

# Treaty of Versailles

## Lesson Plan

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Department of Education  
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**Grade Level:** 10<sup>th</sup> Grade

**Subject(s) Area:** World History

### **Materials Needed:**

- Computers with internet access
- Projector
- Whiteboard and whiteboard markers
- Worksheet detailing the forum
- Background knowledge of World War I and its outcomes as of early 1918.

### **S**Standards:

- 9-12.2.4 Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g. Red Scare, Roaring 20's, Great Depression, New Deal)
- 9-12.2.5 Trace causes, course, and legacy of World War II (e.g. totalitarian regimes; Pacific theatre, European theatre, home front)

### **O**bjectives:

- Students will understand the different views present when the Treaty of Versailles was decided upon as well as why each nation held those beliefs.
- Students will reconstruct the summit at Versailles and decide upon their own treaty (the Treaty of Larsonia) to reestablish peace after World War I.
- Students will adapt to the role of their assigned nation and must be sympathetic to the views that nation expressed at the Treaty of Versailles.
- Students must understand the political landscape of the world they are attempting to re-create as well as why their assigned nation held the beliefs they did.
- Students will understand the pressure each delegate to Versailles felt from their constituents back at home.
- Students will understand why the Treaty of Versailles was decided on in the manner in which it was.

### **L**earning Activities:

- I will gain student's attention by showing them the YouTube video about the Treaty of Versailles, stopping at 2 minutes and 24 seconds.
- <https://www.youtube.com/watch?v=f32fk5JRXhk>
- I will ask my students questions about the video, making sure that they understand why the Treaty of Versailles was needed.
- I will write these points on the board, providing a visual to all of my students.
- I will divide my students into groups and assign them a nation (France, Britain, United States, and Germany). I will decide the groups so that high flyers will be mixed with average students, as well as underperforming students.
- I will give my students time to research the position of their assigned nation, (approximately two periods).

- I will present them with a list of websites that will guide their research.
  - [http://www.historylearningsite.co.uk/treaty\\_of\\_versailles.htm](http://www.historylearningsite.co.uk/treaty_of_versailles.htm)
  - <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005425>
  - <http://www.history.com/topics/world-war-i/treaty-of-versailles>
  - <http://europeanhistory.about.com/od/treatyofversailles/p/overtovers.htm>
- I will have my students write down three things they know about their assigned country, two things they are unsure about, and one thing they would like me to further discuss with them about their assigned country. This will be their ticket to leave after the first period. (Formative assessment)
- On the end of the second day, I will meet with each group individually and answer any questions that they might have about the Treaty of Versailles. (Formative assessment)
- I will then give them one additional day to find any additional research they may need, as well as finalize their nation's argument before going into the forum.
- On the fifth day, I will facilitate a town-hall style forum in which the students will decide upon their own treaty to establish peace.
- I will conclude this lesson by showing the remainder of the YouTube video from above.
- Then I will relate to the class by comparing their Treaty of Larsonia to the Treaty of Versailles.
- I will ask my class what is similar with each treaty and as well as what is different, and why they think that is the case.
- I will ask my class if the citizens of their assigned country will approve of the treaty they have just established, as well as why they will or will not.

## **A**ssessment:

My rubric is aligned to North Dakota Social Studies Standard 9-12.2.5, (Trace the causes, course, and legacy of World War II (e.g. Totalitarian regimes; Pacific theatre, European theatre, home front).

For this lesson, my students will negotiate the Treaty of Versailles. First I will divide them up into four different groups representing the countries of Germany, France, the United States, and Great Britain. My students will spend the week doing research on their assigned nations set up at the end of World War I. The rubric that I made is to grade the actual discussion my students will have when they decide upon their own treaty to end World War I.

## Treaty of Versailles : Making of a Treaty

Student Name: \_\_\_\_\_

Teacher Name: **Mr. Larson**

Period: 1 2 3 4 5 6 7 8

Assigned Country: (Circle one)



Social Studies 9-12.2.5

CATEGORY	4 Advanced	3 Proficient	2 Intermediate	1 Novice	Comments
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.	
Role	Point-of-view, arguments, and treaty proposed were consistently in the opinion of their assigned nation.	Point-of-view, arguments, and treaty proposed were often in the opinion of their assigned nation.	Point-of-view, arguments, and treaty proposed were sometimes in the opinion of their assigned nation.	Point-of-view, arguments, and treaty proposed were rarely in the opinion of their assigned nation.	
Knowledge Gained	Can clearly explain several ways in which his/ her country "saw" things differently than other countries, and can clearly explain why.	Can clearly explain several ways in which his/ her country "saw" things differently than other countries.	Can clearly explain one way in which his/ her country "saw" things differently than other countries.	Cannot explain one way in which his/ her country "saw" things differently than other countries.	
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.	
Professional Dress	All students were professionally dressed.	Three students were dressed professionally.	Two students were dressed professionally.	One or less student was dressed professionally.	