

Unit #3: Peacemaking, Peacekeeping, & International Relations 1918-1936

Content Area: **Social Studies**
Course(s): **IB 20th Century Topics**
Time Period: **Second Marking period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

This prescribed subject addresses international relations from 1918 to 1936 with emphasis on the Paris Peace Settlement—its making, impact and problems of enforcement—and attempts during the period to promote collective security and international cooperation through the League of Nations and multilateral agreements (outside the League mechanism), arms reduction and the pursuit of foreign policy goals without resort to violence. The prescribed subject also requires consideration of the extent to which the aims of peacemakers and peacekeepers were realized and the obstacles to success.

STAGE 1- DESIRED RESULTS

2016 New Jersey Student Learning Standards- Social Studies

SOC.6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
SOC.6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s.
SOC.6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.
SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

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?

Enduring Understanding

- International agreements following World War I were vital to preventing international disputes during the 1920's and 1930's
- The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.
- U.S. involvement in World War I affected politics, the economy, and geopolitical relations in the 1920's and 1930's.
- Woodrow Wilson's leadership immediately after World War I impacted the nature of the peace that followed the First World War
- The results of World War I had a direct impact on the rise in authoritarian forms of government and ideologies in the 1920's and 1930's

Students will know...

total war, 14 Points, Bolshevism, Mandate system, Realpolitik, self-determination, League of Nations, reparations, Covenant, War Guilt Clause, Article X, Polish corridor, Little Entente, Teschen, appeasement, open door policy, arbitration, Big Three, Collective Security, Dawes Plan 1924, Geneva Protocol, Hyperinflation, Kellogg-Briand Pact 1928, passive resistance, plebiscite, Ruhr Crisis, successor states, Young Plan 1929, Georges Clemenceau, David Lloyd George, Gustav Stresemann, Woodrow Wilson, Aims of the League of Nations (S.I.D.E.), Western Front, Autocratic, Treaty of Brest-Litovsk, concessions, balance of power, dominions

Students will be able to...

- Identify the aims of the participants and peacemakers.
- Analyze Woodrow Wilson and the Fourteen Points
- Discuss the terms of the Paris Peace Treaties 1919-20: Versailles, St Germain, Trianon, Neuilly, Sèvres/Lausanne 1923
- Evaluate the geopolitical and economic impact of the treaties on Europe; the establishment and impact of the mandate system
- Assess the enforcement of the provisions of the treaties: US isolationism—the retreat from the Anglo–American Guarantee; disarmament—Washington, London, Geneva conferences

- Discuss the League of Nations: effects of the absence of major powers; the principle of collective security and early attempts at peacekeeping (1920-5)
- Identify and evaluate the impact of the Ruhr Crisis (1923); Locarno and the “Locarno Spring” (1925)
- Assess the impact of the Depression and other threats to international peace and collective security: Manchuria (1931-3) and Abyssinia (1935-6).
- Comprehend, analyse, evaluate and integrate source material critically as historical evidence in understanding the consequences of the Paris Peace Treaties.
- Demonstrate historical understanding of aims of the peacemakers through the acquisition, selection, effective use and synthesis of knowledge.
- Explain different approaches to, and interpretations of the origins of the Paris Peace.
- Place events in their historical context.
- Explain the cause and effects of historical continuity and change- internationalist vs. structuralist
- Present historical explanations from a variety of perspectives: Allied powers, Germany, other Axis Powers.

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check

- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

Authentic Assessments- Suggested

- Identify activities/assessments that students will complete to show that they understood the materials covered in the unit.
- development of multiple essays
- fishbowl discussions
- readings of time period appropriate documents
- debates
- analysis of political cartoons
- creation of political cartoons
- flipped classroom questioning
- presentations(PowerPoint, Prezi, Kahoot)
- Boss Battle questioning

Benchmark Assessments

- writing samples
- literary responses
- oral reports
- demonstrations showing understanding how-to-manuals
- dramatizations

- memory maps

STAGE 3- LEARNING PLAN

Instructional Map

- Students will conduct fishbowl discussion on the result of World War I.
- Video on the Versailles Peace Conference will be shown to students
- Flipped Classroom assignment on the Aims of the Versailles Peacemakers (video on YouTube)
- Student IBooks are updated to serve as a study guide for the IB exams. As students create research papers or presentations they will be added to these iBooks for an all-encompassing iBook textbook to be completed and used to study for the IB exam.
- Documents are supplied and the students will examine, analyze, and draw conclusions from the supplied information.
- Students will conduct research on historical controversies of their own choosing to identify historiography.
- The class as a whole will conduct peer writing.
- Small groups will develop presentations debating historiographical arguments.
- Students will write an essay discussing a historical topic being sure to discuss the topics historiography.

Modifications/Differentiation of Instruction

In order to modify the unit for students with **different academic abilities**, the teacher will provide extra time for students who are in need of it. Also, oral directions would be provided in order to make clear the requirements of the assignments.

In order to modify the unit for **ELL students**, the highlighted text will be given to students. Also, oral direction and repeated Drill/Practice will be provided to the student. Use of Audio resources could also be incorporated.

In order to modify the unit for **students with special needs**, the teacher will provide extra time for students who are in need of it. Also, oral directions would be provided in order to make clear the requirements of the assignments. Depending of the needs of the student, extended time, frequent breaks, preferential seating, and audio resources could be incorporated in the unit.

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas

- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

Vertical Integration- Discipline Mapping

The IB 20th Century course is offered during the Senior year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and IB History of the Americas. The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 12th grade can successfully address the demands required of them in the IB program.

Additional Materials

The National Experience: A History of the United States (8th Edition) Harcourt Brace Jovanovich College Publishers by Blum, McFeely, Morgan, Schelesinger Jr., Stamp, and Woodward

Hitler and Nazi Germany Routledge by Stephen J. Lee

Peacemaking, Peacekeeping: International Relations 1918-1936 Cambridge University Press by Nick Fellows

Causes, Practices and Effects of Wars Cambridge University Press by Mike Wells

Causes, Practices and Effects of Wars Pearson by Keely Rogers and Jo Thomas

Authoritarian and Single-Party States Pearson by Brian Mimmack, Daniela Senes, Eunice Price

War and Peace: International Relations 1878-1941 Hodder Education by David G. Williamson

The First World War Routledge by Ian Cawood and David McKinnon-Bell

