as well as the subsequent rise of regional nationalist movements.

Attachments

- Analyzing the Treaty of Versailles—Who Pays for Peace - Spanish.docx
- Analyzing the Treaty of Versailles—Who Pays for Peace - Spanish.pdf
- Analyzing the Treaty of Versailles—Who Pays for Peace.docx
- Analyzing the Treaty of Versailles—Who Pays for Peace.pdf
- Claim, Evidence, Reasoning—Who Pays for Peace - Spanish.docx
- Claim, Evidence, Reasoning—Who Pays for Peace - Spanish.pdf
- Claim, Evidence, Reasoning—Who Pays for Peace.docx
- Claim, Evidence, Reasoning—Who Pays for Peace.pdf
- Cornell Notes—Who Pays for Peace - Spanish.docx
- Cornell Notes—Who Pays for Peace - Spanish.pdf
- Cornell Notes—Who Pays for Peace.docx
- Cornell Notes—Who Pays for Peace.pdf
- Lesson Slides—Who Pays for Peace.pptx
- Magnetic Statement Posters-Who Pays for Peace - Spanish.docx
- Magnetic Statement Posters-Who Pays for Peace - Spanish.pdf
- Magnetic Statement Posters-Who Pays for Peace.docx
- Magnetic Statement Posters-Who Pays for Peace.pdf

Materials

- Lesson Slides (attached)
- Magnetic Statements Posters (attached)
- Analyzing the Treaty of Versailles handout (attached; one per student)
- Cornell Notes handout (attached; one per student)
- Claim, Evidence, Reasoning handout (attached; one per student)
- "Germany Set to Make Final World War I Reparation Payment" article (linked)
- Notebook paper (one sheet per student)
- Highlighters (one per student)

20 minutes

Engage

Teacher's Note: Lesson Preparation

Prior to class, print the attached **Magnetic Statement Posters** and post each statement around the classroom.

Use the attached **Lesson Slides** to guide the lesson.

Introduce students to the Magnetic Statements strategy. Tell students all of these statements are related to how countries move forward after a major war. Show **slide 3** and tell students to move around the classroom and read the posted statements. After providing time for students to read the five statements, tell students to pick one statement they are most attracted to. Tell students to talk to each other at their chosen statement and discuss why they felt drawn to that particular statement. Ask for volunteers from each statement to share the group's thoughts about the statement.

Move to **slide 4** and tell students to move to a different statement that they are repelled by and then talk at their statements about why they felt repelled by that statement. Ask for volunteers from each group to share their thoughts about the statements again.

Review the essential question and lesson objective on **slides 5–6**.

20 minutes

Explore

Pass out the attached **Analyzing the Treaty of Versailles** handout to students. Show **slide 7** and provide students with background information on the Treaty of Versailles.

Display **slide 8** and introduce students to the S-I-T (Surprising, Interesting, Troubling) strategy. Have students read the handout individually, in pairs, or as a class. As students read, have them highlight something in the excerpts they find surprising, interesting, and troubling. After reading, have students discuss in pairs what they highlighted. Ask for several volunteers to share their thoughts.

Teacher's Note: Sample Student Responses

- One idea from the treaty that is surprising is how Germany and its allies had to take full responsibility for all of the losses and damages from the war.
- One idea from the treaty that is interesting is that Germany had to give up all oversea land possessions.
- One idea from the treaty that is troubling is the amount of money Germany had to pay to the Reparation Commission.

20 minutes

Explain

Pass out the attached **Cornell Notes** handout or have students create the Cornell Notes template on notebook paper. Display **slide 9** and read the questions that students should answer on their Cornell Notes, as well as the essential question for the top of the notes.

Display **slide 10** and play *The Treaty of Versailles, What Did the Big Three Want? 1/2*, then provide time for students to fill in their notes.

Embedded video
https://youtube.com/watch?v=vrYhLNQMRro

Show **slide 11** and play *The Treaty of Versailles, Terms of the Treaty 2/2*, then provide time for students to fill in the rest of their notes.

Embedded video
https://youtube.com/watch?v=0jycVFL8CNM

Tell students to compare their notes with an elbow partner, then ask for volunteers to share their responses. Have a class discussion about the terms of the treaty; ask students to consider if the treaty punished Germany too harshly or was reasonable and have students share their thoughts. Ask students to think about the statements from the beginning of the lesson and ask if their initial thoughts have changed after learning about the Treaty of Versailles.

15 minutes

Extend

Teacher's Note: Lesson Preparation

The linked article should be printed before class if you want to hand it out to students.

Share the article "Germany Set to Make Final World War I Reparation Payment" by providing students with the link or by passing out the printed article. Display **slide 12** and provide time for students to read the article in pairs or as a class. Introduce students to the Point of Most Significance strategy. Have students write down their biggest takeaway from the article as it relates to the Treaty of Versailles. After providing time for students to write their point of most significance, have them share with a partner. Ask for several volunteers to share their POMS.

Teacher's Note: Sample Student Responses

- The point of most significance from the article is that Germany made their last payment in 2018.
- The point of most significance from the article is that the payments led Germany to become bankrupt in the 1920s which caused the German people to be upset and angry.

15 minutes

Evaluate

Pass out the attached **Claim, Evidence, Reasoning** handout and show **slide 13**. Introduce students to the Claim, Evidence, Reasoning strategy. Tell students to respond to the question with an answer in the first box, a piece of evidence from the lesson in the second box, and how the evidence supports the claim in the third box.

Optional Scaffolding

If students are unfamiliar with the CER strategy, consider showing the short *Claims, Evidence, and Reasoning* video on **slide 14**, which explains how to write a Claim, Evidence, Reasoning response.

Embedded video

https://youtube.com/watch?v=JGOxVIgmGWE

Sample Student Response

The Treaty of Versailles had a very negative effect on Germany's people and economy. Due to the Treaty of Versailles, Germany had to accept all blame for the war and pay back a large sum of money that was not completed until 2010, almost 100 years after World War I. This large debt had a negative effect on Germany's economy and angered the German people, which Hitler was able to use in his rise to power.

Collect completed CER responses to assess understanding of the lesson.

Resources

- Crossland, D. (2010, September 29). Germany set to make final World War I reparation payment. https://abcnews.go.com/International/germany-makes-final-reparation-payments-world-war/story?id=11755920
- K20 Center. (2021, August 19). *Claims, evidence, and reasoning* [Video]. YouTube. https://www.youtube.com/watch?v=JGOxVIgmGWE
- K20 Center. (n.d.). Claim, evidence, reasoning (CER). Strategies. https://learn.k20center.ou.edu/strategy/156
- K20 Center. (n.d.). Cornell notes system. Strategies. https://learn.k20center.ou.edu/strategy/56
- K20 Center. (n.d.). Magnetic statements. Strategies. https://learn.k20center.ou.edu/strategy/166
- K20 Center. (n.d.). POMS: Point of most significance. Strategies. https://learn.k20center.ou.edu/strategy/101
- K20 Center. (n.d.). S-I-T (Surprising, interesting, troubling). Strategies. https://learn.k20center.ou.edu/strategy/926
- Simple History. (2016, November 3). *The Treaty of Versailles, what did the big three want? 1/2* [Video]. YouTube. https://www.youtube.com/watch?v=vrYhLNQMRro
- Simple History. (2016, November 5). *The Treaty of Versailles, terms of the treaty 2/2* [Video]. YouTube. https://www.youtube.com/watch?v=0jycVFL8CNM