



THE END OF THE WAR

The Armistice and the Treaty of Versailles

Recommended Grade Levels: 5-9

Course/Content Area: U.S./World History

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ESSENTIAL QUESTIONS:

- Why did fighting stop in World War I?
- How did Europe (and the rest of the world) move forward once it was no longer at war?

SUMMARY: Students will discover how the Treaty of Versailles brings an end to the First World War for Germany and the “Big 3.”

STANDARDS ALIGNMENT: Common Core English Language Arts Standards: Speaking & Listening: Comprehension and Collaboration

CCSS.ELA-Literacy.SL.5.1 (5.1.A, 5.1.B, 5.1.C, 5.1.D)

CCSS.ELA-Literacy.SL.6.1 (6.1.A, 6.1.B, 6.1.C, 6.1.D)

CCSS.ELA-Literacy.SL.7.1 (7.1.A, 7.1.B, 7.1.C, 7.1.D)

CCSS.ELA-Literacy.SL.8.1 (8.1.A, 8.1.B, 8.1.C, 8.1.D)

CCSS.ELA-Literacy.SL.9-10.1 (9-10.1.A, 9-10.1.B, 9-10.1.C, 9-10.1.D)

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.5.6

CCSS.ELA-Literacy.SL.6.6

CCSS.ELA-Literacy.SL.7.6

CCSS.ELA-Literacy.SL.8.6

CCSS.ELA-Literacy.SL.9-10.6

English Language Arts Standards: Writing

Text Types and Purposes:

CCSS.ELA-Literacy.W.5.1 (5.1.A, 5.1.B, 5.1.C, 5.1.D)

CCSS.ELA-Literacy.WHST.6-8.1 (6-8.1.A, 6-8.1.B, 6-8.1.C, 6-8.1.D, 6-8.1.E)

CCSS.ELA-Literacy.WHST.9-10.1 (9-10.1.A, 9-10.1.B, 9-10.1.C, 9-10.1.D, 9-10.1.E)

National Standards for History presented by the National Center for History in the Schools

U.S. History:

NSS-USH.5-12.7 Era 7: The Emergence of Modern America (1890-1930)

The student in grades 5-12:

Understands the changing role of the United States in world affairs through World War I.

World History:

NSS-WH.5-12.8 Era 8: A Half-Century of Crisis and Achievement, 1900-1945

The student in grades 5-12:

Understands the causes and global consequences of World War I.

TIME NEEDED: One 50-minute class periods with homework required

OBJECTIVES: *Students will:*

- Determine nations' goals at the peace treaty conference.
- Effectively communicate/negotiate with classmates in a simulation situation and demonstrate their understanding of the Treaty of Versailles.
- Synthesize their understanding of the Treaty of Versailles, expressing what it accomplished and their perception of its fairness.

INTERDISCIPLINARY: Social Studies, Language Arts

- MATERIALS NEEDED:**
- Treaty of Versailles PowerPoint, download at <https://www.theworldwar.org/sites/default/files/2022-03/end-war-armistice-treaty-versailles-ppt.pptx>
 - Headbands with country assignments
Will need a “France,” “Great Britain,” “United States” and “Germany” for every group
 - Internet access for students
 - Colored pencils, markers, etc.
 - Rubric for grading writing assignment (see Appendix A)

LESSON

DIRECTIONS:

1. Begin Treaty of Versailles PowerPoint by talking about the end of the war.
Define: Armistice, Treaty, Reparation, Re-conquer and Vengeance.
2. Assign students to a particular role: Britain, France, U.S. or Germany (use headbands – each table should have a rep from each country if possible.)
Students should get into country groups and discuss what each country wanted out of the treaty. Then students will return to tables and meet with a representative from each country and form a treaty.
3. Discuss the actual treaty.
4. Students will design an illustrated version of the treaty points to show understanding.

POST-ASSESSMENT:

Evaluation slide of PowerPoint: Answer the following questions on the back of your illustration:

- Do you think the Treaty of Versailles was fair? Explain why/why not.
- Were there portions of the treaty that were fairer than others?

See Appendix A for writing assignment rubric.

Appendix A: Treaty of Versailles – Fair or Not?

Do you think the Treaty of Versailles was fair?
Explain why you think this.

Were there portions of the treaty that were more fair (or less fair) than others?

	(4) Exemplary/ Advanced	(3) Developed/ Proficient	(2) Emerging/ Basic	(1) Underdeveloped/ Below
Content Accuracy	The paragraph makes a judgment about fairness of the treaty and provides multiple pieces of supporting evidence.	The paragraph makes a judgment about fairness of the treaty and provides a supporting reason.	The paragraph makes a judgment about fairness of the treaty but does not provide support.	The paragraph does not make a judgment about the treaty.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of a varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs a lot of work.
Grammar & Spelling	Writer makes no errors in grammar and/or spelling, capitalization or punctuation.	Writer makes no errors in grammar and/or spelling, capitalization or punctuation.	Writer makes 1-3 errors in grammar and/or spelling, capitalization or punctuation.	Writer makes more than 4 errors in grammar and/or spelling, capitalization or punctuation.