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**GREAT WAR, FLAWED PEACE,
AND THE LASTING LEGACY
OF WORLD WAR I**

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THE UNITED STATES
WORLD WAR ONE
CENTENNIAL COMMISSION

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NHD
NATIONAL
HISTORY DAY

WAGING PEACE: INTERNATIONAL PEACEKEEPING AFTER WORLD WAR I



GUIDING QUESTION: How do international bodies evolve to prevent conflict in the twentieth and twenty-first centuries?

AUTHOR

Joseph Nowinski
Almond-Bancroft School
Almond, Wisconsin

WHY?

In 1918, Woodrow Wilson outlined his Fourteen Points for peace-keeping following the end of World War I. These major points served as a basis for the Treaty of Versailles (1919), which brought World War I to a close, declaring peace between the Allied Powers and the Central Powers. Today, the United Nations (a successor of the League of Nations) promotes international peace and security as well as friendly relationships among countries. This lesson provides students with an understanding of the evolution of peacekeeping bodies like the League of Nations. It also gives them important context and information about how countries handle conflict today.

OVERVIEW

Students will analyze a political cartoon about the formation of the League of Nations and create a timeline of major events in League of Nations history. The goal of the lesson is to help students evaluate the effectiveness of the League of Nations.

OBJECTIVES

At the conclusion of this activity, students will be able to

- > Explore the formation of the League of Nations and the American refusal to join the League;
- > Explain the strengths and weaknesses of the League of Nations;
- > Create a timeline of the major events during the League of Nations; and
- > Analyze the effectiveness of the League of Nations.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- > CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

DOCUMENTS USED

PRIMARY SOURCES

Political Cartoon, Leonard Raven-Hill, *The Gap in the Bridge*, December 10, 1919
Punch Magazine
http://commons.wikimedia.org/wiki/File:The_Gap_in_the_Bridge.gif

SECONDARY SOURCES

Cartoon Analysis Guide
Library of Congress
<http://loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html>

Film, *Great Senate Debates: The League of Nations* (0:00-4:30)
Edward M. Kennedy Institute for the United States Senate
<https://www.youtube.com/watch?v=3TAswhH3D7Q>

MATERIALS

- > Cartoon Analysis Guide
- > League of Nations Timeline Assessment and Rubric
- > Large sheet of paper or poster board
- > Colored pencils or markers

ACTIVITY PREPARATION

- > Print one copy of the following for each student:
 - » Cartoon Analysis Guide
 - » League of Nations Timeline Assessment and Rubric
- > Preview all materials to determine suitability for your students.

PROCEDURE

ACTIVITY ONE: THE LEAGUE OF NATIONS (45 MINUTES)

- > Lead a class discussion regarding the construct of peace in history.
 - » *Do we keep peace between nations because nations want to avoid war?*
 - » *A famous Roman general, Vegetius, said "If you want peace, prepare for war." How do you react to that?*
 - » *Albert Einstein said, "Peace cannot be kept by force; it can only be achieved by understanding. How do you react to that?"*
 - » *What is the best way for a nation to keep peace in the world? How would that question be answered differently from a stronger or a weaker nation?*
- > Tell students that at the end of World War I, many leaders sought to maintain peace so that a war of this magnitude and destruction would not be seen again. U.S. President Woodrow Wilson, at the Versailles Conference, pushed for the formation of a League of Nations. The goal was to mediate future conflicts before they could become war.
- > Show students a short clip from the film *Great Senate Debates: The League of Nations* (0:00-4:30).
- > Remind students that this provision was controversial in the U.S., with its long history of isolationism, and that in the end, despite Wilson's efforts, the U.S. Senate did not ratify the treaty.
- > Project the political cartoon, *The Gap in the Bridge*, and distribute the Cartoon Analysis Guide.
 - » Review the Cartoon Analysis Guide with students and ask them to discuss which techniques they see the cartoonist using.
 - » Allow students time to discuss the prompts at the bottom of the page with a neighbor.
 - » Debrief the questions, modeling the analysis in the front of the class.

ASSESSMENT: TWO-VOICE POETRY (30 MINUTES)

- > Divide students into pairs.
- > Distribute a copy of the League of Nations Timeline Assessment and Rubric.
 - » **Teacher Tip:** This timeline can be completed on paper (distribute large paper, colored pencils or markers) or via electronic means based on resources.
- > Circulate and assist students as needed as they complete their assessment.
- > The League of Nations Timeline Rubric can be used to assess the final product.

METHODS FOR EXTENSION

- > Students can compare and contrast the League of Nations and the United Nations.

CARTOON ANALYSIS GUIDE

LIBRARY OF CONGRESS

Cartoonists' Persuasive Techniques

Symbolism	Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.
Exaggeration	Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.
Labeling	Cartoonists often label objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?
Analogy	An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.
Irony	Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

Once you have identified the persuasive techniques that the cartoonist used, discuss these questions with your partner:

What issue is this political cartoon about?

What do you think is the cartoonist's opinion on this issue?

What other opinion can you imagine another person having on this issue?

Did you find this cartoon persuasive? Why or why not?

What other techniques could the cartoonist have used to make this cartoon more persuasive?

LEAGUE OF NATIONS TIMELINE ASSESSMENT

For this assessment, students will build a timeline of the League of Nations. All timelines need to include the following:

- > The start and end of the League of Nations;
- > Two events in which the League of Nations was successful in intervening in a crisis or potential crisis;
- > Two events in which the League of Nations was not successful in intervening in a crisis or potential crisis;
- > A response to the prompt, "Assess the overall effectiveness of the League of Nations."

For each event selected, include the following:

- > An accurate date (or range of dates) when this event occurred.
- > A summary of the event, including the nation(s) involved, the dispute, the role the League of Nations played (or refused to play), and the resolution.

The timeline should also include a one paragraph response to the prompt, **Assess the overall effectiveness of the League of Nations**. This paragraph should include at least three historical examples to support the argument.

Possible events to include in the timeline:

- > Russian Revolution
- > Polish invasion of Vilna
- > Dispute over the Aland Islands
- > Permanent Court of International Justice
- > Outreach efforts against leprosy and malaria
- > Rise of the Communist International (Comintern)
- > Economic Crisis in Austria
- > Corfu
- > The Dawes Plan
- > Locarno Treaties
- > Kellogg-Briand Pact
- > Young Plan
- > Stock Market Crash / Great Depression
- > Mukden Incident
- > Manchurian Incursion
- > Rise of Nazi Germany
- > Chinese Civil War
- > Rise of Imperial Japan
- > Rise of Fascist Italy
- > German-Polish Non-Aggression Pact
- > Abyssinian Crisis
- > Reoccupation of the Rhineland
- > Spanish Civil War
- > Anschluss
- > Munich Agreement
- > Various nations joining or leaving the League of Nations

LEAGUE OF NATIONS TIMELINE RUBRIC

	Advanced	Proficient	Basic	Emerging
Historical Accuracy	Timeline includes all required elements with accurate chronology.	Timeline includes all required elements with accurate chronology.	Timeline includes most required elements with minor errors.	Timeline includes some required elements with errors that impede understanding.
Event Summaries	Summaries are insightful and demonstrate sophisticated analysis.	Summaries are strong and demonstrate analysis.	Summaries are descriptive with minimal attempt at analysis.	Summaries are basic with no attempt at analysis.
Visual Presentation	Uses a visual theme, layout, and presentation style in a creative way with a variety of sources.	Uses a visual theme and layout with some sources.	Uses only few resources with a distracting visual theme and layout that takes focus away from project.	Does not use a visual theme effectively.
Synthesis Paragraph	Synthesis paragraph makes a sophisticated argument supported by evidence from three or more historical events.	Synthesis paragraph makes a clear argument supported by evidence from three historical events.	Synthesis paragraph makes a basic argument supported by evidence from two or more historical events.	Synthesis paragraph does not make a clear argument or does not support the argument with historical evidence.



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