

Social Studies Lesson Plan
Grade 10 - Lesson 1 - The Consequences of World War I

Unit of Study	Lesson Title	Duration of Lesson	Date(s)
Making the Peace: Consequences of WWI	The Role of the Paris Peace Conference in the Startup of WWII	55 Minutes	
Design Question/Focus of the Lesson/Addressing Content			
<p>What was the Paris Peace Conference?</p> <p>What were the key elements of the Treaty of Versailles?</p> <p>How did Germany respond to the Treaty of Versailles?</p> <p>What were the possible ways for Germany to overcome the restrictions that resulted as part of the Treaty?</p>			
<input checked="" type="checkbox"/> Introducing New Knowledge	<input checked="" type="checkbox"/> Deepening or Practicing	<input checked="" type="checkbox"/> Generating and Testing Hypotheses	
Learning Goals/Objective (Based on standards.)			
<ul style="list-style-type: none"> • SS.912. W.7.1: Analyze the causes of World War I, including the formation of European alliances and the roles of imperialism, nationalism, and militarism. • LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • LASF.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 			
Scale			
2.0 Simpler Content	3.0 Target (Objective)	4.0 More Complex	
Students will be able to identify key elements/consequences of the Treaty of Versailles.	Students will be able to use evidence to support their predictions on the consequences of the Treaty.	Students will be able to explain the economic and political factors that affected the German government's decision-making process.	
Assessment and Monitoring (Checks for content and desired effect.)			
<p>Observation of students' group discussions</p> <p>Student charts on similarities and differences (Consequences of the Treaty)</p> <p>Students' individual charts</p>			
Critical Information Chunks/Close Read (As determined by learning targets.)			
<p>Essential Vocabulary: Treaty, provisions, war guilt clause, reparations, rearmament, remilitarization, reassess, analyze, predict</p> <p>The Treaty of Versailles</p> <p>German Reaction to the Treaty</p>			
Instructional Strategies/Lesson Activity			

Opening Activity

Show the photo of the “Big Four” at the Paris Peace Conference (from left to right in photo: David Lloyd George, Great Britain; Vittorio Emanuele Orlando, Italy; Georges Clemenceau, France; Woodrow Wilson, USA).

https://upload.wikimedia.org/wikipedia/commons/5/5a/Big_four.jpg

Ask students to identify the four people/four countries represented in the photo.

Why are they referred to as the Big Four?

Who/which countries are absent from the photo? What could this absence mean in terms of the long-term effects of the decisions reached at the Paris Peace Conference?

Activity 1: Whole Class

Teacher and students will list the key elements of the Treaty of Versailles on the whiteboard.

Teacher Information:

Clauses of the Treaty	Germany’s Response
Demilitarization	Rearmament (Industrialization)
Territorial	Regain control of formerly German territory
Reparations (paying the economic cost of the war)	Suspend reparations
War Guilt (To justify reparations– e.g. paying for Veterans’ (England, Russia, France) healthcare and pensions)	Reject the allegations Actively undermine the Weimar Republic

Activity 2: Small Group Activity

Let students work in groups to predict five possible responses of the German government, using evidence from the text.

Distribute chart paper. Ask students to fold the paper in half to make two columns.

Ask them to write their responses on chart paper in the left column.

Then, show them the actual responses and ask them to write those in the right column.

Let them see the similarities and differences in their list and the actual responses.

Ask them to highlight the similarities in yellow and differences in another color.

Activity 3: Class Discussion

Refer to the clauses of the Treaty, and discuss:

What do you think Germany should do to overcome these restrictions (to oppose these clauses)?

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How did Germany overcome these restrictions?

Adaptations for Unique Student Needs

Essential Vocabulary: Ask students to define the word and explain its significance in their native language.

In the opening activity, give students a world map to help them identify the countries that the four people represented in the photo.

Center Activity / Group work would help students to learn new vocabulary and concepts by working with other students.

Assignment(s)

Group Charts

Teacher Observation during guided discussion based on the "Post Activity" questions.

Resources and Materials

Photograph of the Big Four at the Paris Peace Conference:

https://upload.wikimedia.org/wikipedia/commons/5/5a/Big_four.jpg

World History textbook

8.5 x 11 chart paper