



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.

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.

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

3a. illumination

1b. a sound a dog makes

3b. not heavy

2a. powder to make cookies

4a. a medieval fighter

2b. a pretty bush with leaves and seeds

4b. what comes after sunset

06

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

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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.