

# 10th Grade Treaty of Versailles Inquiry

Can Peace Lead to War?			
<b>Staging the Question: Read the <i>Christian Science Monitor</i> article “Germany Finishes Paying WWI Reparations, Ending Century of ‘Guilt’” and discuss why some historians claim World War I did not end until 2010.</b>			
Social Studies Practices		● Gathering, Using, and Interpreting Evidence ● Comparison and Contextualization ● Chronological Reasoning and Causation	
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What did President Woodrow Wilson mean by “peace without victory”?	What did Germany lose by signing the Treaty of Versailles?	Why was Germany blamed for World War I?	Did the German reparation payments stipulated in the Treaty of Versailles set the stage for World War II?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Write a definition for the term “peace without victory” and explain why President Wilson saw this as a necessary component of the Treaty of Versailles.	List Germany’s losses of territory and armed forces, and write one or two sentences explaining why these losses would have upset most Germans.	Write a paragraph explaining how the Treaty of Versailles blamed Germany for World War I and how most Germans reacted to the treaty.	Develop a claim supported by evidence that answers the supporting question.
Integration of Inquiry Process and Skills			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
<b>Connect:</b> Use sources to acquire background information and brainstorms ideas for further inquiry by reading an article from the <i>Christian Science Monitor</i> and discussing issues of reparations and guilt.  <b>Graphic Organizer:</b> <a href="#">Connect#11</a>	<b>Connect:</b>	<b>Connect:</b> Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research about Germany’s blame for World War I.  <b>Graphic Organizer:</b> <a href="#">Connect#19</a>	<b>Connect:</b>
<b>Wonder:</b> Focuses the purpose of the research by formulating specific questions to be answered.	<b>Wonder:</b> Refines questions to guide the search for different types of information about the Treaty of Versailles and Germany.  <b>Graphic Organizer:</b> <a href="#">Wonder#15</a>	<b>Wonder:</b> Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about why Germany was blamed for WWI.  <b>Graphic Organizer:</b> <a href="#">Wonder#12</a>	<b>Wonder:</b> Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis about how the Treaty of Versailles set the stage for World War II.  <b>Graphic Organizer:</b> <a href="#">Wonder#21</a> and <a href="#">Wonder#22</a>
<b>Investigate:</b> Takes notes using one or more of a variety of notetaking strategies while reading excerpts from Wilson’s speech, excerpts from his Fourteen Points, and an explanation of the Fourteen Points as well as while examining a photograph of Allied leaders.	<b>Investigate:</b> Evaluates print and electronic information for usefulness, relevance, and accuracy while reading excerpts from the Treaty of Versailles and examining a map highlighting territorial losses and armed forces regulations.  <b>Graphic Organizer:</b> <a href="#">Investigate#45</a>	<b>Investigate:</b> Pursues a balanced perspective of fact, opinion, and different points of view while researching why Germany was blamed for World War I.	<b>Investigate:</b> Pursues a balanced perspective by evaluating information based on authority, accuracy and point of view while reading selected articles from the Treaty of Versailles relating to reparations, an excerpt from <i>The Economic Consequences of Peace</i> , and an excerpt from a NYT article questioning the historical accuracy of the damage caused by reparations.  <b>Graphic Organizer:</b> <a href="#">Investigate#104</a> <b>C3 Resources</b>
<b>Construct:</b> Writes a definition for the term “peace without victory” and explains why President Wilson saw this as a necessary component of the Treaty of Versailles.	<b>Construct:</b> Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas.	<b>Construct:</b> Draws conclusions based on explicit and implied information.  <b>Graphic Organizer:</b> <a href="#">Construct#30</a> and <a href="#">Construct#31</a>	<b>Construct:</b> Draws clear and appropriate conclusions supported by evidence and examples.  <b>Graphic Organizer:</b> <a href="#">Construct#40</a> and <a href="#">Construct#41</a>
<b>Express:</b>	<b>Express:</b> Lists Germany’s losses of territory and armed forces, and writes one or two sentences explaining why these losses would have upset most Germans.	<b>Express:</b> Writes a paragraph explaining how the Treaty of Versailles blamed Germany for World War I and how most Germans reacted to the treaty.	<b>Express:</b> Develops a claim supported by evidence that answers the supporting question.
<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b> Identifies own strengths and sets goals for improvement.  <b>Graphic Organizer:</b> <a href="#">Reflect#20</a> and <a href="#">Reflect#21</a>
<b>Summative Performance Task: Argument:</b> Did peace lead to war? Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. <b>Extension:</b> Participate in a class debate on whether or not the Treaty of Versailles was too harsh on Germany or whether the treaty failed to go far enough to protect peace in Europe.			