

Warm-up

First, start the session by asking students, *What is at stake in negotiations to end a war?* Then, give students three to five minutes to discuss the question in small groups. Finally, encourage them to share their ideas with the whole class to set up the topic of the session.

Teaching Tip

For Exercise 4

First, alternatively, create a more formal debate with the whole class using the statement as your debate statement. Then, divide the class into two groups (agree and disagree). Next, the rules for the debate are as follows: 10 minutes to prepare arguments, three minutes for each side to present their arguments, two minutes for a rebuttal, and closing statements. Finally, have students discuss the most compelling arguments, show the best, etc.

Differentiation Strategy

For Exercise 3

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 6.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 2

Social Studies

How should military conflicts be settled?

01 With a classmate, discuss how you would deal with the situation. Then, share your ideas with another pair.

Imagine tomorrow you wake up and you live in a different country with a different language and different rules.

What would you do?

02 Read "Life After Versailles" and check (✓) the main topic of the discussion.

1. payment of war reparations
2. acceptance of complete responsibility for the war
3. impact on ordinary people

03 Read the text again and use the words in bold from it to create a summary of the students' discussion.
Answers will vary.

Life After Versailles

Student 1: History class was incredibly interesting! Did you know about all the conditions the Treaty of Versailles imposed on Germany at the end of World War I? Many of the conditions were an immense shock, such as the **reparations** and taking full responsibility for the war, but the drastically changing map of Europe was the most shocking. The treaty appears to have been more about exacting **punishment** against Germany than seeking peace.

Student 2: Agreed. Didn't Mr. Elgin say that Germany lost 13 percent of its territory? With everything else, that must have been a massive blow to the country's collective psyche, even if much of that was returning territory. The impact on the residents doesn't seem to have been taken into consideration.

Student 3: At a time in history when **imperial expansion** was still one of the primary ways countries proved their strength, it would have been a blow; however, the other factor with the **redistribution** of territory was that people's **citizenship** underwent change without their approval.

Student 2: And I can't imagine the difficulties they faced, such as complications with laws, languages, legal documents, access to public services, and **acceptance** by the citizens of their new country. And it doesn't appear to have been considered an issue, does it?

Student 1: It just goes to show that treaties and agreements at the highest political level have significant consequences for the citizens of the countries—more than the negotiators may have considered.

Student 3: The concept of war reparations and severely punishing the aggressor may have seemed appropriate, but did it bring true peace for everyone?

04 Get together in a group of four and discuss the statement. Do you agree with it? Why or why not? Then, share the points of your discussion with the class.

The Treaty of Versailles set the stage for the buildup to World War II.

Language Structures and Functions Tip

For Exercise 5

First, project the following clues on the board: tree covering / a sound a dog makes → bark/bark, illumination / not heavy → light/light, powder to make cookies / a pretty bush with leaves and seeds → flour/flower, a medieval fighter / what comes after sunset knight/night. Then, in pairs, students guess the correct homonym or homophone for each pair of clues. For each correct answer, they receive a “decoder coin” (can be just a sticker or star). Once students have solved the original riddles, each pair creates two new clue pairs using homonyms or homophones.

They use the “Puzzle Creator” template, which includes: *Definition 1:* _____

Definition 2: _____ *Answer:* _____ Afterward, encourage students to be playful and clever. Finally, if time allows and you deem necessary, review the grammar point in more detail.

Teaching Tip

For Exercise 7

First, extend the exercise by asking groups to compare lists, explain their reasons, and create a list of four or five items they agree on. Then, have each group share their lists to present arguments to create a class list. Finally, if time allows, have students find information on the League of Nations' final conditions to compare with their lists.

Differentiation Strategy

For Exercise 6

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 3.

Wrap-up

First, to close the session, have students take three minutes to write a reflection on the lessons learned from the conditions of the Treaty of Versailles for resolving contemporary and future military conflicts.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 6

05 Read the clues and write the homonym or homophones for each pair of definitions. Then, write two more to test your classmates.

1a. tree covering bark 3a. illumination light

1b. a sound a dog makes bark 3b. not heavy light

2a. powder to make cookies flour 4a. a medieval fighter knight

2b. a pretty bush with leaves and seeds flower 4b. what comes after sunset night

06 Use the homonyms and homophones from Exercise 5 to write the next section of dialogue from the History class.
Answers will vary.

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07 Imagine you work for the League of Nations and have been asked to negotiate the conditions at the end of World War I. Work in a group of four to create your list, considering the impact on everyone involved.