

Ending the War to End All Wars

Overview

Students will learn about the armistice that ended World War I and the Paris Peace Conference, which decided the fate of post-WWI Germany. A short PowerPoint centered discussion introduces students to the armistice and various national reactions to it. Students then assume the roles of one of the “Big Four” leaders at the Paris Peace to debate the fate of post-war Germany and create their own version of the Treaty of Versailles. Finally, students compare their Treaty of Versailles with the actual Treaty and then make predictions about its effects on the post-World War I world.

Grade

11

NC Essential Standards for American History II

- AH2.H.6.2 - Explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs
- AH2.H.2.2 - Evaluate key turning points since the end of Reconstruction in terms of their lasting impact

Materials

- “Ending the War to End All Wars” accompanying PowerPoint, available in the Consortium’s Database of K-12 Resources
 - To view this PDF as a projectable presentation, save the file, click “View” in the top menu bar of the file, and select “Full Screen Mode”
 - To request an editable PPT version of this presentation, send a request to cnorris@unc.edu
- Paris Peace Conference Simulation Roles and Supplemental Documents (attached)
 - US President Woodrow Wilson
 - British Prime Minister David Lloyd George
 - French Premier Georges Clemenceau
 - Italian Prime Minister Vittorio Orlando
 - Blank Treaty of Versailles Handout
 - Treaty of Versailles Summary Handout

Essential Questions:

- How did World War I end?
- What was the Paris Peace Conference?
- What issues did the Treaty of Versailles settle?
- What issues were not settled at the Treaty of Versailles?
- How did the Treaty of Versailles contribute to World War II?

Duration

One 90 minute class period

Student Preparation

Students should be familiar with the causes and course of World War I. This lesson should be completed toward the end of the World War I unit.

Procedure

Warm Up: Armistice Day Cartoon

1. As a warm up, project slide 2 of the “Paris Peace Conference” PowerPoint and, without revealing any information, allow students to silently view the image for a few minutes. Then, pose the following questions to the class:
 - What features jumped out at you when you first saw this picture?
 - What do you think the helmet represents? How can you tell? What do you notice about the helmet?
 - What is under the helmet? What do you think it represents?
 - What type of bird is in this image? What is the bird holding in its mouth? What do these symbols represent?
 - What do you think the date signifies?

The Armistice

2. Inform students that this cartoon appeared in the Cedar Rapids, Michigan *Gazette* on November 11, 1918 – the same day the World War I armistice was signed. Have the class brainstorm for a minute what the word “armistice” means and solicit a few student responses. Move to slide 3, which contains the definition of armistice - *A temporary suspension of hostilities by agreement between opponents, a truce* - and compare the student definitions to the dictionary definition.
3. Transition to slide 4 which contains a picture of the front page of the New York Times from November 11, 1918 and pose the following questions to the students:
 - What does the NY Times headline tell you about Germany?
 - *Germany is turmoil, they have a new government, people are upset with the armistice, German Empire is disbanded because the Kaiser has fled.*
4. Move to slide 5 & 6 – “Armistice Fast Facts & Armistice Terms” – and pose the following questions to the students:
 - As you look at the painting depicting the signing of the Armistice, what do you notice about the German delegation?
 - *They’re all standing*
 - What do you notice about the Allied personnel? Do you think that they’re sitting on purpose? What do you think that indicates?
 - *They’re all sitting except for one officer. They could be sitting on purpose as a sign of disrespect to the Germans.*
 - What do you notice about the terms of the Armistice? Do you think that Germany had any input in writing the Armistice agreement?
 - Using what you know about World War I, do you think the Armistice is too harsh, too lenient, or appropriate?
5. Instruct students to take out a piece of paper and then count off each student from 1 to 9 before moving to slide 7. After revealing slide 7 – “After the Armistice” – inform them that this picture was taken a few minutes after the Armistice was signed. Tell students that based upon the number they

drew, they will assume the character of the person in the image labeled with the corresponding number and write a first-person response to what they are thinking, feeling, seeing, hearing, etc. Once students have had time to formulate and write down their thoughts, give them a 1 minute warning and tell them to review what they have written in preparation for sharing. Ask students to share their writings and then discuss the following questions:

- What types of important information did you hear from these characters?
 - Did anything surprise you? Did anyone interpret one of the figures very differently than you would have? Explain.
 - If you had to give this picture a caption or title, what would it be?
 - How do you think people in England and France reacted to news of the Armistice?
 - How do you think people in the United States reacted to news of the Armistice?
 - Who is noticeably absent from the picture? Do you think this was intentional?
 - How do you think people in Germany reacted to news of the Armistice?
6. **Optional Activity:** Have 9 student volunteers who represent each figure to come to the front of the classroom and take the same position as the people in the image. In numerical order, have the students read their first-person monologues.
7. Continue through slides 8, 9, & 10 which show French, British, and American reactions to the news of the Armistice. Pose the following questions to the class:
- Why do you think everyone is so happy?
 - What do you notice about the two “British Reaction” images? Are they similar or different? What does each one tell you about the mood in Britain after the news of the Armistice?
8. Refer back to the “After the Armistice” image on slide 8 and ask students:
- What country’s representatives are absent from the image?
 - *Germany*
 - What do you think the German reaction to the Armistice was? Why?

Proceed to slide 11 displaying the following quote from Matthias Erzberger, German signatory of the Armistice: “a nation of seventy millions can suffer, but it cannot die.” Discuss:

- What do you think Matthias means?
 - What does this tell you about what he thinks about the armistice? What is he accusing France and Britain of?
 - Do you think the German people agree or disagree with him? Why?
9. Continue onto slide 12 displaying a postcard depicting the feelings of many Germans toward the Armistice. The caption reads, “Germans, think about it!”
- Can you identify any of the figures in the image? Who is the fat man looking on with approval?
 - *The German Army, Matthias Erzberger*
 - What is the man with the knife doing?
 - *Sneaking up on the German army – while they are still fighting – and stabbing them in the back.*
 - Can you guess who the man holding the knife is?
 - *Philipp Scheidemann, the leader of the provisional government that ran Germany after the Kaiser’s abdication. He was the man that called for an armistice with the Allied forces.*
 - What does this tell you about German feelings towards the Armistice?

- *They felt that the new government stabbed the German Army and the German people in the back and accepting such unfavorable terms. This leads to a popular resentment of the Weimar Government and Hitler exploits these feelings when he becomes leader of Germany.*

- **Teacher Note:** The figures sitting in the background are “wealthy Jews - the alleged perpetrators of the deed.” The “stab in the back” theory becomes an important part of anti-Jewish Nazi propaganda under Hitler’s regime. One of the reasons that Germans believed in the “stabbed in the back” legend is that many felt that they had been winning the war all along – all of the major fighting took place outside of Germany’s borders, the Germans had made peace with the Russians, many German leaders proclaimed to the returning troops that “no enemy has vanquished you. Many scholars argue that reality was different – the German army was out of reserves, the arrival of the Americans erased any advantages the Germans may have had against the Allies, and increasing opposition to the war from the German army, navy, and home front.

To illustrate how unpopular the Armistice was with many Germans, inform students that Matthias Erzberger was assassinated in 1921 by an ultra-nationalist group, Organisation Consul, for his role in signing the Armistice.

“Peace-ing” the World Back Together: The Paris Peace Conference

10. Continue on to slide 13, and ask the students to view the cartoon – “Tasks of Peace” – and then discuss the following questions:
 - Describe what is happening in this cartoon?
 - What does this cartoon imply about the state of Europe after World War I?
 - Why wasn’t the Armistice enough to end the war?
 - *It was only a temporary agreement to stop fighting and it only concerned Germany, not the rest of the Central Powers.*
 - How would you go about creating peace after such a devastating conflict?
 - Using the information you just learned, why might it be difficult to achieve peace?
11. Slides 14 & 15 provide background information about the Paris Peace Conference and the lesser known treaties that emerged from the conference.

Treaty of Versailles Simulation

12. Place students into groups of 4, one for each of the following roles: US President Woodrow Wilson, French Premier Georges Clemenceau, British Prime Minister David Lloyd George, and Italian Premier Vittorio Orlando. Inform students that they are going to assume one of the personas of the “Big Four” and decide the fate of Germany after World War I. Distribute the attached handouts and corresponding document sheets and review the instructions:
 - Answer the questions you’ve been assigned on a separate sheet of paper, using the documents provided and your knowledge of World War I. Next, fill out the “Peace Terms Proposal” section of your handout. You will present your proposal to the other world leaders and attempt to persuade them to adopt all or parts of your treaty. After each of the “Big Four” has presented, the group will vote on what terms to adopt. If there is a tie, skip that provision, move onto the others and then, revisit the unresolved provision until a majority vote can be reached. Once the group has completed their votes, fill out the “Versailles Treaty” handout.

13. Allow groups 30 minutes to work on their peace proposals. Provide them with frequent updates of the remaining time and circulate throughout the room to ensure that they stay on task.
- **Teacher Note:** To ensure that all students are completing their work within the group, assign an individual grade based upon student responses to their questions and a group grade based upon the final copy of the Versailles Treaty handout.
14. After the allotted time, provide each group with the attached “Treaty of Versailles” summary and instruct them to compare their group’s version with the actual treaty. Discuss the following questions to debrief:
- How does your group’s treaty differ from the real Treaty of Versailles?
 - Was it difficult to make a decision deciding on the fate of Germany?
 - Did you agree or disagree with the role you were assigned?
 - Did your group find it easy or difficult to reach a consensus? What section of the treaty was the hardest to reach a consensus for?
 - What country was noticeably not represented in your conference? Why do you think this happened? How did this impact the decision making process?
 - How do you think people in France, Britain, the United States, Italy and Germany reacted to the Treaty?
15. Share the following quote from David Lloyd George commenting on the Treaty of Versailles: “We shall have to fight another war again in 25 years time.”
- What does this quote tell you about George’s feelings toward the Treaty?
 - Do you agree with him? If so, who do you think will fight another war?
 - Do you think that if the treaty was different, a Second World War could have been avoided?

Additional Activities

- Assign the students a country – Germany, France, Britain, the United States, or Italy – and have them write a letter to the editor explaining why they support or oppose the Treaty of Versailles.
- See the Consortium’s lesson, “Rise of Totalitarianism”.

Resources

- PBS – “The Great War”: <http://www.pbs.org/greatwar/>

World War I Casualty Figures

One way to understand the violence and slaughter that occurred in the Great War is to examine the number of casualties and deaths. Exact figures are still in dispute, because of different definitions used each category, the questionable accuracy of the recording system used and the loss or destruction of a number of official documents. The data in the tables below reflect numbers from several sources and are consistent with most experts' current estimates.

Country	Total Mobilized Forces	Killed	Wounded	Prisoners and Missing	Total Casualties	Casualties as % of Forces
<i>ALLIED AND ASSOCIATED POWERS</i>						
Russia	12,000,000	1,700,000	4,950,000	2,500,000	9,150,000	76.3
British Empire	8,904,467	908,371	2,090,212	191,652	3,190,235	35.8
France	8,410,000	1,357,800	4,266,000	537,000	6,160,800	73.3
Italy	5,615,000	650,000	947,000	600,000	2,197,000	39.1
United States	4,355,000	116,516	204,002	4,500	323,018	7.1
Japan	800,000	300	907	3	1,210	0.2
Romania	750,000	335,706	120,000	80,000	535,706	71.4
Serbia	707,343	45,000	133,148	152,958	331,106	46.8
Belgium	267,000	13,716	44,686	34,659	93,061	34.9
Greece	230,000	5,000	21,000	1,000	27,000	11.7
Portugal	100,000	7,222	13,751	12,318	33,291	33.3
Montenegro	50,000	3,000	10,000	7,000	20,000	40.0
TOTAL	42,188,810	5,142,631	12,800,706	4,121,090	22,062,427	52.3
<i>ALLIED AND ASSOCIATED POWERS</i>						
Germany	11,000,000	1,773,700	4,216,058	1,152,800	7,142,558	64.9
Austria-Hungary	7,800,000	1,200,000	3,620,000	2,200,000	7,020,000	90.0
Turkey	2,850,000	325,000	400,000	250,000	975,000	34.2
Bulgaria	1,200,000	87,500	152,390	27,029	266,919	22.2
TOTAL	22,850,000	3,386,200	8,388,448	3,629,829	15,404,477	67.4
GRAND TOTAL	65,038,810	8,528,831	21,189,154	7,750,919	37,466,904	57.5

Source: http://www.pbs.org/greatwar/resources/casdeath_pop.html

War Expenditures & National Income

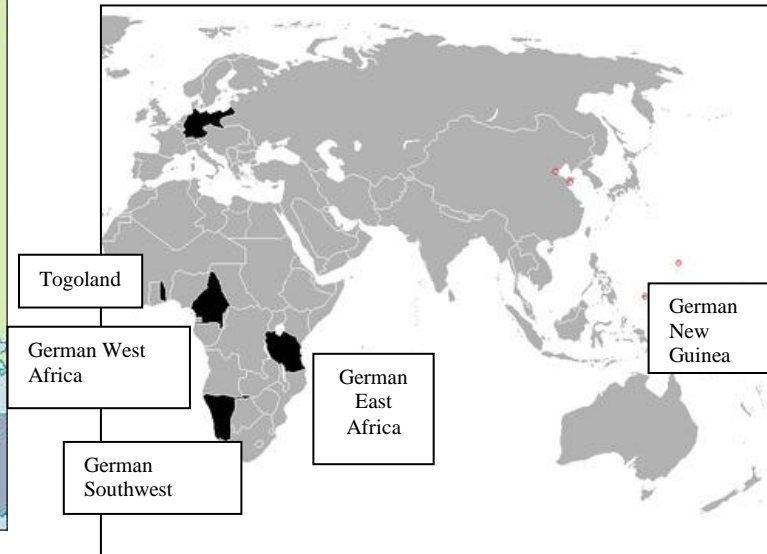
Nation	Expenditures	National Income (1914)
British Empire	\$23 billion	\$11 billion
France	\$9.3 billion	Unavailable
US	\$17.1 billion	\$37 billion
Germany	\$19.9 billion	\$12 billion

Source: <http://www.digitalhistory.uh.edu/historyonline/us32.cfm>

World War I Maps

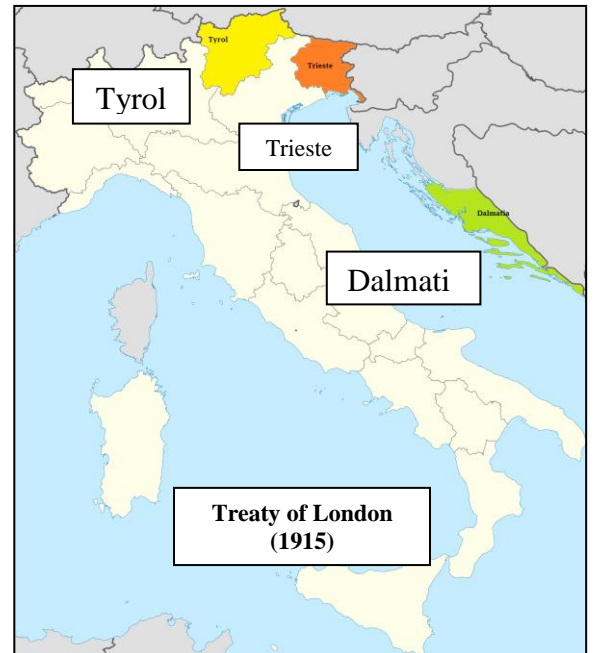


Europe in 1914



German Colonies

The Disputed Territories



US President Woodrow Wilson

Directions: You are United States President, Woodrow Wilson. You're aiming for the following results at the Paris Peace Conference: **to end war by creating a League of Nations, to ensure that Germany is not destroyed, to obtain a peace without victory.** Using the casualty charts, maps, documents below, answer the attached questions to create a peace proposal to present to your fellow world leaders. At the conference, you must try convince your fellow world leaders to adopt your resolution to World War I.

Document A: The Fourteen Points

Fourteen Points, The, a set of 14 principles proposed by President Woodrow Wilson as a basis for ending World War I and for keeping the peace thereafter. These principles were set forth by Wilson in an address to the United States Congress on January 8, 1918. Germany welcomed this basis for peace when on the verge of defeat by the Allies some months later. In summary form, the Fourteen Points were:

1. Abolition of secret diplomacy by adoption of open covenants (agreements), openly arrived at.
2. Freedom of the seas in peace and war, except as the seas may be closed in whole or in part by international action to enforce international covenants.
3. Removal of international trade barriers where-ever possible and establishment of equal trading conditions among the nations accepting the peace.
4. Reduction of armaments to the lowest point consistent with public safety.
5. Adjustment of colonial claims, taking into account the interests of the colonial population as well as those of the rival colonial powers.
6. Evacuation of German troops from Russian territory, and an opportunity for Russia, then engaged in the Communist revolution, to determine its form of government without outside interference.
7. Evacuation of German troops from Belgium.
8. Evacuation and restoration by Germany of French territory, with restoration to France of Alsace-Lorraine.
9. Readjustment of the frontiers of Italy along clearly recognizable lines of nationality.
10. Opportunity of autonomous development for the peoples of Austria-Hungary.
11. Evacuation by the Central Powers of Serbia, Montenegro, and Romania; granting of seaports to Serbia; and international guarantees of the political and economic independence and territorial integrity of the Balkan states.
12. Internationalization of the Dardanelles and self-determination for non-Turkish peoples under Turkish control.
13. An independent Poland with access to the sea.
14. Establishment of a general association of nations to afford mutual guarantees of political independence and territorial integrity to large and small nations alike.

In a speech on July 4, 1918, Wilson described the spirit of the Fourteen Points: "What we seek is the reign of law, based upon the consent of the governed and sustained by the organized opinion of mankind."

Source: <http://history.howstuffworks.com/world-war-i/fourteen-points.htm>

Document B: Treaty of London and Wilson's Reaction

Treaty of London (1915): A secret treaty between neutral Italy and the Allied forces of France, Britain, and Russia to bring Italy into World War I. The Allies wanted Italy's participation because of its border with Austria. Italy was promised Trieste, southern Tyrol, northern Dalmatia, and other territories in return for a pledge to enter the war within a month. Despite opposition of most Italians, who favored neutrality, Italy joined the war [...] Source:

<http://www.britannica.com/EBchecked/topic/1381765/Treaty-of-London>

Wilson's Reaction: [...] Western Powers refused to grant Italy the extensive compensation it had expected along the Adriatic Coast. The others were not impressed with Italy's performance in the war, and Wilson was opposed to giving the Italians territory that contained predominantly South Slav populations.

Source: Lyons, Michael. World War II: A Short History. 4th ed. Upper Saddle River, NJ: Prentice Hall, 2004. 14-15. Print

Name _____



US President Woodrow Wilson

Directions: Answer the questions you've been assigned on a separate sheet of paper, using the documents provided and your knowledge of World War I. Next, fill out the "Peace Terms Proposal" section of your handout. You will present your proposal to the other world leaders and attempt to persuade them to adopt all or parts of your treaty. After each of the "Big Four" has presented, the group will vote on what terms to adopt. If there is a tie, skip that provision, move onto the others and then, revisit the unresolved provision until a majority vote can be reached. Once the group has completed their votes, fill out the "Versailles Treaty" handout.

Questions

1. Does any country bear the blame for starting World War I? If yes, which one is guilty and why? If no, why?
2. Do you think that Germany should pay war reparations to the Allies? If so, how much and how did you arrive at that figure?
3. Should Germany's army and navy be disbanded? Why or why not? Does Germany have a right to defend itself from outside invasion?
4. Should a Polish state be created out of German lands? Why or why not?
5. Should the United States ask for any German colonies as part of the peace settlement? Why or why not?
6. What German territory, if any, should go to France or England?
7. Should the Rhineland be given to France, demilitarized (no German army stationed can be stationed there), or left alone? Why?
8. Why might Wilson be willing to give Tyrol & Trieste to the Italians, but not Dalmatia?
9. Why do you think that the President Wilson wanted to impose a soft punishment on Germany, as opposed to many of his European counterparts – specifically French Premier Georges Clemenceau? Why might the United States be more forgiving towards Germany?
10. Why do you think the Germans were quick to negotiate after Wilson delivered his Fourteen Points speech and after the US entered the war?

Peace Terms Proposal

War Guilt Clause

Territorial Requests

- **United States:** _____
- **France:** _____
- **United Kingdom:** _____
- **Italy:** _____
- **Poland:** _____

War Reparations Amount

Should There Be a League of Nations?

Name _____



French Premier Georges Clemenceau

Directions: Answer the questions you've been assigned on a separate sheet of paper, using the documents provided and your knowledge of World War I. Next, fill out the "Peace Terms Proposal" section of your handout. You will present your proposal to the other world leaders and attempt to persuade them to adopt all or parts of your treaty. After each of the "Big Four" has presented, the group will vote on what terms to adopt. If there is a tie, skip that provision, move onto the others and then, revisit the unresolved provision until a majority vote can be reached. Once the group has completed their votes, fill out the "Versailles Treaty" handout.

Questions

1. Does any country bear the blame for starting World War I? If yes, which one is guilty and why? If no, why?
2. Do you think that Germany should pay war reparations to the Allies? If so, how much and how did you arrive at that figure?
3. Should Germany's army and navy be disbanded? Why or why not? Does Germany have a right to defend itself from outside invasion?
4. Should a Polish state be created out of German lands? Why or why not?
5. What German territory, if any, should go to France?
6. Should any territory be given to the United States and Britain? If so, what and why?
7. Should the Rhineland be given to France, demilitarized (no German army stationed can be stationed there), or left alone? Why?
8. Why might Clemenceau be reluctant to give Italy all the territory it requested?
9. Why do you think that France wanted to impose a harsh punishment on Germany? How does this contrast with Wilson's proposals for peace?
10. How do you think Clemenceau feels about a League of Nations? Why?

Peace Terms Proposal

War Guilt Clause

Territorial Requests

United States: _____

France: _____

United Kingdom: _____

Italy: _____

Poland: _____

War Reparations Amount

Should There Be a League of Nations?

French Premier Georges Clemenceau

Directions: You are French Premier, Georges Clemenceau. You're aiming for the following results at the Paris Peace Conference: **punishing Germany, return Alsace-Lorraine to France, oppose a League of Nations, huge reparations from Germany, and to disband or weaken the German army.** Using the casualty charts, maps, documents below, answer the attached questions to create a peace proposal to present to your fellow world leaders. At the conference, you must try convince your fellow world leaders to adopt your resolution to World War I.

Document A: Short History of France and Germany

“Clemenceau desired a harsh peace that would keep Germany permanently crippled or at least postpone its ability to make war for as long as possible. The French leader hated the Germans and was contemptuous of [US President] Wilson. Clemenceau had experienced two German invasions of France during his lifetime – in 1870 and, of course, in 1914. He was determined that it should never happen again.” – Historian Michael J. Lyons

Source: Lyons, Michael. World War II: A Short History. 4th ed. Upper Saddle River, NJ: Prentice Hall, 2004. 14-15. Print.

Document B: Clemenceau's Attitude Toward US President Wilson's Treaty Proposal

“Mr. Wilson bores me with his Fourteen Points; why, God Almighty has only Ten!”

Source: http://en.wikiquote.org/wiki/Georges_Clemenceau

Document C: Preliminaries of Peace with Germany

“There are three essential problems which must be solved in order to reconcile the necessary strategic guarantees with the principle of the rights of the People: (1) Guarantees regarding the left bank of the Rhine (military neutralization without political interference) (2) Complete restoration of Poland (which will deal a final blow to Prussian hegemony) (3) The future government of Germany (in conformity with the right of nations to the free choice of their own system of Government).

Source: <http://www.learningcurve.gov.uk/greatwar>

Document D: Territorial Clauses

“These conditions will indicated the new frontiers of Germany under the form of restitution of those promises which Prussia had unjustly incorporated either in her own territory or in that of the Germany Empire:

- A. Restitution to France of the provinces of Germany and [Alsace and] Lorraine seized from France in 1815 and 1871 [...]
- B. Cession to the reconstituted State of Poland of the Polish districts of Prussia, of Posnanina, and of Upper Silesia as well as access to the Baltic.
[...]
- F. Cession by the German Government of its sovereign rights over German overseas possessions
- G. Recognition by Germany of the French protectorate over Morocco in its entirety [...]
- H. Recognition by Germany of Great Britain's protectorate over Egypt.

Source: <http://www.learningcurve.gov.uk/greatwar>

Document E: Clauses of reparation restitutions and guarantees

“Generally, all damage occasioned by the war either in Allied territories which have been occupied by German troops and which have been subjected to bombardment by the German Fleet or aeroplanes, or by sea as the result of German action, to be made good at the expense of the German Government.”

Source: <http://www.learningcurve.gov.uk/greatwar>

Document F: More Territorial Requests

“A much more important provision concerned the Rhineland. In keeping with French war aims, Clemenceau favored its separation from Germany and the establishment of an independent Rhenish state.” – Historian Michael J. Lyons

Source: Lyons, Michael. World War II: A Short History. 4th ed. Upper Saddle River, NJ: Prentice Hall, 2004. p.15. Print.

Name _____



British Prime Minister David Lloyd George

Directions: Answer the questions you've been assigned on a separate piece of paper, using the documents provided and your knowledge of World War I. Next, fill out the "Peace Terms Proposal" section of your handout. You will present your proposal to the other world leaders and attempt to persuade them to adopt all or parts of your treaty. After each of the "Big Four" has presented, the group will vote on what terms to adopt. If there is a tie, skip that provision, move onto the others and then, revisit the unresolved provision until a majority vote can be reached. Once the group has completed their votes, fill out the "Versailles Treaty" handout.

Questions

1. Does any country bear the blame for starting World War I? If yes, which one is guilty and why? If no, why?
2. Do you think that Germany should pay war reparations to the Allies? If so, how much and how did you arrive at that figure?
3. Should Germany's army and navy be disbanded? Why or why not? Does Germany have a right to defend itself from outside invasion?
4. Should a Polish state be created out of German lands? Why or why not?
5. What German territory, if any, should go to England?
6. Should any territory be given to the United States and France? If so, what and why?
7. Should the Rhineland be given to France, demilitarized (no German army stationed can be stationed there), or left alone? Why?
8. Why might Lloyd George be reluctant to give Italy all the territory it requested?
9. Why do you think that Britain wanted to impose a moderate punishment on Germany? How does this contrast with Wilson's and Clemenceau's proposals for peace?
10. How do you think David Lloyd George feels about a League of Nations? Why?

Peace Terms Proposal

War Guilt Clause

Territorial Requests

United States: _____

France: _____

United Kingdom: _____

Italy: _____

Poland: _____

War Reparations Amount

Should There Be a League of Nations?

British Prime Minister David-Lloyd George

Directions: You are British Prime Minister, David-Lloyd George. You're aiming for the following results at the Paris Peace Conference: a **'just' peace that would be tough enough to 'make Germany pay', but would still allow Germany to trade, an expansion of Britain's empire, and to safeguard Britain's naval superiority.** Using the casualty charts, maps, documents below, answer the attached questions to create a peace proposal to present to your fellow world leaders. At the conference, you must try convince your fellow world leaders to adopt your resolution to World War I.

Document A: David Lloyd George's Reaction to Working with President Wilson and Premier Clemenceau

"I think I did as well as might be expected, seated as I was between Jesus Christ and Napoleon Bonaparte."

Source: Lyons, Michael. World War II: A Short History. 4th ed. Upper Saddle River, NJ: Prentice Hall, 2004. p.15. Print.

Document B: "Some considerations [from David-Lloyd George] for the Peace Conference before they finally draft their terms"

"You may strip Germany of her colonies, reduce her armaments to a mere police force and end her navy to that of a fifth rate power; all the same in the end if she feels that she has been unjustly treated in the peace of 1919 she will find mean of exacting retribution from her conquerors. The impression, the deep impression, made upon the human heart by four years of unexampled slaughter will disappear with the hearts upon which it has been marked by the terrible sword of the great war. The maintenance of peace will then depend upon there being no causes of exasperation constantly stirring up the spirit of patriotism, of justice or of fair play to achieve redress. Our terms may be severe, they may be stern and even ruthless but at the same time they can be so just that the country on which they are imposed will feel in its heart that it has no right to complain. But injustice, arrogance, displayed in the hour of triumph will never be forgotten or forgiven."

Source: <http://www.learningcurve.gov.uk/greatwar>

Document C: "Some considerations [from David-Lloyd George] for the Peace Conference before they finally draft their terms"

"If we are wise, we shall offer to Germany a peace, which, while just, will be preferable for all sensible men to the alternative of Bolshevism [communism]. I would, therefore, put it in the forefront of the peace that once she accepts our terms, especially reparation, we will open to her the raw materials and markets of the world on equal terms with ourselves, and will do everything possible to enable the German people to get upon their legs again. We cannot both cripple her and expect her to pay."

Source: <http://www.learningcurve.gov.uk/greatwar>

Document D: Rhineland

"Under this agreement [proposed by George and Wilson] the Rhineland remained part of Germany, but the Allies were allowed to maintain troops there for 15 years. When this period expired, they were to withdraw their forces, and the entire area was to remain permanently demilitarized, [...]."

Source: Lyons, Michael. World War II: A Short History. 4th ed. Upper Saddle River, NJ: Prentice Hall, 2004. p.15. Print.

Document E: Allied Feelings towards the Italians

"The leaders of Britain and France, for their part, deeply regretted making such promises [of territory in Austria-Hungary in exchange for Italian participation in WWI]; they viewed Italy with annoyance, feeling the Italians had botched their attacks on Austria-Hungary during the war, failed to honor their naval promises and repeatedly asked for resources which they then failed to put towards the war effort."

Source: <http://www.history.com/this-day-in-history/italian-delegates-return-to-paris-peace-conference>

Name _____



Italian Premier Vittorio Orlando

Directions: Answer the questions you've been assigned on a separate sheet of paper, using the documents provided and your knowledge of World War I. Next, fill out the "Peace Terms Proposal" section of your handout. You will present your proposal to the other world leaders and attempt to persuade them to adopt all or parts of your treaty. After each of the "Big Four" has presented, the group will vote on what terms to adopt. If there is a tie, skip that provision, move onto the others and then, revisit the unresolved provision until a majority vote can be reached. Once the group has completed their votes, fill out the "Versailles Treaty" handout.

Questions

1. Does any country bear the blame for starting World War I? If yes, which one is guilty and why? If no, why?
2. Do you think that Germany should pay war reparations to the Allies? If so, how much and how did you arrive at that figure?
3. Should Germany's army and navy be disbanded? Why or why not? Does Germany have a right to defend itself from outside invasion?
4. Should a Polish state be created out of German lands? Why or why not?
5. What German territory, if any, should go to Italy? Should Italy request more than what was promised by the Treaty of London?
6. Should any territory be given to the United States, France, and Britain? If so, what and why?
7. Should the Rhineland be given to France, demilitarized (no German army stationed can be stationed there), or left alone? Why?
8. What type of punishment do you think Italy wanted to impose upon Germany – harsh or lenient? Why?
9. What problems at home does Orlando face? What do you think will happen if he is unable to secure new land for Italy?
10. How do you think Vittorio Orlando feels about a League of Nations? Why?

Peace Terms Proposal

War Guilt Clause

Territorial Requests

United States: _____

France: _____

United Kingdom: _____

Italy: _____

Poland: _____

War Reparations Amount

Should There Be a League of Nations?

Italian Premier Vittorio Orlando

Directions: You are Italian Premier, Vittorio Orlando. You're aiming for the following results at the Paris Peace Conference: **increase Italian territorial holdings** and **secure war reparations**. Using the casualty charts, maps, documents below, answer the attached questions to create a peace proposal to present to your fellow world leaders. At the conference, you must try convince your fellow world leaders to adopt your resolution to World War I.

Document A: Treaty of London (1915)

“The Entente, for its part, offered much more substantial gains of territory—most of which currently fell within the Austro-Hungarian Empire—and it was under these terms that Italy signed the Treaty of London on April 26, 1915. Italy was promised the fulfillment of its national dream: control over territory on its border with Austria-Hungary stretching from Trentino through the South Tyrol to Trieste. In the treaty, the Allies gave them that and more, including parts of Dalmatia and numerous islands along Austria-Hungary's Adriatic coast; the Albanian port city of Vlore (Italian: Valona) and a central protectorate in Albania; and territory from the Ottoman Empire. Carrying out its part of the bargain, Italy declared war on Austria-Hungary (but not on Germany) on May 23.”

Source: <http://www.history.com/this-day-in-history/allies-sign-treaty-of-london>

Document B: The cost of victory

“Italy won the war, therefore, but at a huge cost: some 600,000 dead, 950,000 wounded, and a legacy of bitterness and division. The victorious patriots and nationalists now detested parliament, where the [former Italian Primer Giovanni] Giolittian majority had never supported the war, although they defended the idea of the nation and the war record of the Italian army. Many workers, peasants, Socialists, and trade unionists were disgusted by the costs of the conflict and were inspired by the revolutions in Russia and Germany. Returning veterans expected the land that they had been promised in 1917–18. The Italian flag became a powerful focus of division and hatred. War memorials were contested all over the peninsula. These divisions greatly weakened the postwar political regime and fractured elements of society.

Furthermore, the pro-war groups were themselves bitterly divided when the war ended. Should Italy, at the Paris Peace Conference (1919–20), try to secure the terms of the Treaty of London, as Foreign Minister Sonnino urged, or should it support U.S. President Woodrow Wilson and adhere to the “principle of nationality”—that is, be willing to accept less territory in the Adriatic region, as the Left Liberals and Republicans advocated? “

Source: <http://www.britannica.com/EBchecked/topic/297474/Italy/27757/World-War-I-and-fascism>

Treaty of Versailles

On this Day of June 28, 1919, the nations of the United States, Great Britain, France, and Italy proclaim that....

I. War Guilt Clause

_____ is responsible for unleashing the terrible forces of “the war to end all wars” because _____

II. Territorial Changes

The Allied Powers have decided that the following German lands are to be conceded to the following powers:
France Shall receive _____

The United States Shall receive _____

Great Britain Shall receive _____

Italy Shall receive _____

III. Polish Question

On the question of the creation of a Polish State in the Eastern lands of Germany, The Allied Powers have decreed that _____ because _____

IV. The League of Nations

The Allied Powers have _____ President Woodrow Wilson’s idea for the creation of a League of Nations because _____

Treaty of Versailles Summary

The Treaty of Versailles is the peace treaty at the end of World War I, signed on June 28, 1919, by Germany and by the Allied and Associated Powers. In addition to **ending the war with Germany**, it also **established the League of Nations**. The peace conference met in Paris, but the treaty was signed in the Hall of Mirrors in Versailles. Separate treaties were made with Germany's allies: the Treaty of Saint-Germain with Austria, the Treaty of Trianon with Hungary, the Treaty of Neuilly with Bulgaria, and the Treaty of Sèvres with Turkey.

The war ended on November 11, 1918, with an armistice based on President Woodrow Wilson's Fourteen Points. The peace conference met on January 8, 1919, with 32 countries represented but with Germany excluded. The major role was taken by the "Big Four": President Wilson, Prime Minister David Lloyd George of Great Britain, Premier Georges Clemenceau of France, and Premier Vittorio Orlando of Italy.

The United States Senate rejected the treaty, partly because of objections to the section that established the League of Nations. The other nations ratified the treaty, and it went into effect on January 10, 1920. The United States signed a separate treaty with Germany in 1921.

The Germans denounced the Versailles Treaty as wicked and unjust, and the Nazi party's pledge to repudiate it helped Adolf Hitler come to power in 1933. Hitler ignored the treaty's restrictions on rearmament and soon built Germany into the strongest military power in the world.

Terms of the Treaty

The treaty had 15 parts. Part I was the **Covenant (constitution) of the League of Nations**. Provision was made for the **Permanent Court of International Justice**. Part XIII created the International Labor Organization. The other parts dealt with the **boundaries of Germany, the establishment of new countries in Europe, war reparations, and other matters.**

German Loss of Territory

Germany ceded Alsace-Lorraine to France, the Eupen and Malmèdy districts to Belgium, **West Prussia and most of Posen province to Poland**, and a district in Silesia to Czechoslovakia. The treaty provided for plebiscites in Schleswig and Upper Silesia. After the voting, northern Schleswig went to Denmark and southern Schleswig remained in Germany. In Upper Silesia the majority voted in favor of Germany; the Allies then divided the territory between Poland and Germany.

The treaty placed the Saar Basin under League of Nations control for 15 years and turned the coal mines over to France. (German Danzig (now Gdańsk, Poland) became a free city under the League. Germany gave up the Memel district to the Allies, and it was later given to Lithuania.

Germany lost about 25,000 square miles (65,000 km²) of territory, including areas with some of its richest mineral resources. In the east a strip of Polish land, the "Polish Corridor," separated East Prussia from the rest of Germany.

Germany surrendered its colonies, and they all became mandated territories under League of Nations supervision. **German East Africa (now part of Tanzania) went to Great Britain**, Urundi and Ruanda to Belgium, and South-West Africa (Namibia) to South Africa. **Kamerun (Cameroon) and Togoland were divided between Great Britain and France.** German New Guinea was awarded to Australia, German Samoa to New Zealand, Nauru Island to Great Britain and the German Pacific islands north of the Equator to Japan. German rights in Shantung province, China, were granted to Japan.

Other Penalties On Germany

The German army was restricted to 100,000 officers and men and the navy to a few small ships; air forces were forbidden. Allied troops were to occupy the west bank of the Rhine for 15 years. East of the Rhine, German fortifications were forbidden within 50 kilometers (about 31 miles) of the river. The treaty provided that Kaiser William II should be tried as a war criminal. But the former emperor had fled to the Netherlands, and the Dutch government refused to turn him over to the Allies.

Under the famous "war guilt" clause, Germany was compelled to accept responsibility for all the loss and damage caused by the war and to pay reparations for damages done to civilians. Germany made their final reparations payment in 2010.