



Social Studies

Resource Guide

PART II.7

World War I: The Versailles Treaty2

Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

Standards & Performance Indicators

SS

1

- ▲ involvement in foreign affairs
- ▲ values and foreign policies

SS

2

- ▲ analyze evidence critically
- ▲ importance of analyzing narratives from different times
- ▲ investigate key events/turning points
- ▲ roles/contributions of individuals/groups
- ▲ explain dynamics of cultural change
- ▲ norms and values of Western/other cultures
- ▲ identify historical problems
- ▲ interpret/analyze documents/artifacts
- ▲ historical research projects
- ▲ different interpretations of events/issues/developments

SS

3

- ▲ develop and use maps
- ▲ forces influence division and control of Earth's surface

SS

4

- ▲ basic economic concepts
- ▲ nature of scarcity
- ▲ economic decision making is global
- ▲ present economic information/conclusions

SS

5

- ▲ values of nation/international organizations affect human rights
- ▲ compare political systems
- ▲ prepare plan of action

WORLD WAR I: *The Versailles Treaty*

Students are encouraged to role play actual historical figures involved in the negotiations of their national delegation.

...in classes with a wide range of abilities, the numerous tasks associated with this learning experience can be distributed among students in each national delegation using the same process as in a cooperative learning lesson in which the teacher assigns roles within student groups. In this learning experience the roles could include: researcher, writer, map maker, and chart maker. The great variety of resources available on this topic can accommodate a wide range of learning styles.

Teacher

The purpose of this learning experience is to have students reenact the negotiations which led to the Treaty of Versailles at the conclusion of World War One.

"Versailles the Lost Peace" Viewing Guide

1. What hypothesis does Eric Severeid present at the beginning of this film? Is it validated by the evidence he presents in the rest of the film?
2. What did President Wilson see as his "mission" when he left for the peace conference?
3. What were the goals and attitudes of the following men at the peace conference: Lloyd George; Clemenceau; Orlando?
4. Explain the role played by Col. House at the treaty negotiations. Why was it so significant? How did Col. House "betray" Pres. Wilson?
5. According to Dr. Weinstein, what might have been the effect of the influenza epidemic which struck Paris at this time? Specifically, what might have been the effect on Pres. Wilson?
6. Did Wilson's compromises and the apparent victory of Lloyd George and Clemenceau signal the failure of the treaty? Explain.
7. The Treaty of Versailles was signed on June 28, 1919. What was the situation in Germany at this time? Why was it significant?
8. According to Robin Winks, why was the Treaty of Versailles an early, indirect cause of World War II?
9. React to the views put forth by George Kennan in this presentation. Do you agree or disagree with his view of the war? Explain.
10. Do you feel the treaty was too harsh or too lenient? Explain.

Show the film *Versailles: The Lost Peace* to compare what actually happened with the views of the historians in the film with the students own experience acting as national negotiators for one of the nations.

1. Each student will join a national delegation. Each group of students will work together to develop specific negotiating policies, strategies, and materials.
2. When planning negotiating techniques, strategies, and materials, students write position papers and draw necessary maps.
3. During negotiations students are expected to represent their nations view in 1919.
4. Teacher will serve as the chief parliamentarian during formal negotiating sessions. Short recesses can be declared to facilitate greater student-to-student interaction.
5. Teacher will act as administrator for each negotiating session including accepting motions and facilitating discussion and votes.

6. At the end of formal negotiations, teacher will lead a debriefing session. This session includes an analysis of what their nation was able to gain, what their nation lost, their individual reactions to what took place, and whether they were able to avoid mistakes of the past.



This set of maps, which is part of the proposal of a United States' delegation for territorial settlements in Africa, demonstrates the student's understanding of some of the basic geopolitical realities of post-World War I European powers and their colonial goals. The economic necessity of maintaining their empires produced the geographic necessity of expanding territorial control at the expense of Germany. Understanding geographic influences on history are combined with an understanding of the impact of political decisions on geographical boundaries.

Group Directions

Each group will be responsible for preparing the following documents in writing:

- a. assessing responsibility for the cause of the war
- b. specific physical damages to their nation and expected compensation
- c. specific goals for creating a working peace
- d. national goals of self-interest, political and economic
- e. maps indicating desired territorial settlements and adjustments.

Delegations:

United States

France

Great Britain

Italy

Germany [Germany was not at the actual negotiations, but including them makes this a much more exciting and creative exercise.]

Tasks:

1. Join delegations, assign tasks, and develop negotiating strategy
2. Research specific topics, formulate policies, and create maps
3. Begin negotiations in class
4. Begin informal negotiations outside of class
5. Negotiations end; Evaluation
6. Analysis and Evaluation of Negotiations
7. View *Versailles: The Lost Peace*
8. Review for exam.

Each class has its own chemistry and the teacher is the best judge of the time required to complete the goals associated with this unit.

Teacher

Proposal: Economics and Politics

Overview of Objectives

The delegates of the United Kingdom do hereby propose that strategies with goals of restoration, as opposed to collecting reparations and exacting punishment, be used when settling the issues dealing with the economy, debt, and compensations involving the cost of the war. A thriving economy is our first priority.

Debt and Trade Proposals- France and Italy:

During the course of World War I, the United Kingdom advanced a total of \$8,695,000,000 to its allies. Of this total, \$2,170,000,000 was advanced to the country of France and \$2,065,000,000 was advanced to the country of Italy. On the basis of eliminating reparations, the United Kingdom proposes the following:

1. Both Italy and France pay directly to the United Kingdom, in the form of money over the course of three years, 1/30 of the debts mentioned above. Therefore, for France the sum owed above would be reduced to \$72,333,333 and for Italy the sum owed above would be reduced to \$68,833,333.
2. Along with a payment of agreed upon sums, both Italy and France would lower their tariffs on British goods by 60% for a period of fifteen years.
3. The United Kingdom will in turn raise their tariffs on imports from France and Italy by a margin of 14%.
4. A discount of 3% will be issued by France and Italy on agricultural goods and food products such as grains, meat, and dairy products.

This economic proposal from the students in the delegation of the United Kingdom reflects an understanding of the burden and potential dangers harsh reparations posed for the post-World War I world. It also demonstrates the student's ability to use economic decision making skills to deal with historical problems as well as undertaking historical analysis of a specific series of events and the consequences of those events.

Daniel
Zach
Marco

Economic Proposals

Fellow nations, let us come forth and reiterate the message that we have been stressing throughout this conference: we are very sorry for our role in this terrible conflict. We do concede that we have no allies among the group of nations that are presently here and this juncture. However, with the current policies that you have forced upon my country and the further sanctions that you will more than likely impose on us, we demand of you to take into consideration that the good people of Germany are suffering. There is a terrible famine all throughout Germany, all because of the blockade that you the "allied" nations have placed upon us, the good people of Germany.

Before the "Great War," we had a rapidly growing, striving economy. Since the war, our economy is now ruins due to the bombardment of the allies. Since the main objective of this conference is to discuss a plan in order to establish a peace, then why do the allied forces point a finger at us, and us solely? Our main objective as Germans is for us to hold on to our foreign interests, and hopefully restore our once prominent economy. We agree to reasonably compensate the allied forces for our role in this conflict, but we ask of the allies to help out the German economy by helping us restore our economy. Whether it is sending construction workers, or even taking a small sum of the indemnities that we will most likely owe you, we ask as a token of good will, that you help us out.

As a proud member of the new German government, which is a democratic one, I ask you to take into account the standards of democracy. As upholders of democracy, I believe that we should show the world that as civilized nations, we can live up to democratic standards. As a firm believer in democracy, I plead to you to help out the good people of Germany, who have suffered throughout this terrible conflict.

This economic proposal by Germany demonstrates the students' understanding of the unique position Germany would have been in with respect to the other nations had she attended the peace conference. It also demonstrates the student's ability to recognize the significance of the changes in the German government which took place at the end of the war. It demonstrates that the students' have gained an understanding of the issue and economic decision making from the German perspective.

ASSESSMENT



- A) First hand observation of student delegation sessions held in class.
- B) On-going notes taken during formal negotiation sessions held in class.

DR. ROTHMAN
A.P. EUROPEAN HISTORY
STUDENT EVALUATION FORM

NAME _____
DELEGATION _____
VERSAILLES TREATY NEGOTIATION

I. CLASS PARTICIPATION IN NEGOTIATIONS

DAY ONE	1	2	3	4	5	6	7	8	9	10
DAY TWO	1	2	3	4	5	6	7	8	9	10
DAY THREE	1	2	3	4	5	6	7	8	9	10

II. GROUP PARTICIPATION

DAY ONE	1	2	3	4	5	6	7	8	9	10
DAY TWO	1	2	3	4	5	6	7	8	9	10
DAY THREE	1	2	3	4	5	6	7	8	9	10

III. GROUP PRESENTATION

CHARTS, MAPS, VISUALS

1	2	3	4	5	6	7	8	9	10
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GROUP INTERACTION

1 2 3 4 5 6 7 8 9 10

NEGOTIATIONS STRATEGIES AND TECHNIQUES

1 2 3 4 5 6 7 8 9 10

IV. INDIVIDUAL WRITTEN WORK

1 2 3 4 5 6 7 8 9 10

V. OVERALL COMMENTS

VI. GRADES

INDIVIDUAL GRADE _____

GROUP GRADE _____

- C) Completion of student evaluation form by teacher at end of each negotiating session.
- D) Evaluation of student discussion based on the viewing guide for the film *Versailles: The Lost Peace* from the series *The Years Between the Wars*.
- E) Student performance on short answer examination given at the end of the unit.
- F) Evaluation of portfolios turned in by each national delegation containing all written work produced by the group including maps, position papers, negotiating strategies, class notes, charts, graphs, and posters.

REFLECTION

Students gain insight into subjects such as nationalism, diplomacy, international law and organization, economics, and geography by actually preparing policy statements in these areas for their delegation. The attainment of the goals contained in the Learning Standards becomes real and immediate rather than abstract.

Students quickly gain intellectual and emotional ownership over this learning experience as they interact with the members of their delegation and negotiate with the other delegations. While individual achievement is assessed, cooperation among the group is critical for the success of all.

I have successfully used this learning experience for many years. Many students who have come back after graduation have stated that for them this activity was the highlight of the course.

REFLECTION:
REFLECTION