Can a Peace Treaty Lead to War?

by Lindsay Pemberton

Adapted from “Default Informational/Explanatory Module: Prototype Skills & Mini-Tasks”

This module will be presented during the second semester in a high school World History Course. During the study, students will analyze portions of the Treaty of Versailles and the impact of the terms of the treaty on post-World War I Germany. Students will read portions of Treaty of Versailles that are directly related to German losses, analyze German political cartoons and maps related to the treaty, and analyze speeches of Adolph Hitler focusing on the negative political, economic, military, and social impacts of the treaty on Germany. Students will write an essay explaining how the content and terms of the Treaty of Versailles were used by Adolph Hitler to solidify and consolidate German resentment to the point where the Treaty became a symbol of all who stood against Germany, and, in the process, started the Second World War. As their final task, students will rewrite the terms of the treaty in a form that would have been less punitive to Germany, while addressing the concerns of the Allied Powers.
Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

Can a peace treaty lead to war? After reading excerpts of the Treaty of Versailles, analyzing political cartoons and maps, and viewing and analyzing speeches delivered by Adolph Hitler prior to World War II, write a revision of the terms of the treaty in which you analyze how the terms of the Treaty of Versailles were used by Hitler to solidify and consolidate German resentment to the Treaty, and in the process led to World War II. Rewrite the terms of the treaty in a form that would have been less punitive to Germany, while addressing the concerns of the Allied Powers. Support your discussion with evidence from the text/s.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10
By the end of grade 12, read and comprehend history/social studies texts in the grades 11—CCR text complexity band independently and proficiently.
WHST.11-12.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.9
Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.11-12.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Texts

- Hitler speech.pdf
- Treaty of Versailles.pdf
<table>
<thead>
<tr>
<th>Focus</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.</td>
<td>Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially.</td>
<td>Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.</td>
<td>Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.</td>
</tr>
<tr>
<td>Controlling Idea</td>
<td>Attempts to establish a controlling idea, but lacks a clear purpose.</td>
<td>Establishes a controlling idea with a general purpose.</td>
<td>Establishes a controlling idea with a clear purpose maintained throughout the response.</td>
<td>Establishes a strong controlling idea with a clear purpose maintained throughout the response.</td>
</tr>
<tr>
<td>Reading/Research (when applicable)</td>
<td>Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.</td>
<td>Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.</td>
<td>Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.</td>
<td>Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.</td>
</tr>
<tr>
<td>Development</td>
<td>Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.</td>
<td>Presents appropriate details to support the focus and controlling idea.</td>
<td>Presents appropriate and sufficient details to support the focus and controlling idea.</td>
<td>Presents thorough and detailed information to strongly support the focus and controlling idea.</td>
</tr>
<tr>
<td>Organization</td>
<td>Attempts to organize ideas, but lacks control of structure.</td>
<td>Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure</td>
<td>Maintains an appropriate organizational structure to address the specific requirements of the prompt.</td>
<td>Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.</td>
</tr>
<tr>
<td>Conventions</td>
<td>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.</td>
<td>Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.</td>
<td>Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Citers sources using an appropriate format with only minor errors.</td>
<td>Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.</td>
</tr>
<tr>
<td>Content Understanding</td>
<td>Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</td>
<td>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</td>
<td>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</td>
<td>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</td>
</tr>
</tbody>
</table>
Background for Students

Throughout history, nations at war negotiate agreements upon the conclusion of the conflict to address such things as trade, independence, reparations, territorial boundaries, human rights, and, most importantly, bring peace to the conflict. How, then, can an agreement written to accomplish these worthy goals, actually lead to war?

Extension

After creating the final writing product, students will participate in treaty negotiations to create a single Peace Treaty for the entire class. Students will assume the roles of statesmen from each of the involved nations, and will try to negotiate in the best interest of their particular nation.
Section 2: What 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 OF THE RUBRIC:

Reading Process

ANNOTATION:

Transition to Writing

IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.

BODY PARAGRAPHS: 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.

FINAL DRAFT: Ability to submit final piece that meets expectations.

Performance-Based Extension

TAKE A STANCE AND DEBATE:
# Section 3: What Instruction?

<table>
<thead>
<tr>
<th>PACING</th>
<th>SKILL AND DEFINITION</th>
<th>PRODUCT AND PROMPT</th>
<th>SCORING GUIDE</th>
<th>INSTRUCTIONAL STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparing for the Task</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 10 mins  | TASK ENGAGEMENT:     | SHORT RESPONSE WITH BULLETS | No Scoring | Link this task to earlier class content.  
|          | Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.  
|          |                      | In past courses, you have studied how peace treaties were written to bring wars to an end, whether it be the Revolutionary War, the Civil War, etc. In a quick write, brainstorm what you already know about peace treaties. What are the purposes of treaties? What are they supposed to accomplish? Add some notes of things you know about this issue.  |               | Discuss student responses.  
|          |                      |                    |               | Clarify timetable and support plans for the task. |

| 10 mins  | TASK ANALYSIS:  
|          | Ability to understand and explain the task’s prompt and rubric.  
|          | UNDERSTANDING THE TASK PROMPT  
|          | Read the task and underline the key “to-do” words (words that tell you what you will need to do to meet task requirements).  
|          | Then, with your partner, break the task down and list all the things you will need to do. When you finish, rewrite the task in your own words and be ready to explain what you think to the rest of the class.  
|          |                      | (1) Students will record all requirements of the prompt in a list and (2) will have a paraphrased prompt recorded for future reference.  
|          |                      | Hand out copy of the task to students or have them copy.  
|          |                      | Read the task aloud to students, then allow them 3-5 minutes to underline all the “to-do” words. You may want to model this with the first “to-do” word if they are not familiar with the process.  
|          |                      | Next, ask them to compare what they’ve underlined with their elbow partner and create a list of all the things the task requires them to do. Then, collaboratively, ask students to paraphrase the prompt and record on the sheet provided. Finally, ask several students to share their paraphrased prompt and answer any remaining clarifying questions.  |

Standards:  

**CCR.R.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.

Additional Attachments:

- Understanding the Task.docx

| 15 mins  | READING OF THE RUBRIC: | RUBRIC ANALYSIS | Product: Small group discussion. Rewriting of proficient level of | Teacher will display prompt daily, reminding students of the end goal  
|          |                       |                  |               | Teacher will display rubric and hand out rubric |

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[7 of 14](https://s.ldc.org/u/1qqplktqor2p0z4w5nuftjpbp)
proficient level for your part of the rubric. Working as a group, write the description in student-friendly language. Be ready to share your paraphrasing with the class.

theri section of the rubric. Student presentations of posters

◆ All participating
◆ Eyes on speaker and only one speaker at a time
◆ Elaborates or asks clarifying questions of each other to show engagement
◆ Students will show understanding of language in rubric by using kid friendly language accurately
◆ Listeners, during presentations will engage with comments and clarifying questions
◆ Goals show understanding of prompt and rubric expectations

to each student
◆ Teacher will display the criteria the proficient level for the “focus” section of the rubric and read the scoring criteria for “focus”
◆ The teacher will then model the deconstruction of that section of the rubric, paraphrasing in student-friendly language.
◆ Students will be divided into groups. Each group will look at one section of the rubric. Next each table group will have one poster (controlling idea, reading/research, development, organization, conventions, content understanding).
◆ Students will work on paraphrasing the description of the proficient level of the rubric for their section in student-friendly language
◆ Students will then present. Each time, teacher will ask a person from each table group what the speakers said in their own words.
◆ Teacher will ask each student to write a goal for themselves based on the rubric.

Additional Attachments:

LDC-InfoExplanatory-Rubric-2.0.pdf

Reading Process

<table>
<thead>
<tr>
<th>50 mins</th>
<th>ANNOTATION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close Reading with Annotation</td>
<td>Complete the four step close reading process described on the handout. Follow this process for each of the informational text articles provided.</td>
</tr>
</tbody>
</table>

Exceeding

◆ Student is able to complete the close reading routine comfortably. S/he reads with purpose, overcomes comprehension challenges independently and makes appropriate inferences about and/or draws connections between the text and other texts or larger concepts.

At level

◆ Student is able to complete the close reading routine with little difficulty. S/he reads with purpose,
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Standards:

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

**CCR.R.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.

**CCR.R.3**: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

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overcomes most comprehension challenges independently and makes appropriate inferences about and/or draws connections between the text and other texts or larger concepts.

Developing

- Student is able to complete the close reading routine with some guidance. S/he reads with purpose, overcomes some comprehension challenges independently and is sometimes able to make appropriate inferences about and/or draw connections between the text and other texts or larger concepts.

Beginning

- Student completes the close reading routine with guidance and support. S/he reads with some purpose, overcomes some comprehension challenges independently and is beginning to make appropriate inferences about and/or draw connections between the text and other texts or larger concepts.

v=EV9kycogKo) and take note of how he delivers his speech. What is his body language? How is the crowd reacting? How is he reacting to the crowd? How does he use his voice? Is his delivery (not message) similar to anything else you've experienced in your own life?
Transition to Writing

<table>
<thead>
<tr>
<th>25 mins</th>
<th>IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</th>
<th>ANALYZING MAPS AND CARTOONS</th>
<th>Not Provided</th>
<th>Not Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Look over the map detailing German territorial losses after WWI. Make a list of all the losses shown on the map. Next, look over the political cartoons that illustrate the German resentment of those losses. Compare your list of losses to the cartoons, and write a paragraph detailing how these losses made the German people feel bitter towards the Allied Powers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Standards:

RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.6: Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Additional Attachments:

- Hitler speech.pdf
- Treaty of Versailles.pdf
- Treaty of Versailles Article Summary Handout.docx
- German Political Cartoon 2.jpg
- German Political Cartoon.jpg
- German Political Cartoon 3.jpeg
- German Territorial Losses WWI.gif

<table>
<thead>
<tr>
<th>45 mins</th>
<th>IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</th>
<th>CHART</th>
<th>Student meets the expectations if he/she does the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will use annotations from earlier in the module to connect Germany’s losses after WWI (as listed in the)</td>
<td></td>
<td>• Students will retrieve their annotations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students will construct a three column chart, labeling each column: Evidence, Meaning, and Theme.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher will model for students one-two entries in chart (see teacher resource).</td>
</tr>
<tr>
<td>Treaty of Versailles and Hitler's rhetoric and political platform.</td>
<td>clearly links evidence, meaning, and themes</td>
<td>Students will complete chart with evidence linked to meaning and theme.</td>
<td></td>
</tr>
</tbody>
</table>

**Standards:**

**W.11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**RI.11-12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL.11-12.10:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.

**RL.11-12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Additional Attachments:**

[Evidence, Meaning, Theme Chart.docx](#)

### Writing Process

| 25 mins | **PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an informational/explanatory task. | **OUTLINE/ORGANIZER** Create an outline based on your notes and reading in which you state three parts of the Treaty which hurt Germany, prioritize these points from most devastating to least, and note your supporting evidence. | *• Creates an outline or organizer.*  
*• Supports three points.*  
*• Uses evidence from texts read earlier.*  
*• Provide and teach one or more examples of outlines or organizers.*  
*• Invite students to generate questions in pairs about how the format works, and then take and answer questions.* |

| 10 mins | **INTRODUCTORY PARAGRAPH:** Ability to establish a controlling idea and consolidate information relevant to task. | **OPENING PARAGRAPH** Write an opening paragraph that includes an introduction to your three points and sequences these key points in order of importance. | *• Writes a concise summary statement or draft opening.*  
*• Provides direct answer to main prompt requirements.*  
*• Establishes three key points of the Treaty.*  
*• Identifies key points that support development of the controlling idea.*  
*• Offer several examples of opening paragraphs.*  
*• Ask class to discuss what makes them strong or weak.*  
*• Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).* |

| 50 mins | **BODY PARAGRAPHS:** Ability to construct an initial draft with an emerging line of thought and structure. | **INITIAL DRAFT** Write an initial draft of an essay discussing how you would rewrite the three most devastating parts of the Treaty of Versailles | *• Provides complete draft with all parts.*  
*• Supports the opening in the later sections with evidence and*  
*• Encourage students to re-read prompt partway through writing, to check that they are on track.* |
| **25 mins REVISION**: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose. | **MULTIPLE DRAFTS** | Provides complete draft with all parts.  
Supports the opening in the later sections with evidence and citations.  
Improves earlier edition. | Model useful feedback that balances support for strengths and clarity about weaknesses.  
Assign students to provide each other with feedback on those issues. |
|---|---|---|---|
| **25 mins EDITING**: Ability to proofread and format a piece to make it more effective. | **CORRECT DRAFT** | Provides draft free from distracting surface errors.  
Uses format that supports purpose. | Briefly review selected skills that many students need to improve.  
Teach a short list of proofreading marks.  
Assign students to proofread each other’s texts a second time. |
| **Not provided FINAL DRAFT**: Ability to submit final piece that meets expectations. | **FINAL PIECE** | Fits the “Meets Expectations” category in the rubric for the teaching task. | None |

**Performance-Based Extension**

<table>
<thead>
<tr>
<th><strong>50 mins TAKE A STANCE AND DEBATE</strong>:</th>
<th><strong>REWRITE THE TERMS</strong></th>
<th>Participation will be the determining factor of earning a good score.</th>
<th>Each country will speak for three minutes regarding one piece of the Treaty they would like to establish. All the other countries will have two minutes to respond and a vote will be taken. The final Treaty will be published by the PPC Secretary (the instructor), and all parties will sign the document.</th>
</tr>
</thead>
</table>

**Standards:**

**SL.11-12.4**: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL.11-12.3**: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SL.11-12.1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Instructional Resources**
Can a Peace Treaty Lead to War?

No resources specified
Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

- During the "Preparing for the Task" section, students were unaware of how to rewrite the task. There were several questions regarding what that meant, and if it was the same as making their list of things to do. In the future, I will spend a class period practicing how to rewrite a text in their own words. This is an important skill when it comes to note-taking, summarizing, and analyzing information across all curriculum.
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All Attachments

Hitler speech.pdf : https://s.ldc.org/u/76a5kues01g4eqv52w1a6lyqn
Treaty of Versailles.pdf : https://s.ldc.org/u/886wwi2810rqnp4nfq891h53i