

Section I: Overview

Overview | The Great War: Evaluating the Treaty of Versailles



The Great War: Evaluating the Treaty of Versailles

by Daniel Zeitz

By studying a variety of primary sources, maps, and supporting documents concerning the post-war peace process, students will develop a context for evaluating whether the treaty was a viable, fair one, and for considering some of the complex questions this issue raises about the historical causality and responsibility. The lesson fits within a larger unit on World War I.

Grades: 10 11 12

Discipline: Social Studies

Section 2: What Task?

TEACHING TASK

Task Template 2 — [3 Levels]

Argumentation & Analysis

L1: Was the Treaty of Versailles a fair one for Germany? After reading various primary and secondary sources on the Treaty of Versailles write an essay that addresses the question and support your position with evidence from the text(s).

L2: Be sure to acknowledge competing views.

STUDENT BACKGROUND

This task is part of a larger section on the two World Wars (1914-1945). Students will have prior knowledge on the causes and implications of World War I and the Treaty of Versailles

EXTENSION

STANDARDS

Kentucky — The History of the World

SS-HS-5.3.4: Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).

Common Core Anchor Standards — Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards — Writing

W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Section 3: What Skills?

Selected Skills

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

TEXT SELECTION: Ability to identify appropriate texts

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 4: What Instruction?

MiniTasks

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

LIST

In a quick write, write your first reaction to the task prompt. Add some notes of things you know about this issue.

Teaching Strategies:

- Link this task to earlier class content.
- Discuss student responses.
- Clarify timetable and support plans for the task.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

NOTES

Prompt:

In your own words, write a brief explanation of what the task is asking you to do (students respond below the quick-write).

Rubric:

Students will translate the rubric in their own words.

Duration: Ongoing

Meets Expectations:

No scoring

Teaching Strategies:

Students share responses so they can hear how others are interpreting the task.

Encourage students to help each other when appropriate.

- Rubric Translation Activity – Introduce rubric to class. In small groups, students will translate their assigned piece of the rubric in their own words. Students will then participate in a jigsaw and gallery walk to share and take notes on rubric translations.
- Extra Support – Specifically organize groups to provide ideal peer-support for students who need it.
- Teacher work - Review student responses in task analysis and quick-write to ensure they understand the task and identify those who need more support.

Reading Process

TEXT SELECTION: Ability to identify appropriate texts

NOTES

Notes

- 1) What strategies do you use to help you process your reading?
- 2) What information do you already know about topic of the introductory article:
"What are your rights?"

Duration: 60 Minutes

Meets Expectations:

- List of 3-4 of strategies for reading (can be strategies of others as well)
- ? Participates in class discussion of reading strategies and current knowledge of article topic.
- ? Fills out "Give on-get one activity"

Teaching Strategies:

- Have individual students write down 1 or 2 strategies they use to understand what they read.
- Students then get in pairs to share responses. Students will then find 3 other strategy ideas from classmates to add to their lists
- Teacher will use handout for "Give one, get one" activity
- Teacher will create a class list of reading strategies and content knowledge of first article.
- Teacher can add reading strategies to wall chart so students will be reminded of strategies.

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

NOTES

- 1) What strategies do you use to help you process your reading?
- 2) What information do you already know about topic of the introductory article:
"What are your rights?"

Duration: 45 Minutes

Meets Expectations:

- List of 3-4 of strategies for reading (can be strategies of others as well)
 - ? Participates in class discussion of reading strategies and current knowledge of article topic.
 - ? Fills out "Give on-get one activity"
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Teaching Strategies:

- Teacher will have handout or interactive slideshow prepared with key terms and events for World War I. Students record in Vocabulary Notes section of their Writer's Notebook.
 - Students will read the first article, "Treaty of Versailles: Was Germany Guilty?"
 - Instructions should be very explicit and include group/partner work and teacher modeling.
 - o Teacher will read first 2 paragraphs sentences of the article, modeling active reading and strategies.
 - o Students finish reading the rest of the article using a "think aloud" process with a partner.
 - o Students will create a list of vocabulary that students struggled with and class discusses strategies for understanding words in context.
 - o Students will record new vocabulary in the Vocabulary Notes section of their Class Writer's Notebook.
 - Students will actively read the following 3 articles independently and with a little teacher guidance
 - Reflection in student pairs
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ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

SHORT CONSTRUCTED RESPONSE

Define "plagiarism" and list ways to avoid it.

Meets Expectations:

- ? Provides accurate definition of plagiarism <http://www.indiana.edu/~citing/APA.pdf>
 - ? Lists several appropriate strategies for avoiding plagiarism. Source at <http://owl.english.purdue.edu/>
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Teaching Strategies:

- ? Teacher and students discuss respect for others' work to assemble evidence and create texts.
- ? Discuss academic penalties for stealing others thoughts and words.
- ? The teacher will give students an example handout of citing within an essay and a

citation page

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES

Students will list words and phrases essential to the texts in their notebooks. Add definitions, and (if appropriate) notes on connotation in this context.

Meets Expectations:

- Summaries contain "who, what, where, when and why"
- Focus questions have an appropriate response - emerging or clear opinion is evident.
- Writes in readable prose

Teaching Strategies:

- Brief review of summary writing strategies.
- Use a variety of reading/writing activities to help students improve processing skills of main idea and significance.
 - o 25 word summary
 - o Metacognitive log- skip novel based questions (see attachment)
- Students get independent work time to respond to focus questions on Metacognitive Log after completing the summary.
- Focus questions should lead students to begin considering aspects of the article's subject. When possible, students should discuss responses in pairs or as a group.
- Extra Support – These activities are designed to provide support for all reading-levels.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

LIST

In a quick write, write about what you know now that you've read about (content).

Duration: 60 Minutes

Meets Expectations:

No scoring

Teaching Strategies:

- Review professional or other samples of writing type and structure.
 - Students will deconstruct and evaluate the article "Hitler's Speech on the Treaty of Versailles" using the rubric to guide critique.
 - o Demonstrate patterns of development (e.g. from most important to least important)
 - o Note the difference between an "explanation" and an "argument"
 - o Evaluate effectiveness – Do you get the information and explanation you expect? Why?
 - Discuss the process for writing the essay.
 - Students will fill out Planning Chart Organizer
 - Extra Support – Struggling readers should focus on fewer rubric components such as Reading/Research and Controlling Idea.
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Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

SHORT CONSTRUCTED RESPONSE

- 1) Students will write their claim in their Writer's Notebook using quick-writes, notes, and article information to ensure a strong controlling idea.
 - 2) Students will write a draft introduction that will set the context for your claim.
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Meets Expectations:

- Writes a claim that establishes a controlling idea and identifies key points that support development
 - Writes a draft introduction that sets an appropriate context for the claim.
 - Writes in readable prose.
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Teaching Strategies:

- Before students write their formal claim, review qualities of a strong claim as a class:
 - o must be an argument, include simple defense of the argument, and include categories to lead reader and organize essay.
- In pairs, students will use a peer editing chart to edit sample claim statements provided by the teacher.
- As a class, go over each thesis statement, asking for volunteers to identify the strong and weak characteristics of each statement.
- After students have finished writing a formal claim, review the qualities of a strong opening paragraph: HOTT- Hook, Overview, Thesis, Transition.
- In pairs, students share their claim statements and introduction. Student volunteers

share their claim and introduction with the class for critique.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE

Create an outline including key elements drawn from your research and order them in some logical way (e.g. chronologically, sequentially).

Duration: 60 Minutes

Meets Expectations:

- Applies an outline strategy to develop reasoning for argument
 - Draws a credible implication from information about the differences between economic systems.
 - Writes in readable prose.
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Teaching Strategies:

- Review text requirements: Students must use evidence from a minimum of 3 different texts in their essay.
 - Students independently write an outline using the template in their Writer's Notebook.
 - In small groups, students share how they will organize their essays.
 - Extra Support – Students will focus on providing evidence from only one or two texts in their outline.
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DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

LONG CONSTRUCTED RESPONSE

Write a rough draft of your essay consisting of 4-5 paragraphs. Includes an introduction, 2-3 body paragraphs and a conclusion

Meets Expectations:

- Demonstrates use of revision strategies that clarify logic and development of ideas; includes relevant details; improves word-usage and phrasing; and creates smooth transitions between sentences and paragraphs
 - Applies a text structure to organize reading material content and to explain key points related to the prompt.
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Teaching Strategies:

- Review strategies for constructing body paragraphs: TEST – Topic sentence, Evidence, Significance, and Transition.
- Teachers will create stations where students can get guidance on certain aspects of the essay: introduction, claim, evidence/analysis, and conclusion.
- Teacher will assign a strong student-writer at each station to help guide discussion and provide peer-review. Teacher spends time at each station assisting students.
- Teacher will have The "Hamburger" Graphic Organizer for constructing paragraphs for students to use at each station
- Extra Support – Teacher leads "station" for students who need extra support in developing the essay.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

LONG CONSTRUCTED RESPONSE

Apply revision strategies for clarity, logic, language, cohesion, appearance, and conventions

Duration: 60 Minutes

Meets Expectations:

- Provides complete draft with all parts.
- Supports the opening in the later sections with evidence and citations.
- Improves earlier edition.

Teaching Strategies:

- Students give each other feedback on rough drafts using the "peer review template" and handout from teacher
- Teacher will instruct students on the use of email to send essays to teacher for efficient and basic feedback.
- Discuss strategies for citing information using the Writer's Notebook – MLA citation methods, quoting, paraphrasing. <http://owl.english.purdue.edu/>

EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE

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COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

Turn in your complete set of drafts, plus the final version of your piece

Meets Expectations:

- Fits the "Meets Expectations" category in the rubric for the teaching task.
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Resources
<i>Uploaded Files</i>
<i>Keywords</i>
<i>Links</i>
<i>Other Resources</i>

*Section 5: What Results?***Rubric****Assessment Task(s)**

No Assessment Task for this module

Exemplar Work*Uploaded Files*

Treaty of Versailles 1.docx (Not Yet)

Example of level one student work

Treaty of Versailles 2.docx (Approaches Expectations)

Example of level two student work

Treaty of Versailles 3.docx (Approaches Expectations)

Example of level three student work

Treaty of Versailles 4.docx (Meets Expectations)

Example of level four work

Section 6: Comments

Author Notes

No Comments

Other Comments

No Comments