

## The Treaty of Versailles

### Lesson Synopsis:

This lesson investigates the aftermath of The Great War, including Wilson's Fourteen Points and the Treaty of Versailles. Students gain a basic overview of the Paris Peace Conference following World War I and learn about the opinions of the "Big Four" and the terms of the Treaty of Versailles by reviewing documents from the debate regarding the United States joining the League of Nations

### TEKS:

- 1 History.** *The student understands traditional historical points of reference in U.S. history from 1877 to the present.*  
The student is expected to:
  - 1A** identify major eras in U.S. history from 1877 to the present and describe their defining characteristics;
  - 1C** explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957.
- 3 History.** *The student understands the emergence of the United States as a world power between 1898 and 1920.*  
The student is expected to:
  - 3A** explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt, moved the United States into the position of a world power;
  - 3D** analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles.
- 8 Geography.** *The student uses tools to collect, analyze, and interpret data.* The student is expected to:
  - 8A** create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and
- 12 Economics.** *The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920.* The student is expected to:
  - 12E** describe the economic effects of international military conflicts, including the Spanish-American War and World War I on the United States.
- 18 Citizenship.** *The student understands efforts to expand the democratic process.* The student is expected to:
  - 18C** explain how participation in the democratic process reflects our national identity.

### Process TEKS:

- 24 Social studies skills.** *The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.* The student is expected to:
  - 24A** Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;
  - 24B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
  - 24C** Explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference and historical context;
  - 24D** Use the process of historical inquiry to research, interpret, and use multiple sources of evidence;
  - 24E** evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
  - 24F** Identify bias in written, oral, and visual material;
  - 24G** Support a point of view on a social studies issue or event; and
- 25 Social studies skills.** *The student communicates in written, oral, and visual forms.* The student is expected to:
  - 25A** Use social studies terminology correctly;
  - 25B** Use standard grammar, spelling, sentence structure, and punctuation;
  - 25C** Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
  - 25D** Create written, oral, and visual presentations of social studies information.
- 26 Social studies skills.** *The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.* The student is expected to:
  - 26A** Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

## GETTING READY FOR INSTRUCTION

### Performance Indicator(s):

- As a newspaper editorial writer and informed U.S. citizen in early 1919, write an editorial for your paper supporting a point of view on the Treaty of Versailles. (3D, 12E)

**ELPS** 4J, 5G

### Key Understandings and Guiding Questions:

- Domestic and foreign issues affect a nation politically, economically, and socially.

- Why do nations go to war?
- How do nations become world powers?
- Whose ambitions are served in war?
- Are wars ever fought simply to right a wrong? Why or why not?
- How does the tension between ideas lead to conflict and change?
- How do different wants and needs lead to conflict and change?
- How do significant events and individuals impact political boundaries?
- In what ways have historical events influenced world societies?

### Vocabulary of Instruction:

- compromise
- motivation
- conflict
- checks and balances
- geographic factors
- political factors
- economic effects
- Terms and identifications:
  - The Great War
  - World War I
  - Wilson's Fourteen Points
  - Treaty of Versailles
  - League of Nations
  - Wilson's Fourteen Points
  - military conflict
  - democratic process
  - armistice
  - treaty
  - Versailles

### Materials:

- playing cards (or any set of cards indicating red and black)
- index cards
- jump rope, painter's tape or streamer ribbon

### Resources:

- Photostory: Treaty of Versailles
- Attachments
  - Handout: **The Treaty of Versailles**
  - Handout: **Treaty of Versailles Matrix**
  - Handout: **Support for the League of Nations**
  - Handout: **Opposed to the League of Nations**
  - Handout: **League of Nations T-Chart**
  - Handout: **Sum It Up**
  - Teacher Resource: **Continuum Cards**
  - Rubric: **Editorial**
- Web Resources
  - Treaty of Versailles: <http://www.historyonthenet.com/WW1/versailles.htm>
  - <http://historyonthenet.com/Lessons/worksheets/ww1.htm>
  - National Archives Transcript of President Woodrow Wilson's 14 Points (1918): <http://www.ourdocuments.gov/doc.php?doc=62&page=transcript>
  - <http://hti.osu.edu/opper/lesson-plans/treaty-of-versailles>
  - <http://www.authentichistory.com/1914-1920/>
  - <http://www.greatwar.nl/>
  - <http://www.mtholyoke.edu/~bulin20e/classweb/purpose.html>
  - [http://www.articleii.org/extensions\\_chiefdiplomat.html](http://www.articleii.org/extensions_chiefdiplomat.html)
  - Lodge-Lowell Debate: <http://www.news.harvard.edu/gazette/2004/03.18/15-league.html>

### Advance Preparation:

1. Become familiar with the content and procedures for this lesson, including issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, the Treaty of Versailles and background and arguments for and against signing the treaty.
2. Refer to the Instructional Focus Document for specific information to include.
3. Select appropriate sections of the textbook and other classroom materials to support the learning in this lesson.

4. Choose and display vocabulary words on a “word wall” to be used during the lesson.
5. Locate appropriate maps in the student textbook or other materials to support learning:
6. Contact librarian for reference materials and resources for research.
7. Preview web resources according to district guidelines.
8. If desired, arrange student computer access for the Explore sections of the lesson. Otherwise, prepare handouts from the materials on the websites.
9. Print and prepare materials for the lesson.
  - a. Preview and prepare to show the PhotoStory: Treaty of Versailles during the Engage section.
  - b. Create a handout of a political cartoon about the Treaty of Versailles for use in the Explain 1 section. (Possibilities can be found at <http://www.mtholyoke.edu/~bulin20e/classweb/purpose.html> or [http://www.articleii.org/extensions\\_chiefdiplomat.html](http://www.articleii.org/extensions_chiefdiplomat.html) or <http://hti.osu.edu/opper/lesson-plans/treaty-of-versailles> )
  - c. Add political cartoons to be Document 4 of the Handout: **Opposed to the League of Nations.**
  - d. Cut out agreement flags (in blue) and disagreement flags (in red).
  - e. Create a timeline on World War I for the students to use (a sample is attached)
10. Discovery Education Streaming has video clips which may be utilized with each lesson. Contact your campus librarian or technology specialist to get a list of available clips. These clips can serve as an additional resource for students to learn about the content of the lesson.

### Background Information:

Prior knowledge: World War I is discussed in depth in the World History course. For this lesson, students need to come with knowledge of the causes and the events of World War I (See Unit 4, Lesson 2). They also need an understanding of other countries’ attitudes toward Germany.

#### *Treaty of Versailles*

Signed on June 28, 1919 as an end to the First World War, The Treaty of Versailles was supposed to ensure a lasting peace by punishing Germany and setting up a League of Nations to solve diplomatic problems. Instead, it left a legacy of political and geographical difficulties which have often been blamed, sometime solely, for starting the Second World War.

The First World War had been fought for four years when, on November 11, 1918, Germany and the Allies signed an armistice. The Allies soon gathered to discuss the peace treaty they would sign, but Germany and Austria-Hungary were not invited; instead they were only allowed to present a response to the treaty, a response which was largely ignored. Instead terms were drawn up mainly by the ‘Big Three’: British Prime Minister Lloyd George, French Prime Minister Frances Clemenceau and US President Woodrow Wilson. The Conference began with the ‘Big Four,’ however, Italian Prime Minister Vittorio Orlando quit the conference after a dispute with Wilson.

Representatives from 27 nations began meeting in Paris in January 1919 to discuss Wilson’s Fourteen Points. Clemenceau and Lloyd George refused to include most of Wilson’s points in the peace treaty. President Wilson won support of the most important of his Fourteen Points- that which called for the League of Nations. The League’s structure and responsibilities were set forth in the Covenant attached to the peace treaty.

#### *Results of the treaty:*

1. The map of Europe was redrawn with consequences which, especially in the Balkans, remain to the modern day.
2. Numerous countries were left with large minority groups: there were three and a half million Germans in Czechoslovakia alone.
3. The League of Nations was fatally weakened without the United States and its army to enforce decisions.
4. Many Germans felt unfairly treated; after all they had just signed an armistice, not a unilateral surrender.

#### *League of Nations Debate*

President Woodrow Wilson presented his support for what he would later call the League of Nations in a foreign policy address on May 17, 1916. The League of Nations would be an international parliament dedicated to the pursuit of peace, security and justice for all the world’s peoples. Wilson won support from Clemenceau and Lloyd George for the League of Nations, however, he faced fierce opposition in the U.S. Senate.

The League’s success depended on Wilson’s ability to convince the Senate to ratify the Treaty of Versailles, which included the League of Nations’ Covenant. The Republican’s had gained a majority in the Senate in 1918, and many were determined to undermine Wilson’s ambitions. Senator Henry Cabot Lodge of Massachusetts led one of the opposition groups.

The most heavily debated portion of the Covenant was Article X. It gave the League the right to undertake military actions against aggressor nations. Opponents believed that this violated the Constitution by eliminating the power

of Congress to declare war. Also, they declared that it was not in the best interest of the United States to be a part of an organization that could force the U.S. into a military action that might damage its national interest.

Though the Republicans offered several amendments to the treaty, Wilson refused to support them. Lodge presented the amended treaty for a ratification vote in November 1919. Wilson ordered Senate Democrats to vote against it and the Lodge version was defeated.

The League of Nations proved to be an unsuccessful organization. Many historians believe that the success of the League relied heavily on the full involvement of the United States to operate effectively as an international parliament.

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## GETTING READY FOR INSTRUCTION SUPPLEMENTAL PLANNING DOCUMENT

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Instructors are encouraged to supplement, and substitute resources, materials, and activities to differentiate instruction to address the needs of learners. The Exemplar Lessons are one approach to teaching and reaching the Performance Indicators and Specificity in the Instructional Focus Document for this unit. A Microsoft Word template for this planning document is located at [www.cscope.us/sup\\_plan\\_temp.doc](http://www.cscope.us/sup_plan_temp.doc). If a supplement is created electronically, users are encouraged to upload the document to their Lesson Plans as a Lesson Plan Resource in your district Curriculum Developer site for future reference.

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## INSTRUCTIONAL PROCEDURES

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### Instructional Procedures

#### ENGAGE

- Show the Teacher Resource: **PhotoStory: Treaty of Versailles** for this lesson.

### Notes for Teacher

**NOTE:** 1 Day = 50 minutes  
Suggested time: 1/3 Day

#### MATERIALS:

- **PhotoStory: Treaty of Versailles**

Web Resource:

- <http://www.historyonthenet.com/WW1/versailles.htm>

Additional pictures and information are available at the web site above.

#### EXPLORE 1

- Students work independently, in pairs, or in small groups.
- Distribute the **Handout: The Treaty of Versailles** and the **Handout: Treaty of Versailles Matrix**
- Students use the Treaty of Versailles handout, the textbook, and other materials to learn about the Treaty of Versailles.
- As they read, students organize the information by individually completing the **Treaty of Versailles Matrix** and as a group creating an illustrated list of the main points of the Treaty of Versailles. (Examples can be found at : <http://historyonthenet.com/Lessons/worksheets/ww1.htm>. Click on Treaty of Versailles and scroll to the second page.)
- Students leave their groups to meet with a different partner and share their learning. Use Think-Pair-Share or another appropriate strategy.

Suggested time: 1 2/3 Day

#### MATERIALS:

- Handout: **The Treaty of Versailles**
- Handout: **Treaty of Versailles Matrix**

Web Resources:

- <http://historyonthenet.com/Lessons/worksheets/ww1.htm>

#### EXPLAIN 1

- Distribute a political cartoon related to WWI and the Treaty of Versailles. Possible cartoons can be found at:
  - <http://www.mtholyoke.edu/~bulin20e/classweb/purpose.html> .
  - [http://www.articleii.org/extensions\\_chiefdiplomat.html](http://www.articleii.org/extensions_chiefdiplomat.html) ,
  - [http://digital.lib.uiowa.edu/cdm4/item\\_viewer.php?CISOROOT=/ding&CISOPTR=10919&CISOBX=1&REC=7](http://digital.lib.uiowa.edu/cdm4/item_viewer.php?CISOROOT=/ding&CISOPTR=10919&CISOBX=1&REC=7)
  - [http://digital.lib.uiowa.edu/cdm4/item\\_viewer.php?CISOROOT=/ding&CISOPTR=7685&CISOBX=1&REC=1](http://digital.lib.uiowa.edu/cdm4/item_viewer.php?CISOROOT=/ding&CISOPTR=7685&CISOBX=1&REC=1)
  - <http://hti.osu.edu/opper/lesson-plans/treaty-of-versailles>
- Students use what they have learned about the Treaty of Versailles to analyze a political cartoon.
- Ask students to use call-out boxes to identify and explain key images,

Suggested time: ½ Day

#### MATERIALS:

- political cartoon for analysis

Web Resources

- <http://www.mtholyoke.edu/~bulin20e/classweb/purpose.html>
- [http://www.articleii.org/extensions\\_chiefdiplomat.html](http://www.articleii.org/extensions_chiefdiplomat.html)
- [http://digital.lib.uiowa.edu/cdm4/item\\_viewer.php?CISOROOT=/ding&CISOPTR=10919&CISOBX=1&REC=7](http://digital.lib.uiowa.edu/cdm4/item_viewer.php?CISOROOT=/ding&CISOPTR=10919&CISOBX=1&REC=7)

## Instructional Procedures

- symbols, etc., in the cartoon.
- Then, with a partner, ask students to summarize the analysis of the editorial cartoon's message and elaborate on the world climate in the aftermath of WWI.
- After a few minutes of discussion, allow a few students to share out the analysis and explain the state of the world after WWI. (*Answers will vary.*)

## EXPLORE 2

- Ask each student to choose a card from a deck of playing cards. Students holding a red card will be in the Red group. Students holding a black card will be in the Black group.
- In groups, ask students to pair up with another student and become an expert on a point of view – either For the League of Nations or Against the League of Nations.
- In the **Red Groups**- Student pairs explore primary source documents supporting Woodrow Wilson's desire for the United States to join the League of Nations.
  - Distribute **Handout: Support for the League of Nations**.
  - Ask students to select 4 arguments that support the League of Nations. Then ask students to summarize their arguments on the **Handout: League of Nations T Chart** (citing the document used to formulate the arguments).
- In the **Black Groups**- Student pairs explore primary sources supporting Henry Cabot Lodge's desire for the United States to NOT join the League of Nations.
  - Distribute **Handout: Opposed to the League of Nations**.
  - Students select 4 arguments that oppose the United Nations and summarize their arguments on the **Handout: League of Nations T Chart** (citing the document used to formulate the arguments).
- When students demonstrate that they have become an expert on their position (40-60 minutes), reorganize the students. Ask students to pair up with someone from the opposite point of view.
- Now allow students to discuss their different points of view, ensuring that their partner fully understands the opposition. As each partner shares their point of view, the opposition should be filling in the **Handout: League of Nations T Chart** so that both sides are filled.

## EXPLAIN 2

- Distribute the **Handout: Sum It Up**.
- Ask students to work in pairs or as individuals to craft a response to one of three "answers" regarding the Fourteen Points and the Treaty of Versailles. Students must refute and/or support points made in the chosen option and provide evidence from their documents and discussions.

## ELABORATE

- Set up the position continuum in an open area of the room. Cut out each circle on the **Teacher Resource: Continuum Cards**. Then attach the circles as a continuum to a jump rope or painter's tape or streamer ribbon. The continuum should be set up as follows: Strongly Agree, Agree, Disagree, and Strongly Disagree.
- Distribute one index card to each student.
- Ask each student to write a newspaper headline on the index card that indicates how the American people might have felt about the League of Nations in 1919. After 5-7 minutes, ask students to pass up their index cards.

## Notes for Teacher

- <http://hti.osu.edu/opper/lesson-plans/treaty-of-versailles>

(This can be a formative assessment.)

Suggested time: 1 1/2 Day

### MATERIALS:

- Deck of cards
- Handout: **Support for the League of Nations**
- Handout: **Opposed to the League of Nations**
- Handout: **League of Nations T Chart** (or students draw their own)

### Teacher Notes:

During this part of the lesson, the teacher will monitor and circulate continuously, listening to discussions, asking probing questions to ensure that students grasp the content and positions on each side of the League of Nations. Teachers can clarify and add additional information to support student understanding.

Suggested time: ½ Day

### MATERIALS:

- Handout: **Sum It Up**

(This can be a formative assessment.)

Suggested time: ½ Day

### MATERIALS:

- Index cards
- Jump rope, painter's tape, or streamer ribbon
- Teacher Resource: **Continuum Cards**

### Teacher Notes:

Be sure to encourage students to justify their position with documents, readings

### Instructional Procedures

- Read each headline and ask students to stand along the continuum to show their opinion about the headline – if they agree or disagree with the headline. Then ask a few students at different points along the continuum to share out a reason for the point they chose on the continuum.

### EVALUATE

- As a newspaper editorial writer and informed U.S. citizen in early 1919, write an editorial for your paper supporting a point of view on the Treaty of Versailles. (3D, 12E)  
**ELPS** 4J, 5G

### Notes for Teacher

or other sources they have used to understand the Treaty of Versailles. This discussion can lead to higher quality editorials in the Evaluate section of the lesson.

Suggested time: 1 Day

#### **MATERIALS:**

- Rubric: **Editorial**

SAMPLE