**IB Standard Level History**

Paris Peace Treaties 1919-1920

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**DRAFT**

**Unit Description:**

* Paris Peace Conference: Attitude of the Big 3
* Poverty and political change in Europe
* Redrawing the map and assessing reparations
* Consequences of select provisions of the treaties (such as Article 231)
* Impact of the treaties on the Axis powers

**Academic Objectives:**

1. Comprehend, analyse, evaluate and integrate source material critically as historical evidence in understanding the consequences of the Paris Peace Treaties.

2. Demonstrate historical understanding of aims of the peacemakers through the acquisition, selection, effective use and synthesis of knowledge.

3. Explain different approaches to, and interpretations of the origins of the Paris Peace.

4. Place events in their historical context.

5. Explain the cause and effects of historical continuity and change.

6. Present arguments that are clear, coherent, relevant and well substantiated.

7. Present historical explanations from a variety of perspectives: Allied powers, Germany, other Axis Powers.

8. Understanding of causation; intentionalist v. structuralist.

**Holistic Objectives:**

* Openminded - understand and appreciate own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.
* *Knowledgeable of other cultures, societies, and national histories*
* *Analyze and evaluate strengths and weaknesses of own and other cultures vis-à-vis U.N. Universal Declaration of Human Rights*
* Reflective – able to give thoughtful consideration to own learning and experience; able to assess and understand personal strengths and limitations
	+ *Personality*—compare one’s own personality to self and known persons
	+ *Personal strengths*—compare one’s own strengths to self and known persons
* Knowledgeable — able to explore concept, ideas, and issues that have local and global significance
* *Think like: historian, diplomat.*
* Thinker - Exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
	+ *Gather data and recognise bias*
	+ *Analysis*
* Inquirer - develop their natural curiosity. Acquire the skills necessary to conduct inquiry and research and show independence in learning*.* Actively enjoy learning and this love of learning will be sustained throughout their lives.
* *Curiosity*
* *Independent investigation*
* *Learning goals*
* Communicators—Understand and express ideas confidently and creatively.
	+ *Social Awareness: Social cognition*
	+ *Social Facility: Influence*

**Essential Questions:**

* Why is war seen as a legitimate way to solve problems?
* Can peace successfully be dictated from above?
* How can we bind nations to agreements on international conduct?

**Activating Activity**

* Students are given a set of quotations regarding aims and objectives of the Big Three. They will then work in groups and discuss ideas. – can these be provided in appendix??

**Content/Activities**

* Consider the dilemma facing the peacemakers: Winter thesis
* Source exercise on the aims and problems of the Big Three. Listen to Giles Hill`s podcast on the peacemakers. – can url be provided??
* Graphic organiser of the Wilson`s 14 Point Plan.( see Wolfson and Laver pp 141-157; Walsh pp 86-87, 92-96)
* Relationship among the Big Three – complete a spidergram
* Class discussion on the terms of the Peace Treaties
* Axis reactions to the Treaties – too lenient/too harsh
* Contemporary and historiographical views on the Paris Peace Treaties – series of readings and reflections

**Assessment**

Class re-enactment of the Paris Peace Treaties with assigned teams for Germany, Britain, France, and the United States, focusing on:

* Why did Clemenceau, Wilson, and Lloyd George have such different attitudes at the Conference?
* Why did the ‘Big Three’ disagree so violently at the Conference?