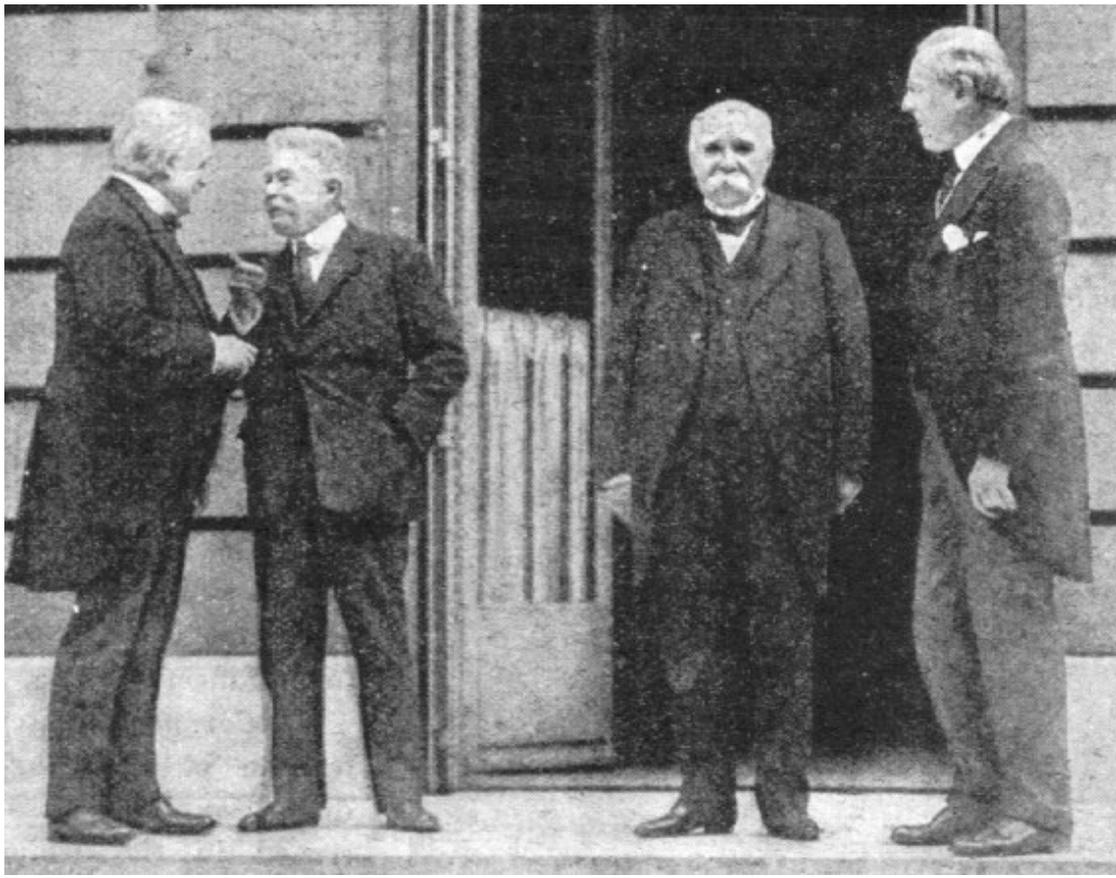


# Year 9 Simulation

## The Treaty of Versailles

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From left to right: Lloyd George (UK), Italian Foreign Minister Giorgio Sonnino, Georges Clemenceau (France) & Woodrow Wilson (USA)  
The Great Powers at the Treaty of Versailles

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# War over - Peace declared !!!

## Scenario

- 11<sup>th</sup> November 1918, 1100hrs - the war to end all wars have ended!
- 7,849,000 soldiers lay dead in the fields of Europe - a generation wiped out by bomb, bullet and gas.
- The Allied powers meet to decide on the key points surrounding the First World War. They were to decide who caused the war, who is to pay and what is to become of Germany, Austria and indeed Europe as a whole.

This simulation is to see what your responses would have been if you had been at the treaty.

## The Rules

1. There is to be **no shouting or raised voices of any kind** - a diplomat does not raise their voice to answer a question or attack an opinion.
2. Remain seated.
3. No conferring with other tables as to their responses and answers.
4. If you need to speak to the Teacher then raise your hand - **do not call out.**
5. You must remain in your character during the simulation - only follow what your character would have done – not what you think you should do.
6. Be careful to make sure **everyone** has his or her say and no one is left out.

## Character 1

### The United States and Woodrow Wilson

- Wilson was born in 1856.
- He entered politics in 1910 and by 1912 was President.
- In 1916 he was re-elected under a pledge to remain out of the war but in 1917 he declared war on Germany.

He was an idealist and reformer who saw the war as a means to end wars forever by creating a 'League of Nations' that binds all nations together in a mutual alliance - much different from the alliances that were present before the war started (see point 14 below).

### Major issues to take to the treaty

He had 14 points which he saw as a way of bringing peace

1. There should be no secret treaties; all international agreements should be open.
2. The seas were to be free to all countries at all times.
3. Customs barriers between countries should be removed.
4. Armaments should be reduced.
5. The wishes of the peoples in colonies should be taken into account when settling colonial claims.
6. German forces should leave Russia.
7. Belgium should be independent.
8. Alsace-Lorraine should be returned to France.
9. Italy's frontier with Austria should be adjusted to avoid confrontation with Austria.
10. There should be self determination for the peoples of Eastern Europe.  
This allows different nationalities the right to govern themselves as independent nations.

11. Serbia should be given a coastline.
  12. There should be self-determination for the people of the Turkish empire.
  13. Poland should be independent and given a coastline.
  14. An International organisation should be set up to deal with international incidents and disputes (therefore avoiding war) - League of Nations.
- Wilson wanted a Europe that was saved from war but also available to trade with the United States. The U.S. had done well economically out of the war and saw trade as a key part of any peace deal (There are at least 4 points that deal with trade - can you spot them?).
  - Wilson had no national interests or claims to colonies - he wanted the league to look after them or for them to be self-governed.
  - However Wilson was prepared to compromise issues and points to get the League of Nations agreed to.

## Character 2

### France and Clemenceau

- Born in 1841 he was 77 when the talks began in 1919.
- He entered politics in 1871 and was Prime Minister from 1906 to 1909.
- During the war he was critical of the French war leaders.
- In 1917 he was elected again as leader.

Clemenceau was an old man who had seen his nation be invaded by the Germans in 1870 and again in 1914. France had suffered greatly. The youth of the nation had been lost to war and the nation ravaged by its effects.

Clemenceau was a hard uncompromising man (nicknamed 'the tiger') and therefore he wanted Germany to pay for what it had done to his nation and in doing so make sure that it never would be allowed to threaten France again.

### Main issues to take to the Treaty

- Clemenceau wanted French troops on the Rhineland guarding against any future German attack.
- Clemenceau wanted Alsace-Lorraine back from Germany - they captured it in the war of 1870.
- Clemenceau wanted Germany to pay for everything that the war cost - this would cripple Germany and make France more powerful in Europe.

### Character 3

#### Britain and Lloyd George

- Lloyd George was born in 1863.
- He entered politics in 1890.
- He became Prime Minister in 1916 - during the war.

Lloyd George was in a difficult situation. On one hand he was a realist and saw the need to compromise and make sure that Germany was not punished too much as that would cause more problems than it would solve. However, Lloyd George had just won an election promising to squeeze the pips out of Germany and the people in Great Britain wanted to see the German Head of State (the Kaiser) hang for starting the war.

#### Main issues to take to the treaty

- He disagreed with point two of Wilson's fourteen points as Britain who had always had a strong navy felt Britain and her Empire needed to have some control of the seas.
- Lloyd George felt that the British should be given Germany's colonies and the Turkish territories it had captured
- Lloyd George did want to see Germany weakened in some way through it's forces

<b>Area of concern</b>	<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>
Blame – who is to blame for the war	Germany	No one nation can be blamed	
Cost of the War	£2,000,000,000	£6,600,000,000	£24,000,000,000
Germany must pay - but how much			
Germany military	Reduced to 100,000 men. German Navy reduced to 36 ships. No conscription allowed. No tanks, submarines or aircraft to be built. All wartime weapons to be melted down.	Reduced to 250,000 men. German Navy reduced to 50 ships. No conscription allowed. Allowed to keep all tanks, submarines and air force.	No further conscription, though forces to remain as before the war. All armed services to be at pre war levels.
Colonies  These were mainly in Africa such as Togoland and Tanganyika, plus lands captured from the Turks.	The colonies are to be allowed to govern themselves as independent nations	France and Great Britain split the colonies and territories captured from Germany and Turkey.	The colonies are put under the control of the league of Nations until further decisions are made as to who is to run them.
Rhineland  The area that lies on the German side of the border with France.	The Allies take control of the area not allowing the German military to have a presence in the area	The League of Nations occupies the area so no one nation has it under control	Allow the Germans some control of the area with Allied supervision under the control of the League of Nations.
Alsace-Lorraine  Once part of France, it was taken by the Germans in 1870.	Returned to France	Germany allowed to keep it	Placed under the control of the league of Nations until a decision is made
Saar  An area of Germany with excellent coal fields.	Give to France for 15 years. The French need the coal mines to re build after war. Following this time the people of Saar vote to see if they want to be French or German.	Remain in Germany - the rich coalfields are needed to build the German economy after war.	Let Germany keep it - but half of any profit from the field must be given to the allies as war damages.

Poland	Let it remain in German hands	Make it a protectorate under the League of Nations until a vote can see who should govern it.	Become an independent nation - this will cut off east Prussia (Germany) from the rest of Germany. It will have a port to trade with.
Danzig A city of both German and Polish people.	Let the Germans keep it	Let the Polish have it	Make a free city.
Finland, Lithuania, Latvia and Estonia. These were formerly part of Russia	To become independent nations	Place under international control until the consequence can be viewed.	N/A
Czechoslovakia Formerly part of the Austro-Hungarian Empire - the empire broke up.	Place under international control until the consequence can be viewed.	Make an independent nation	N/A

## Year 9 Treaty of Versailles - Answer sheet

Area of concern	Result - please write in your result (also include any comments on your decision)	
	Option	Reason
<b>Blame</b> – who is to blame for the war?		
<b>Cost of the War</b> – How much should Germany pay?		
<b>Germany military</b>		
<b>Colonies</b> These were mainly in Africa such as Togoland and Tanganyika, plus lands captured from the Turks.		
<b>Rhineland</b> The area that lies on the German side of the border with France.		
<b>Alsace-Lorraine</b> Once part of France, it was taken by the Germans in 1870.		
<b>Saar</b> An area of Germany with excellent coal fields.		
<b>Poland</b>		
<b>Danzig</b> A city of both German and Polish people.		
<b>Finland, Lithuania, Latvia and Estonia.</b> These were formerly part of Russia		
<b>Czechoslovakia</b> Formerly part of the Austro-Hungarian Empire - the empire broke up.		

Signed:

## The Map of Europe 1914

*Please insert map of 1914 Europe -  
copyright restrictions mean this cannot be put online.*

## The Map of Europe after the Treaty

*Please insert map of 1924 Europe.  
copyright restrictions mean this cannot be put online.*

### Task

- 1) Name 5 differences can you see between the two maps? (Try to look for new nations in Europe)

## The Treaty of Versailles Source Sheet

Name three of the men in the cartoon.

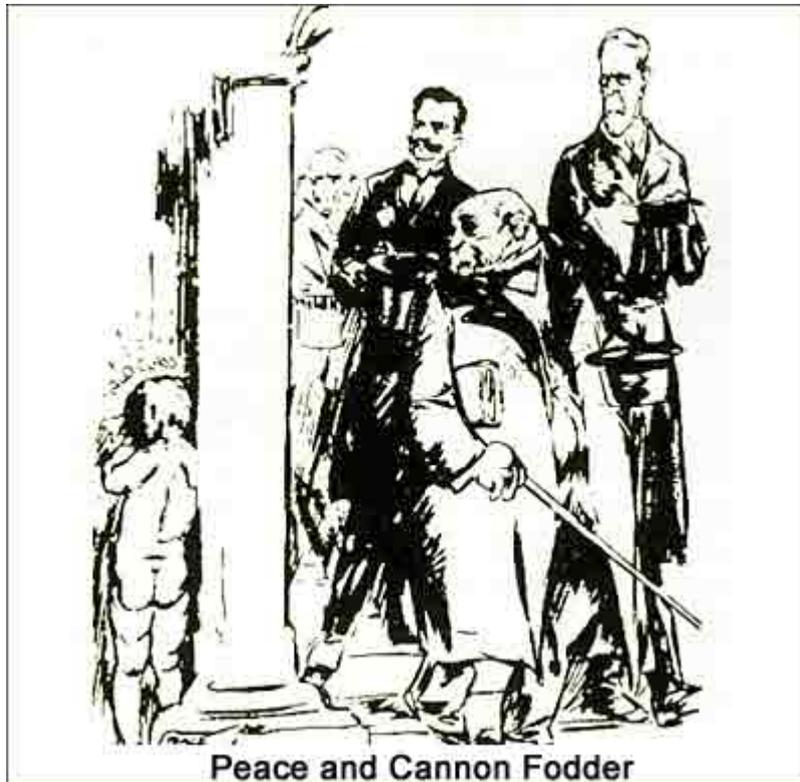
Name 'the Tiger'

Name the Peace Treaty.

What is special about the class of 1940?

Why would the child be weeping?

Does the cartoonist think the treaty would work?



The Tiger: 'Curious! I seem to hear a child weeping!'

## **Teacher Notes : The Treaty of Versailles Simulation**

The simulation has many benefits for allowing pupils to understand some of the primary reasons for the conduct of the treaty and therefore the subsequent effects.

To gain the best experience with using this treaty, a few rules need to be made known to the pupils (these are printed in the simulation booklets).

### **Administration**

Each table should have:

<b>For each pupil:</b> Character sheet (unless character shared) Answer sheet for the scribe	<b>To share:</b> Treaty options sheet Scenario & Rules sheet
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**Note:** The maps and source work are to be copied for next lesson.

Therefore the average size of a group should be 4-5 dependent on sharing of characters.

Whilst some friendship groups might work with the simulation always try to set new groups mixing ability. With a character such as Wilson it is sometimes necessary depending on class size to match a pupil with weaker abilities with one who has the ability to aid them.

## **Timetable of Events (based upon 1 x 70 + 1 x 35 minute lesson)**

### **Day 1**

<b><i>Lesson Time</i></b>	<b><i>Lesson 1</i></b>	<b><i>Teacher</i></b>	<b><i>Pupils</i></b>
0 min.	Phase 1	<ul style="list-style-type: none"><li>• Introduction + Video (approx. 10 min.)</li></ul>	Examine characters
10 min.	Phase 2	<ul style="list-style-type: none"><li>• Examination of rules &amp; Assign characters</li><li>• Game begins</li></ul>	Pupils to start game
60 min.	Phase 3	<ul style="list-style-type: none"><li>• Debrief of simulation</li></ul>	End game and clear up.

### **Day 2**

<b><i>Lesson Time</i></b>	<b><i>Lesson 2</i></b>	<b><i>Teacher</i></b>	<b><i>Pupils</i></b>
0 min.	Phase 4	<ul style="list-style-type: none"><li>• Introduction + debrief if needed.</li></ul>	
5 min.	Phase 5	<ul style="list-style-type: none"><li>• Explanation of work: a) Source work. b) Extension - Map work</li></ul>	Source work. Extension - Map work
30 min.	Phase 6	<ul style="list-style-type: none"><li>• Plenary</li><li>• Homework: Letter by either a German delegate or Allied delegate at Versailles.</li></ul>	.

### **Phase 1**

The lesson needs to be prepared for - use a video featuring the treaty of Versailles that explains who were the main characters and where the treaty was signed and the context of the treaty. However an important rule that must be kept is that the video clip must not show any of the actual treaties decisions - all of the students work must be their own.

The purpose of the video is to allow the students to get in character with their alter - egos. This is an ideal tool for the students to benefit from and should not last longer than a couple of minutes.

Once the rules of the simulation have been set down they simulation can begin. You will need to see every table and highlight key issues.

### **Phase 2**

The simulation will most invariably move at different paces from group to group therefore excellent time management is essential if the simulation is to work well. For groups that finish quickly - examine their answers and suggest they re-examine them and to apply either reasons or more developed

reasons. If this has already been done then ask them to write a log on their own as to who made decisions who led the group and why decisions were made and how they felt about them.

### **Phase 3**

The debrief will be short and often it can be continued into the next lesson. Questions to be posed are often 'Why?' "Why did you make that decision?" or "What were your motivations?"

### **Day 2**

### **Phase 4**

This would normally be a basic lessons administration, recap and aim. Any issues not covered in last lesson would normally be dealt with here if time allows.

### **Phase 5**

This deals with the source work and map work provided in the pack. Some textbooks may be needed for weaker pupils or if the previous lesson was of insufficient time that some pupils may struggle with identification of characters.

### **Phase 6**

This would be a standard plenary at the end of the lesson with the issue of homework (see above table and lesson plan)

## The Marking Scheme

The marking scheme comes in three parts:

1. The simulation
2. Map and source work
3. Homework

### 1. The simulation

There is no formal marking scheme, instead it is based on effort of the teams. This allows those who find written work difficult to gain credit for good work. The only way to gain an idea of who is deserving of any merit is through constant supervision and questioning.

However below are the correct options for the simulations:

Area of Concern	Option
Blame	1
Cost of the war	2
German Military	1
Colonies	2
Rhineland	1
Alsace – Lorraine	1
Saar	1
Poland	3
Danzig	3
Finland, Lithuania, Latvia, Estonia	1
Czechoslovakia	2

### 2. Map & Source work

The map exercise being of a simple nature has a point per difference noted. The source work is progressive. All students having seen the video and examined the resource sheets should be able to complete the first three questions, these are marked at point per question. Question 4 - 6 require developed answers. See the below table for an assessment of what is required.

Question	What is required	Mark
4	The child will be of military age in 1940	2
5	As the title of the cartoon suggests, he is cannon fodder for future wars.	3
6	<b>Basic</b> Simple answer - no real explanation.	1-2
	<b>Intermediate</b> Again answers no and uses the evidence of the	3-4

	child. <b>Advanced</b> The student gives detailed answer and provides their own knowledge of the treaty.	5-6
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### 3. The Homework

The homework as mentioned in the lesson plans is to write a letter as if you were a German or Allied delegate at Versailles.

Following the school marking scheme, I would envisage the following marking scheme

#### **Basic**

The student's work is of poor nature in grammar, spelling and content. Whereas the average length of the homework would be a page, this would be considerably less and missing critical information about the treaty.

#### **Intermediate**

The student's work is of an average standard. Dependent on any specific issues with the student, you would expect to see approximately a page of work that has content, and good use of English with few errors.

#### **Advanced**

For an advanced student you would recognise that the student had made careful use of the information provided or researched and that the work was of a superior quality. The length may be greater than that of the intermediate but not considerably so to gain this mark. Spelling and grammar should be excellent.

#### **Targets**

As with any piece of work please indicate any future targets that the student may wish to aim for. Such targets include spelling, grammar and research.

<b>Class :</b>		<b>Period : 70 min. lesson</b>	<b>Date :</b>
<b>Lesson Aim : The Treaty of Versailles</b>			
<b>Resources :</b> Treaty of Versailles simulation, video and notes			
<b>Key Elements : 2c 5a 3a</b>			
<b>Timings :</b>	<b>Teacher Action</b>	<b>Pupil Action</b>	
0 mins	<ul style="list-style-type: none"> <li>Administration ; Registration, class settling down</li> <li>Recap of last lesson and aim of this lesson</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to be seated and quiet for registration</li> <li>Q+A to recap</li> </ul>	
5 mins	<ul style="list-style-type: none"> <li>Recap on WW1</li> <li>Explain what the treaty was + Video clip.</li> <li>Examine video at base level – characters only.</li> <li>OK To understand the consequences of the treaty I thought it was best for you to understand the decisions being made therefore I've created this simulation in which you play the roles of the great powers</li> <li>I'll now explain the roles and rules of the game.</li> <li>Any questions?</li> </ul>	<ul style="list-style-type: none"> <li>Class response to teacher questions.</li> </ul>	
15 mins	<ul style="list-style-type: none"> <li>The Game will last up until 60 minutes. (set time for class)</li> </ul>	<ul style="list-style-type: none"> <li>Class play the simulation</li> </ul>	
60 mins	<ul style="list-style-type: none"> <li>End Game</li> <li>OK will the scribes stand up</li> <li>Move around the classroom so you are at a new table</li> <li>Sit down - look at the treaties</li> <li>Whilst we discuss these issues if you wish to make notes you can in the back of the exercise book - we will be looking at this in more detail next lesson.</li> <li>Lets discuss what you put as the terms of the treaty (Go around each table on points)</li> </ul>	<ul style="list-style-type: none"> <li>Pupil participation</li> <li>Pupils to make notes</li> </ul>	
65 mins.	<ul style="list-style-type: none"> <li>Plenary : A recapping exercise on the treaty - was it fair - ask the German delegates.</li> </ul>		
<b><u>Areas of Concern :</u></b>			
<b><u>Evaluation :</u></b>			
<b>Class :</b>		<b>Period : (35 minute)</b>	<b>Date :</b>
<b>Lesson Aim : The Treaty of Versailles part 2</b>			

<b>Resources :</b> Treaty of Versailles simulation (Map and Source work)		
<b>Key Elements : 3a 2b</b>		
<b>Timings :</b>	<b>Teacher Action</b>	<b>Pupil Action</b>
0 mins	<ul style="list-style-type: none"> <li>Administration ; Registration, class settling down</li> <li>Recap of last lesson and aim of this lesson</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to be seated and quiet for registration</li> <li>Q+A to recap</li> </ul>
5 mins	<ul style="list-style-type: none"> <li>OK How did the German delegates feel about the way Germany was treated by the allied powers?</li> <li>Examination of source – notes</li> </ul>	<ul style="list-style-type: none"> <li>Class response to teacher questions.</li> </ul>
15 mins	<ul style="list-style-type: none"> <li>Examination of questions – run through dependent on ability of class</li> <li>Class then to work on source work and questions</li> </ul>	<ul style="list-style-type: none"> <li>Class to make notes in exercise books on the treaty</li> </ul>
	<p><b>Extension task &amp; Homework</b></p> <p><b>Extension Work:</b></p> <ul style="list-style-type: none"> <li>Look at the two maps – write down the differences across Europe only.</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>Write in you planners for next week:</li> <li>Write a letter either as a German delegate or as an Allied delegate explaining your views on the Treaty - it must be over a page long and have at least 3 issues about the treaty.</li> </ul>	
30 mins.	<ul style="list-style-type: none"> <li>Plenary : A recapping exercise on the treaty - did you think the simulation worked?</li> </ul>	Q+A session
<b><u>Areas of Concern :</u></b>		
<b><u>Evaluation :</u></b>		