

How effective was the Treaty of Versailles?

Content	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> • WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> ○ conducting historical research ○ evaluating a broad variety of primary and secondary sources ○ comparing and contrasting varied points of view ○ determining the meaning of words and phrases from historical texts ○ using technology to research, produce, or publish a written product • WH.1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources • WH.5.3 Describe the motives, major events, extent, and effects of European and American imperialism in Africa, Asia, and the Americas • WH.6.1 Identify the key personalities and evaluate the origins, major events, technological advances, and peace settlements of World War I
Claims	<p>In this instructional task, students develop and express claims through discussions and writing which evaluate the effect the Treaty of Versailles had on settling the international disputes which had initiated World War I.</p>
Unit Connection	<p>This instructional task helps students explore and develop claims around the content from unit 4:</p> <ul style="list-style-type: none"> • What was the significance of the peace settlements of WWI? (WH.6.1) • How did militarism, alliances, nationalism, imperialism and assassination (M.A.N.I.A.) cause World War I? (WH.6.1)

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What changes occurred with the Triple Alliance after the Treaty of Versailles was signed?	How did the imperialistic political boundaries change between the years of 1914 and 1924?	How were Wilson’s Fourteen Points and the Treaty of Versailles similar and different?	How did the German citizens respond to the Treaty of Versailles?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Students read and examine the text to build background knowledge of the complexities of the Treaty of Versailles and its effect on the Triple Entente’ after WWI.	Students will analyze both world maps for the years 1914 and 1924 and evaluate how the political borders changed in Europe and Asia.	Students read and examine the text to build background knowledge of President Wilson’s Fourteen Points and compare and contrast the Wilson’s Fourteen Points with the Treaty of Versailles.	Students read and examine the letter to build background knowledge of Germany’s response to the Treaty of Versailles.
Featured Source	Featured Source	Featured Source	Featured Source
Source A: Treaty of Versailles , WWI Document Archive	Source B: Imperialism World Maps in 1914 and 1924 , WWI Document Archive	Source C: Fourteen Points , Woodrow Wilson	Source D: German Delegates’ Protest Against Proposed Peace Terms at the Paris Peace Conference , FirstWorldWar.com

Summative Performance Task	<p>Using the sources and your knowledge of U.S. history, write an essay that examines whether the Treaty of Versailles effectively settled the international disputes which had initiated World War I.</p>
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Formative Performance Task 1

Supporting Question	What changes occurred with the Triple Alliance after the Treaty of Versailles was signed?
Formative Performance Task	Students read and examine the text to build background knowledge of the complexities of the Treaty of Versailles and its effect on the Triple Entente' after WWI.
Featured Source	Source A: Treaty of Versailles , WWI Document Archive
Content and Claims	This formative performance task requires students to examine excerpts of the articles from the Treaty of Versailles to gain insight into the Treaty of Versailles effect on the German population after WWI (WH.1.1, WH.1.4, WH.6.1)

Featured Source

Source A: [Treaty of Versailles](#), WWI Document Archive

Steps

1. Have students read the excerpts from the Treaty of Versailles. Have students work with a partner to paraphrase the text into their own words.
2. Conduct a class discussion in which students consider the impact of this treaty. Some possible questions to include in discussion include:
 - How did the Treaty of Versailles affect the German Military, Navy and Air Force? Do you think it is reasonable to disarm a former enemy belligerent? Why or why not?
 - How do you think Germany will react to the demilitarization of their military? Elaborate.
 - Who did the Allies blame for World War I? Who is expected to pay for the war damages?
 - What is the dollar amount to be repaid? How will it be repaid and what will happen if it is not repaid?
 - What territories did Germany lose as a result of the Treaty of Versailles?
 - How do you think Germany will respond to their territorial losses? Why?

Student Look-Fors

1. Students should be able to discern the negative effects the Treaty of Versailles had on Germany.
2. Students should be able to summarize the changes in Germany's Military, Navy and Air force initiated by the Treaty of Versailles.
3. Students should be able to recognize the unfeasibility of the reparation costs imposed on the Citizens of Germany.
4. Students should be able to recognize the territorial losses Germany faced.
5. Students should consider the consequences inflicted on Germany with the "war guilt clause" in that Germany was to blame for starting World War I.

Formative Performance Task 2

Supporting Question	How did the imperialistic political boundaries change between the years of 1914 and 1924?
Formative Performance Task	Students will analyze both world maps for the years 1914 and 1924 and evaluate how the political borders changed in Europe and Asia.
Featured Source	Source B: Imperialism World Maps in 1914 and 1924 , WWI Document Archive
Content and Claims	In this formative performance task, students explore two maps of Europe and Asia Minor in 1914 and 1924. Students will record the similarities and differences between the two maps. (WH.1.1, WH.1.4, WH.5.3)

Featured Source

Source B: Imperialism World Maps in [1914](#) and [1924](#), WWI Document Archive

Steps

1. Provide students with access to the two maps (Imperialism World Maps in [1914](#) and [1924](#)). As students compare the two maps, have them note the similarities and differences they see.
2. After reviewing both maps, have students discuss their observations with a shoulder partner.
3. Guide students in a whole-group discussion using these sample questions:
 - What political boundaries changed in Europe, Asia and Africa from 1914-1924?
 - Why did the political boundaries change in Europe, Asia and Africa?
 - Which countries saw the biggest changes in Imperialistic Colonies?

Student Look-Fors

1. Students' observations should indicate the differences in land ownership/control as a result of the Treaty of Versailles.
2. Upon completion of the 1914 and 1924 maps of Europe and Asia Minor graphic organizers students should note the new division of Germany's former imperialistic political boundaries.
3. Students should note that 17 countries in Europe did not change at all between the two maps this would be complete the similarities between the maps section of the graphic organizer.
4. Germany and Austria-Hungary was divided into 14 new countries with new political boundaries for Germany and Austria-Hungary with the signage of the Treaty of Versailles.
5. Students should notice the differences in Turkey (Ottoman Empire) was divided into ten different countries with new political boundaries after the signage of the Treaty of Versailles.

Formative Performance Task 3

Supporting Question	How were President Woodrow Wilson’s Fourteen Points and the Treaty of Versailles similar and different?
Formative Performance Task	Students read and examine the text to build background knowledge of President Wilson’s Fourteen Points and compare and contrast the Wilson’s Fourteen Points with the Treaty of Versailles.
Featured Source	Source C: Fourteen Points , Woodrow Wilson
Content and Claims	This formative performance task requires students to compare President Wilson’s Fourteen Point speech to the Treaty of Versailles and determine the similarities and differences between the two documents. (WH.1.1, WH.1.4, WH.6.1)

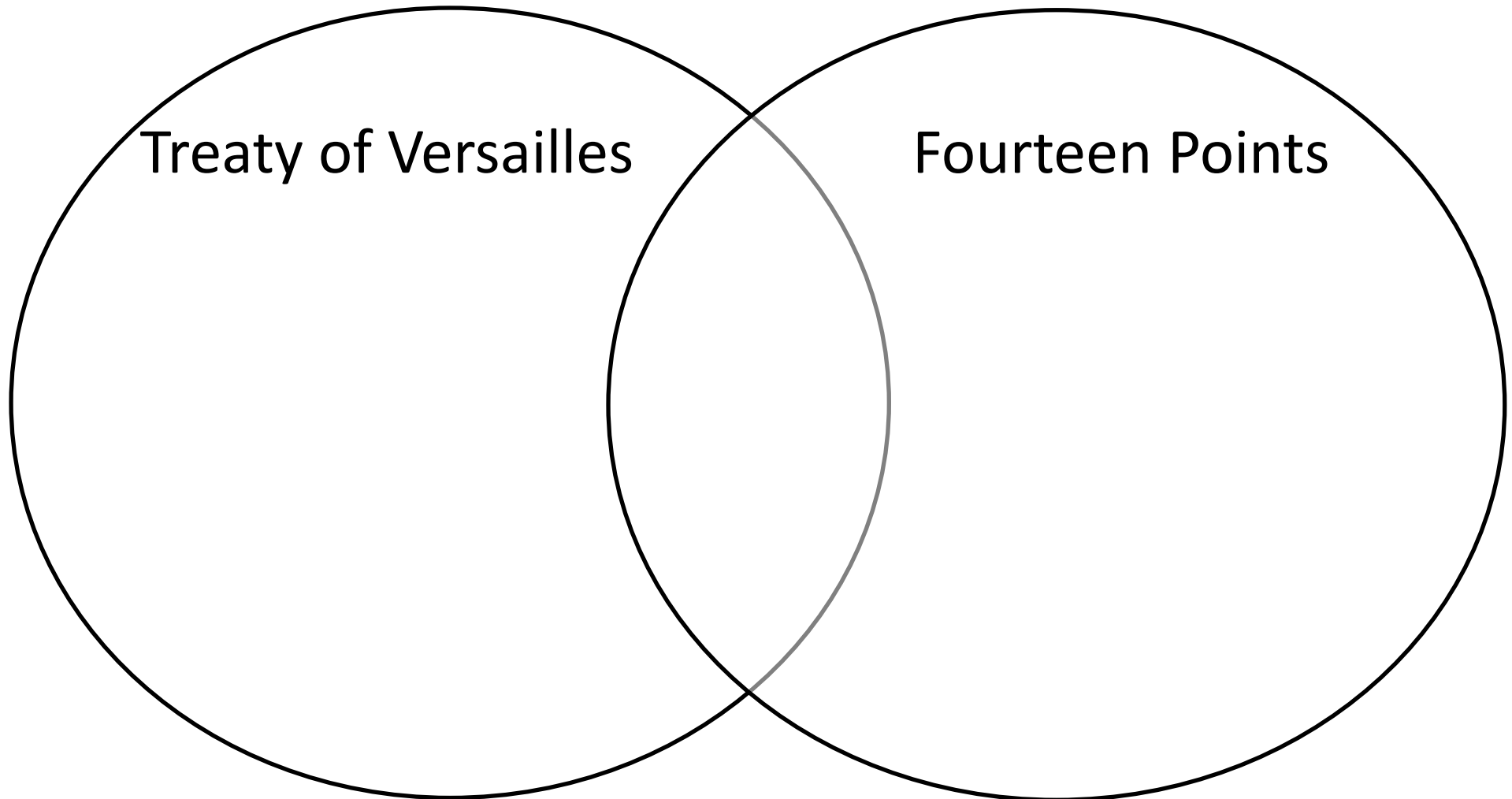
Featured Source

Source C: [Fourteen Points](#), Woodrow Wilson

Steps

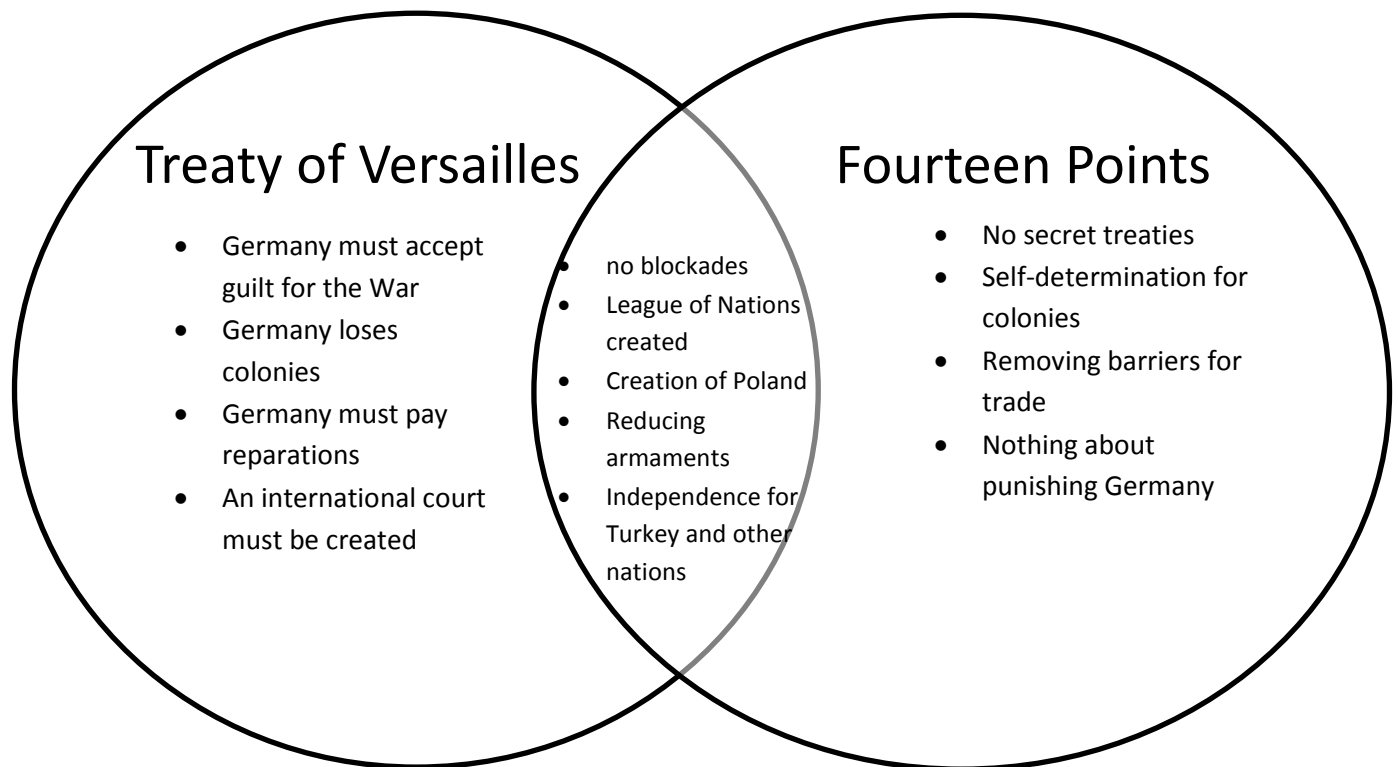
1. Have students read and analyze President Woodrow Wilson’s [Fourteen Points](#) speech.
2. After reading the speech, the students will create a Venn diagram that compares and contrasts the Treaty of Versailles and Wilson’s Fourteen Points. Students will place a minimum of 3 facts in each section of the Venn Diagram. A sample Venn diagram is included below.

Compare and Contrast: Treaty of Versailles and Fourteen Points



Student Look-Fors

1. After reading President Woodrow Wilson's Fourteen Point speech that was written before the Treaty of Versailles, students will write down the information in the appropriate location of the Venn Diagram.
2. Differences with the Treaty of Versailles students should place 3 of the following points on the Venn Diagram:
3. Similarities between Treaty of Versailles and Wilson's Fourteen Points (middle of Venn diagram) students will write down 3 of the following points:
4. Differences with President Wilson's Fourteen Point speech students should place 3 of the following points on the Venn Diagram:



Formative Performance Task 4

Supporting Question	How did the German citizens respond to the Treaty of Versailles?
Formative Performance Task	Students read and examine the letter to build background knowledge of Germany's response to the Treaty of Versailles.
Featured Sources	Source D: German Delegates' Protest Against Proposed Peace Terms at the Paris Peace Conference , FirstWorldWar.com
Content and Claims	This formative performance task requires students to read a letter written by a concerned German citizen addressed to the French President Clemenceau regarding the impossibility of the Treaty of Versailles for the German population. (WH.1.1, WH.1.4, WH.6.1)

Featured Sources

Source D: [German Delegates' Protest Against Proposed Peace Terms at the Paris Peace Conference](#), FirstWorldWar.com

Steps

1. Have students read the letter from Count von Brockdorff-Rantzaus to examine Germany's response to the Treaty of Versailles.
2. Have students complete *RAFT* writing. Teachers may conduct a class brainstorm to gather numerous possible perspectives on a topic. Stress to the students that *RAFT* writing allows for creativity but must accurately reflect the content learned. An example of how a student might complete is RAFT is shown below:

Role	Audience	Format	Topic
German Citizen living in Germany after WWI	President George Clemenceau of France	Letter	Like/Dislike Treaty of Versailles

3. Student groups should orally present their letters to the class.

Student Look-Fors

1. Students' letters should express their personal opinions regarding the Treaty of Versailles and the constraints on their home country of Germany. A sample RAFT writing is included below.

President Clemenceau:

I am writing today on behalf of my fellow Germans. It is our belief that the terms of the Treaty of Versailles are unfair and will cause many problems for our country.

Germany was not consulted about the terms of the Treaty of Versailles. If our leaders had been included in the creation of the terms of this treaty, we feel that Germany would not have suffered such unfair treatment.

As you know, after our country was forced into signing the Treaty of Versailles, I and my fellow citizens protested in Parliament and on the streets of Germany.

There are many terms of this treaty that will result in great harm to Germany. First, Germany lost ten percent of its land and more than twelve percent of its population. Our country has worked for years to build up our empire and now we have been set back. In addition, our military was drastically reduced which makes it very difficult to protect ourselves as all of our neighboring countries are able to build up

Finally, Germany had to sign the War Guilt Clause. We had to accept sole responsibility for the war, and we now have to make substantial war reparations to the allies which will likely cause our country to go bankrupt.

I fear that my country will suffer from the terms of this treaty for generations to come. Even those outside of Germany can surely see that this treaty will have lasting negative effects to all of Europe.

You and your fellow treaty writers should be ashamed of what you have done.

Respectfully Yours,

Nicklas Hammerschmidt

Nicklas Hammerschmidt

Summative Performance Task

Compelling Question	How effective was the Treaty of Versailles?
Summative Performance Task	Using the sources and your knowledge of U.S. history, write an essay that examines whether the Treaty of Versailles effectively settled the international disputes which had initiated World War I.

Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Throughout this instructional task, students have explored how the Treaty of Versailles attempted to settle the international disputes that initiated World War I; this information will be an essential part of a well-developed essay. Before the summative performance task, it may be helpful for students to review the sources provided and the writing/graphic organizers created during the formative assessment tasks. Doing so should help them to develop their interpretations and to highlight the appropriate examples and details to support their writing.

Student Prompt

Using the sources and your knowledge of U.S. history, write an essay that examines whether the Treaty of Versailles effectively settled the international disputes which had initiated World War I.

Student Look-Fors

1. Scoring Notes:
 - a. Student responses should reflect an understanding of the significance of the loss of German lands, War Guilt clause, and German reparations.
 - b. The student takes a clear position in response to the prompt and develops a solid claim.
 - c. The student supports claims using information gained from sources.

2. A strong response:
 - a. References documents appropriately
 - Germany's loss of military, territories and economic losses after WWI (Source A)
 - Changes in German worldwide Imperialism between 1914 and 1924 (Source B)
 - Similarities and differences between President Woodrow Wilson's fourteen point speech with the Treaty of Versailles (Source C)
 - Perspective of a German citizen after WWI (Source D)
 - b. Applies the provided evidence as well as additional information about the Cold War.
 - Triple Alliance countries (Germany, Austria-Hungary, Italy) involved in World War I
 - Triple Entente' countries (Britain, France and Russia) involved in World War I
 - The United States involvement in World War I
 - Russia's involvement in World War I. Brest-Litovsk Treaty between Germany and Russia in 1917.
 - Triple Alliance response after the Treaty of Versailles was signed including forcing Germany's hand in the signage of the Treaty of Versailles.