

Lesson Plan

(Insert Title)

Teacher Name: Roger Leaming
AP and Honors Am History

Grade level(s): 10, 12 Course:

Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.)

- Fishbowl/Open Debate over the question, "The United States should have ratified the Treaty of Versailles and Joined the League of Nations"

Rationale (why are you doing this?)

- Students will have to research the treaty, the arguments in the U.S. about the treaty and the League, and they will have to formulate sound reasons for their stance.

Required time frame: overnight assignment; 15 to 20 minutes of class time plus continued debate on a blog page

Where in the teacher conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other)?

- the presentations of John Cooper and Gary Ostrower

Lesson objectives - the student will:

- gain knowledge of the Treaty of Versailles and the League of Nations
- gain an understanding of the debate in the United States about those issues
- hone their skills at analytical and critical thinking

District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing):

- Kansas



- Kansas

- Kansas

Primary sources (document, photograph, artifact, diary or letter, audio or visual recording, etc.) needed - cite detailed information:

- Read documents regarding the Treaty of Versailles debates @ www.oah.org/pubs/magazine/standards/pyn-e-sesso3.html
- Social Successes of the League of Nations @ www.historylearningsite.co.uk/leagueofnations.htm
- League of Nations Failures @ www.historylearningsite.co.uk/leagueofnations.htm
- Why the League Failed by John D. Clare @ www.johndclare.net/league_of_nations8.htm

Fully describe the activity or assignment in detail. What will both you and the students do?

(students will be given a homework (reading) assignment the night before the debate that will ask

them to research the Treaty of Versailles, the League of Nations, and the debate surrounding both

in the United States

(students will be given a paper with the debate question listed at the top of the paper and then split

into two columns, "Pro" and "Con"; they will have to list five (5) reasons under each of those

columns (they will be turned in the next morning before school; teacher will quickly check each

paper and hand back to the student before the debate begins)

(the debate will begin with two students facing each other at the front of the room, seated in chairs

the teacher will begin the debate by flipping a coin to see which student starts; once decided,

then the first student will begin with either a pro or con statement in relation to the question;

the other student will respond with an opposite statement in counter to what the first student

stated; the teacher must decide which made the more salient point; that student remains, while

a new student takes the other's place; the student remaining must continue in the same vein as

their first question (either pro or con) and the new student must counter in that vein; once again

the teacher decides who stays; etc.

(students may go up more than once; they can bring in any factual information about the question

(the teacher must make sure there is no monopolization by one student

(students will turn in a short written summary of the arguments stating which side won and what

argument was most influential in convincing them in deciding that, plus what it was about that ar-

gument that persuaded them to choose it (due the next class period)

(a good way to make sure of the fairness of the scoring process is to film the debate; it can also be

used by the students if they wish to review it [after school] to fulfill their homework assignment

(the next class period should contain a debriefing session on the debate; the teacher should make

sure the students understand what the entire lesson was about

Assessment: fully explain your assessment method in detail or create and attach your scoring guide:

- 1 point is given if the student's argument is simply opinion based
- 2 points if a student's argument is a response to other students
- 3 points if a student brings in outside information (that not contained in the text)
- 10 points for the written homework containing the five (5) pro and five (5) con arguments pertaining to the question
- 10 points for the written homework containing their summary of the debate (it must contain a summary of the arguments for both sides [3 points maximum for each side], plus the argument that was most convincing [1 point for choosing which side won and 1 point for stating the argument they found the most convincing], and why that argument was so persuasive [2 points maximum]).
- 27-30 points = A
- 24-26 points = B
- 21-23 points = C
- 18-20 points = D
- Below 18 = F