



# Who Pays for Peace?

## Evaluating the Treaty of Versailles



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<b>Grade Level</b>	10th Grade	<b>Time Frame</b>	90 Minutes
<b>Subject</b>	Social Studies	<b>Duration</b>	1-2 Periods
<b>Course</b>	World History		

### Essential Question

How can an agreement have unintended consequences?

### Summary

In this lesson, students will analyze the impact of the Treaty of Versailles. Students will extend their learning by analyzing an article about German reparations. Student learning will be assessed by completing a Claim, Evidence, Reasoning response to a question about the treaty's impact on Germany.

### 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

*Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))*

**WH.4.2:** Describe the significant events of World War I, including key strategies, advancements in technology, the war's significant turning points, and its lasting impact.

## 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-Statements-Who-Pays-for-Peace - Spanish.docx](#)
- [Magnetic-Statements-Who-Pays-for-Peace - Spanish.pdf](#)
- [Magnetic-Statements-Who-Pays-for-Peace.docx](#)
- [Magnetic-Statements-Who-Pays-for-Peace.pdf](#)
- [S-I-T-Who-Pays-For-Peace - Spanish.docx](#)
- [S-I-T-Who-Pays-For-Peace - Spanish.pdf](#)
- [S-I-T-Who-Pays-For-Peace.docx](#)
- [S-I-T-Who-Pays-For-Peace.pdf](#)

## Materials

- Lesson Slides (attached)
- Magnetic Statements posters (attached)
- Analyzing the Treaty of Versailles handout (attached; 1 per student)
- Cornell Notes handout (attached; 1 per student)
- Claim, Evidence, Reasoning handout (attached; 1 per student)
- S.I.T. handout (attached; optional; 1 per student)

20 minutes

## Engage

### Lesson Preparation

Prior to class, print the attached **Magnetic Statements** 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. Then, show **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 have students read the selected articles from the treaty, either individually, in pairs, or as a class. After reading through the treaty excerpts, introduce students to the [S-I-T \(Surprising, Interesting, Troubling\)](#) strategy. As students finish reading the selected articles, guide them to create a table, using a piece of notebook paper or the attached **S.I.T.** handout.. Show **slide 9** and tell students to think of one idea from the treaty that is surprising, one idea that is interesting, and one idea that is troubling. Tell students to use their table to organize and write their responses. Have students share their responses in small groups. Then ask for volunteers to share their responses to the class.

### 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 overseas 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 10** 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 11** 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>

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: 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 13** and provide time for students to read the article in pairs or read the article as a class. Tell students to make a S-I-T table again on the notebook paper they previously used. Transition to **slide 14** and have students compare their S-I-T responses in small groups. Then, ask for volunteers to share their responses.

### Sample Student Responses

- It is surprising that it took Germany until 2010 to pay back their reparations.
- It is interesting that Hitler partly came to power because of the harsh terms of the treaty.
- It is troubling that German citizens who had nothing to do with World War I were impacted by the reparation payments that lasted until 2010.

15 minutes

## Evaluate

Pass out the attached **Claim, Evidence, Reasoning** handout and show **slide 15**. 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 16** which explains how to write a Claim, Evidence, Reasoning response.

#### Embedded video

<https://youtube.com/watch?v=JGOxVlgmGWE>

### 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>
- Image source: Sara10703. (April 28, 2016). *Treaty of Versailles* [Illustration]. Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Treaty\\_of\\_Versailles\\_.png](https://commons.wikimedia.org/wiki/File:Treaty_of_Versailles_.png)
- K20 Center. (2021, August 19). Claim, Evidence, Reasoning [Video]. YouTube. <https://www.youtube.com/watch?v=JGOxVlgmGWE>
- K20 Center. (n.d.). Claim, Evidence, Reasoning (CER). <https://learn.k20center.ou.edu/strategy/156>
- K20 Center. (n.d.). Cornell Notes System. <https://learn.k20center.ou.edu/strategy/56>
- K20 Center. (n.d.). Magnetic Statements. <https://learn.k20center.ou.edu/strategy/166>
- K20 Center. (n.d.). S-I-T (Surprising, Interesting, Troubling). <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>