

Activity One: Boundaries

INDIVIDUAL REPORT

Discuss the economic, political and social Implications of redrawing political boundaries. Your response should address the congress of Vienna and the Articles related to territory from the Treaty of Versailles.

Evaluation Criteria

- Includes at least five implications of redrawing political boundaries.
- Includes one to two economic, political, and social implications of redrawing political boundaries.
- Use circumstances related to the Congress of Vienna to support the stated implications.
- Incorporates information about the Articles from the Treaty of Versailles to support the stated implications
- Explains how the issue of boundaries contributes to cost of war and price of peace.

A meeting at Versailles

Revised 11/00

Activity One: Boundaries

EC	Exceeds the EC	Meets the EC's	Progressing toward the EC's	Minimally addresses EC's
Includes at least five implications of redrawing political boundaries (20%)	Includes more than five implications (20%)	Includes five implications (17%)	Includes three or four implications (15%)	Includes one or two implications (12%)
Includes one to two economic, political, and social implications (20%)	Includes two to three economic, political and social implications (20%)	Includes one to two economic, political, and social implications (17%)	Includes one economic, political, and social implication (15%)	Includes only one or two implications (12%)
Use circumstances related to the Congress of Vienna to support stated implications (20%)	With elaboration, clearly explains circumstances related to the Congress of Vienna to support stated implications (20%)	Explains circumstances related to the Congress of Vienna to support stated implications (17%)	Explanation is stated, but unclear, or info is missing (15%)	Explanation is inaccurate (12%)
Incorporates info about Articles from the Treaty of Versailles to support stated implications (20%)	Incorporates info about Articles from the Treaty to support stated implications, with greater elaboration and detail (20%)	Incorporates info about Articles from the Treaty to support stated implications (17%)	Info about Articles from the Treaty is included, but does not clearly support stated implications (15%)	Info about Articles from the Treaty is incomplete or inaccurate (12%)
Explains how boundaries contribute to cost of war and price of peace (20%)	Explains, with specific supporting examples, how boundaries contribute to cost of war and price of peace (20%)	Explains how boundaries contribute to cost of war and price of peace (17%)	Explains, but not clearly. How boundaries contribute to cost of war and price of peace (15%)	Explains how boundaries contribute <u>either</u> to cost of war or price of peace (12%)

A meeting at Versailles

Revised 7/01

Property of the California International Studies Project and the Contemporary World History Project; not for distribution.

Activity Two: Casualties

INDIVIDUAL REPORT

Compare and contrast the messages expressed in the selection taken from the autobiography of Stefan Zweig to the selection from Remarque's *All Quiet On The Western Front*. Address each selection in terms of the cost of war and the price of peace as expressed so clearly by each author.

Evaluation Criteria

- Includes at least three messages from the autobiography of Stefan Zweig.
- Includes at least three messages from *All Quiet on the Western Front*.
- Demonstrates a clear understanding of the messages through a compare and contrast format.
- Explains how casualties contribute to the cost of war and the price of peace.

A meeting at Versailles

Revised 11/00

Activity Two: Casualties

EC	Exceeds the EC's	Meets the EC's	Progressing toward the EC's	Minimally addresses EC's
Includes at least three messages from the autobiography of Stefan Zweig (28%)	Includes more than three messages (28%)	Includes three messages from the autobiography of Stefan Zweig (24%)	Includes two messages (21%)	Includes one message (17%)
Includes at least three messages from <i>All Quiet on the Western Front</i> (28%)	Includes more than three messages (28%)	Includes three messages from <i>All Quiet on the Western Front</i> (24%)	Includes two messages (21%)	Includes only one message (17%)
Demonstrates a clear understanding of the messages through comparing and contrasting (24%)	Demonstrates a clear understanding of the messages through comparing and contrast, using multiple example (24%)	Demonstrates a clear understanding of the messages through comparison AND contrast (20%)	Demonstrates a clear understanding of the messages through either comparison OR contrast (18%)	Understanding of the messages is unclear or inaccurate (14%)
Explains how casualties contribute to the cost of war and the price of peace (20%)	Explains and gives examples of how casualties contribute to the cost of war and price of peace (20%)	Explains how casualties contribute to the cost of war and the price of peace (17%)	Explains how casualties contribute to the cost of war and price of peace (15%)	Explanation of how casualties contribute to the cost of war or price is incomplete (12%)

Activity Three: Reparations

INDIVIDUAL REPORT

Addresses the issue of reparations from the perspective of the German leaders. Write a journal entry explaining why you agree or disagree with the terms put forth by the Allied Nations.

Evaluation Criteria

Your journal entry should:

- Be written from the perspective of German leaders at the end of WWI.
- Include at least 3 concrete examples of reparations being assigned to Germany.
- Include an explanation of why the Allied nations asked for reparations
- Demonstrate a clear understanding of emotions involved in the issue of reparations.
- Include at least five concrete examples of the human and economic cost of war.

A meeting at Versailles

Revised 11/00

Activity Three: Reparations

EC	Exceeds the EC's	Meets the EC's	Progressing toward the EC's	Minimally addresses EC's
German leader perspective (20%)	Identifies opposing perspectives but defends German leaders (20%)	German leaders' perspective easily seen with convincing arguments (17%)	Includes German as well as other perspectives without clearly identifying which is which (15%)	Perspective (point of view) is unknown (12%)
Three concrete examples of reparations (16%)	Includes more than three concrete examples (16%)	Includes three concrete examples (14%)	Includes two concrete examples (12%)	Includes one concrete example (10%)
Explanation of why Allies asked for reparations (24%)	Gives a clear coherent explanation of why Allies asked for reparations for more than three of the examples (24%)	Gives a clear, coherent explanation of why the Allies asked for reparations for three of the examples (20%)	Explains two of the examples (18%)	Explains one of the examples (14%)
Demonstrates understanding of emotions involved (16%)	Is able to show the emotions from both the German and the Allied side (16%)	German emotions are clearly identified (14%)	There is an attempt to show emotion (12%)	Most of the content deals with facts and information but there is very little detail of emotions (10%)
Includes five concrete examples of human and economic cost of war (24%)	Includes more than five examples. Is able to forecast what may happen given the reparations (24%)	Includes five examples with both human and economic costs (20%)	Includes four examples (18%)	Includes fewer than four examples (14%)

A meeting at Versailles

Revised 7/01

Activity Four: Negotiations

INDIVIDUAL REPORT

How was the World War I negotiation process affected by the inclusion and exclusion of particular countries? Which country was the most affected? Why? Think of a situation in your life [or create one, if not applicable] where you were involved in a negotiation process that excluded people who were affected by the decisions being made. Describe this situation and explain how it is similar to or different from the Paris peace negotiations in World War I.

Evaluation Criteria

- Accurately names all the major participants that were included or excluded
- Describes at least one way the negotiation process was affected by the inclusion of a select group of countries and at least two ways the negotiation process was affected by the exclusion of particular countries
- Includes an opinion of which country was most affected
- Personal scenario clearly relates to the concept of inclusion /exclusion and how it affects the negotiation process
- Addresses how the issue of negotiations relates to that cost of war and the price of peace

A meeting at Versailles

Revised 12/00

Activity Four: Negotiations

EC	Exceeds the EC's	Meets the EC's	Progressing towards the EC's	Minimally addresses the EC's
<p>Accurately names all the major participants that were included or excluded</p> <p>(20%)</p>	<p>Accurately names all major participants that were included or excluded with reference to their stance/ position in negotiations</p> <p>(20%)</p>	<p>Accurately names all the major participants that were included or excluded</p> <p>(17%)</p>	<p>Names all major participants that were either excluded or included, but not both</p> <p>(15%)</p>	<p>Names participants that were either included or excluded but the listing is incomplete</p> <p>(12%)</p>
<p>Describes at least one way the negotiation process was affected by the inclusion of a select group of countries and at least two ways the negotiation process was affected by the exclusion of particular countries</p> <p>(20%)</p>	<p>Describes more than one way the negotiation process was affected by the inclusion of a select group of countries and more than two ways the negotiation process was affected by the exclusion of particular countries</p> <p>(20%)</p>	<p>Describes at least one way the negotiation process was affected by the inclusion or exclusion of a select group of countries and at least two ways the negotiation process was affected by the exclusion of particular countries</p> <p>(17%)</p>	<p>Describes only how the inclusion or exclusion of a select group of countries affected the negotiation process, but not both</p> <p>(15%)</p>	<p>Description of how the negotiation process was affected by the inclusion or exclusion of select countries is incomplete</p> <p>(12%)</p>
<p>Includes an opinion of which country was most affected</p> <p>(20%)</p>	<p>Includes multiple perspectives in addition to an opinion of which country was most affected with supporting evidence</p> <p>(20%)</p>	<p>Includes an opinion of which country was most affected with evidence supporting that opinion</p> <p>(17%)</p>	<p>Includes an opinion of which country was most affected</p> <p>(15%)</p>	<p>Little or no supporting evidence and opinion is unclear</p> <p>(12%)</p>
<p>Personal scenario clearly relates to the concept of inclusion /exclusion and how it affects the negotiation process</p> <p>(20%)</p>	<p>Detailed personal scenario clearly relates to the concepts of inclusion/exclusion & how it affects the negotiation process or multiple scenarios</p> <p>(20%)</p>	<p>Personal scenario clearly relates to the concept of inclusion /exclusion and how it affects the negotiation process</p> <p>(17%)</p>	<p>Personal scenario relates to the concept of inclusion /exclusion or how it affects the negotiation process, but not both</p> <p>(15%)</p>	<p>Personal scenario does not relate to the concept of inclusion/exclusion or how it affects the negotiation process</p> <p>(12%)</p>
<p>Addresses how the issue of negotiations relates to that cost of war and the price of peace</p> <p>(20%)</p>	<p>Addresses how the issue of negotiations relates to the cost of war and the price of peace, using multiple examples.</p> <p>(20%)</p>	<p>Addresses how the issue of negotiations relates to the cost of war and the price of peace</p> <p>(17%)</p>	<p>Addresses how the issue of negotiations relates to the cost of war or the price of peace, but not both</p> <p>(15%)</p>	<p>The issue of how negotiations relates to the cost of war or the price of peace is not completely addressed</p> <p>(12%)</p>

A meeting at Versailles

Revised 7/01

Activity Five: Technology

INDIVIDUAL REPORT

Many believed that the military terms of the armistice made the resumption of hostilities virtually impossible for Germany. Do you agree with this assumption? Why or why not? In your response, provide a brief discussion of Germany's WWI technological capabilities and incorporate information regarding the Articles restricting the German military.

Evaluation Criteria

- Takes a position on whether or not the military terms of the armistice made the resumption of hostilities virtually impossible for Germany
- Uses concrete examples from the resource cards to support the taken position.
- Include at least three examples of Germany technological capability during WWI
- Demonstrate a clear understanding of the restrictions placed on the Germany military by referring to the Articles from the Treaty of Versailles to support the position taken.
- Explains how technology contributes to the cost of war and the price of peace.

A meeting at Versailles

Revised 11/00

Activity Five: Technology

EC	Exceeds the EC	Meets the EC's	Progressing toward the EC's	Minimally addresses EC's
<p>Takes a position on weather or not the military terms of the armistice made the resumption of hostilities virtually impossible for Germany</p> <p>(28%)</p>	<p>Takes a position on weather or not the military terms of the armistice made the resumption of hostilities virtually impossible for Germany and discusses the implications/impact of this armistice on Germany's future.</p> <p>(28%)</p>	<p>Takes a position on weather or not the military terms of the armistice made the resumption of hostilities virtually impossible for Germany. Includes supporting evidence.</p> <p>(24%)</p>	<p>Takes a position on weather or not the military terms of the armistice made the resumption of hostilities virtually impossible for Germany, but does not provide supporting evidence.</p> <p>(21%)</p>	<p>The position on weather or not the military terms of the armistice made the resumption of hostilities virtually impossible for Germany is unclear or incomplete.</p> <p>(17%)</p>
<p>Uses concrete examples from the resource cards to support the taken position. Includes at least three examples of Germany technological capability during WW1</p> <p>(16%)</p>	<p>Uses concrete examples from the resources cards to support the position taken. Includes more than three examples of Germany technological capability during WW1</p> <p>(16%)</p>	<p>Uses concrete examples from the resource cards to support the taken position. Includes three examples of Germany technological capability during WW1</p> <p>(14%)</p>	<p>Uses concrete examples from the resources cards to support the position taken, but contains only two examples of Germany technological capability during WW1</p> <p>(12%)</p>	<p>Examples are not from the resources cards. Provides only one example of Germany technological capability during WW1</p> <p>(10%)</p>
<p>Demonstrate a clear understanding of the restrictions placed on the Germany military by referring to the Articles from the Treaty of Versailles to support the position taken.</p> <p>(32%)</p>	<p>Demonstrate a clear understanding of the restrictions placed on the Germany military by referring to the Articles from the Treaty of Versailles to support the position taken, and discusses their subsequent impact on Germany</p> <p>(32%)</p>	<p>Demonstrate a clear understanding of the restrictions placed on the Germany military by referring to the Articles from the Treaty of Versailles to support the position taken.</p> <p>(28%)</p>	<p>Demonstrate an understanding of the restrictions placed on the Germany military but without much evidence from the Articles from the Treaty of Versailles to support the position taken.</p> <p>(24%)</p>	<p>An understanding of the restriction placed on the Germany military is unclear, incomplete, or partly inaccurate.</p> <p>(20%)</p>
<p>Explains how technology contributes to the cost of war and the price of peace.</p> <p>(24%)</p>	<p>Explains how technology contributes to the cost of war and the price of peace with an understanding or examples of how changing technology has redefined this issue.</p> <p>(24%)</p>	<p>Explains how technology contributes to the cost of war and the price of peace.</p> <p>(20%)</p>	<p>Explain how technology contributes to the cost of war Or the price of peace, but not both.</p> <p>(18%)</p>	<p>The explanation is unclear, incomplete or partly inaccurate.</p> <p>(14%)</p>

A meeting at Versailles

Revised 7/01

Activity Six: Propaganda

INDIVIDUAL REPORT

Propaganda consists of ideas or information that is spread deliberately to influence people's thoughts or actions. How is propaganda used in today's society? Who uses propaganda and why? How does the use of propaganda today compare to its use in WWI? How did propaganda contribute to the cost of war and the price of peace?

Evaluation Criteria

- Gives at least three examples of how propaganda is used in today's society & explains which technique of propaganda is used for each example
- Describes who uses the propaganda for each example
- Explains at least two possible reasons for the use of propaganda for each example
- Makes at least three comparisons between the way propaganda is used today and the way it was used during WWI
- Explains how propaganda contributes to the cost of war and the price of peace

A meeting at Versailles

Revised 12/00

Activity Six: Propaganda

EC	Exceeds the EC	Meets the EC's	Progressing toward the EC's	Minimally addresses EC's
Gives at least three examples of how propaganda is used in today's society & explains which technique of propaganda is used for each example (16%)	Gives at least four examples of how propaganda is used in today's society, & explains which technique of propaganda is used for each example (16%)	Gives three examples of how propaganda is used in today's society, & explains which technique of propaganda is used for each example (14%)	Gives two examples & explains which technique of propaganda is used for each example (12%)	Gives one example & explains which technique of propaganda is used for that example (10%)
Describes who uses the propaganda for each example (16%)	Describes who uses the propaganda for each of the four or more examples (16%)	Describes who uses the propaganda for each of the three examples (14%)	Describes who uses the propaganda for each of the two examples (12%)	Describes who uses the propaganda for the one example (10%)
Explains at least two possible reasons for the use of propaganda for each example (32%)	Explains two or more reasons for the use of propaganda for each of the four or more examples (32%)	Explains two possible reasons for the use of propaganda for each of the three examples (28%)	Describes one possible reason for the use of propaganda for each of the two examples (24%)	Describes one or two reasons for the use of propaganda for the one example (20%)
Makes at least three comparisons between the way propaganda is used today & the way it was used during WWI (16%)	Makes more than three comparisons between the way propaganda is used today, & the way it was used during WWI (16%)	Makes three comparisons between the way propaganda is used today & the way it was used during WWI (14%)	Makes two comparisons between the way propaganda is used today & the way it was used during WWI (12%)	Makes only one comparison between the way propaganda is used today & the way it was during WWI (10%)
Explains how propaganda contributes to the cost of war and the price of peace (20%)	Explains how propaganda contributes to the cost of war & the price of peace. The author makes connections outside this activity, either to another activity in this unit, or another war. (20%)	Explains how propaganda contributes to the cost of war & the price of peace (17%)	Explains how propaganda contributes to the cost of war OR the price of peace (15%)	Explanation is unclear, incomplete or inaccurate (12%)

A meeting at Versailles

Revised 7/01

Activity Seven: The Role of Minorities and Non-Western Nations

INDIVIDUAL REPORT

During World War I, members of minorities served in the military, even though they were often not treated with dignity and respect. Put yourself in their position. Would you join the military of the United States if you knew that you would be faced with prejudice? What factors would cause you to want/not want to serve in the military? How would you deal with the prejudice you faced? How would you act and feel if you chose not to join?

Evaluation Criteria

- Give at least 3 factors that would cause you to make the decision to join/ not join the military
- Clearly describe feelings or emotions associated with each factor
- Identify at least 3 types of prejudice that you might encounter whether you joined or did not join the military.
- Propose at least 3 strategies for dealing with the prejudice you would face.
- Explain how prejudice and racism contributes to the cost of war and the price of peace.

Activity Seven: The Role of Minorities and Non-Western Nations

EC	Exceeds the EC	Meets the EC's	Progressing toward the EC's	Minimally addresses EC's
Give at least 3 factors influencing the decision to join the military (16%)	Give more than 3 factors. (16%)	Gives 3 factors 13%	Gives 2 factors 12%	Gives 1 factor 10%
Describe feelings for each factor (24%)	Describe more than 1 feeling/emotion for 3 more factors 24%	Describe 1 feeling/emotion for each of 3 factors 20%	Describe 1 feeling /emotion for each of 2 factors 18%	Describe 1 feeling /emotion for 1 factor. 14%
Identify types of prejudice (16%)	Identifies more than 3 types of prejudice that might be encountered. 16%	Identifies 3 types of prejudice that might be encountered. 13%	Identifies 2 types of prejudice that might be encountered. 12%	Identifies 1 type of prejudice that might be encountered. 10%
Propose strategies for dealing with the prejudice. (20%)	Proposes more than 3 strategies for dealing with the prejudice. 20%	Proposes 3 strategies for dealing with the prejudice. 17%	Proposes 2 strategies for dealing with the prejudice. 15%	Proposes 1 strategy for dealing with the prejudice. 12%
Ties activity to the Big Idea (24%)	Explains how prejudice and racism contributes to the cost of war and the price of peace with examples from outside the activity. 24%	Explains how prejudice and racism contributes to the cost of war and the price of peace 20%	Explains how prejudice and racism contributes to the cost of war and the price in an incomplete manner 18%	Minimally explains how prejudice and racism contributes to the cost of war and the price of peace. 14%

Activity Eight: The Issue of Colonies

INDIVIDUAL REPORT

What is your opinion of the colonization of countries by stronger, wealthier nations? Why do peace treaties often lead to the continuation of colonization? How can colonization be justified? What are the pros and cons for the colonizing nation as well as the colonized territory?

Evaluation Criteria

- Gives at least the reasons why peace treaties often lead to a continuation of colonization.
- Discuss at least three justifications that powerful nations use for colonization of others.
- Gives your opinion of each of the justifications discussed.
- Clearly explains at least three pros and three cons of colonization for both the colonizing nations as well as the colonized territory.
- Describes how colonization contributes to the cost of war and the price of peace.

Activity Eight: The Issue of Colonies

EC	Exceeds the EC	Meets the EC's	Progressing toward the EC's	Minimally addresses EC's
Gives at least the reasons why peace treaties often lead to a continuation of colonization. (16%)	Gives more than three reasons why peace treaties often led to a continuation of colonization. 16%	Gives three reasons why peace treaties often lead to a continuation of colonization. 14%	Gives two reasons. 12%	Give one reason 10%
Discuss at least three justifications that powerful nations use for colonization of others. (16%)	Discusses more than three justifications. 16%	Discusses three justifications that powerful nations use for colonization of others. 14%	Discusses two justifications. 12%	Discusses one justification 10%
Gives your opinion of each of the justifications discussed. (16%)	Gives your opinion of each of the more than three justifications discussed. 16%	Gives your opinion of each of the three justifications discussed. 14%	Gives your opinion of each of the two justifications discussed. 12%	Gives your opinion of the justifications discussed. 10%
Clearly explains at least three pros and three cons of colonization for both the colonizing nations as well as the colonized territory. (32%)	Clearly explains four or more pros and cons of colonization for both the colonizing nations as well as the colonized territory. 32%	Clearly explains three pros and cons of colonization for both the colonizing nation as well as the colonized territory. 28%	Explains three pros & cons for colonization for either the colonizing nation OR the colonized territory, or only explains two pros and cons for both. 24%	Explains one or two pros and cons for either the colonizing nation OR the colonized territory. 20%
Describes how colonization contributes to the cost of war and the price of peace. (20%)	Describes how colonization contributes to the cost of war and the price of peace, and connects this description to other activities in this unit. 20%	Describe how colonization contributes to the cost of war and price of peace. 17%	Describes how colonization contributes to either the cost of war OR the price of peace. 15%	Description is incomplete, vague or partly inaccurate. 12%

A meeting at Versailles

Revised 7/01