

## WORKSHEET 1.1

**1919** The Paris Peace Conference – Allied leaders meet and draw up Treaty of Versailles and other peace treaties



**1933** Hitler becomes Chancellor of Germany



**1920** The League of Nations set up to sort out disputes between nations fairly

**1933** Germany leaves the League of Nations

**1923** Crisis in Germany as France invades the Ruhr and inflation makes money worthless



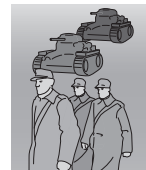
**1933–35** Germany rearms

**1925** The Locarno Treaties – Germany appears to accept the Treaty of Versailles

**1935–36** The Abyssinian crisis – Italy invades Abyssinia

**1926** Germany joins the League of Nations

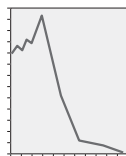
**1936** German troops enter the Rhineland



**1928** The Kellogg–Briand Pact: most nations agree not to go to war to settle international disputes

**1937** Italy leaves the League

**1929** The Wall Street Crash – followed by worldwide economic depression

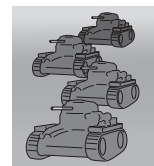


**1938** *Anschluss* Chamberlain's policy of appeasement culminates in the Munich agreement



**1931–33** The Manchurian crisis – Japan begins building a Pacific empire

**1939** Hitler invades Poland




**1933** Japan leaves the League

# The aims of the leaders at the Paris Peace Conference

## WORKSHEET 1.2

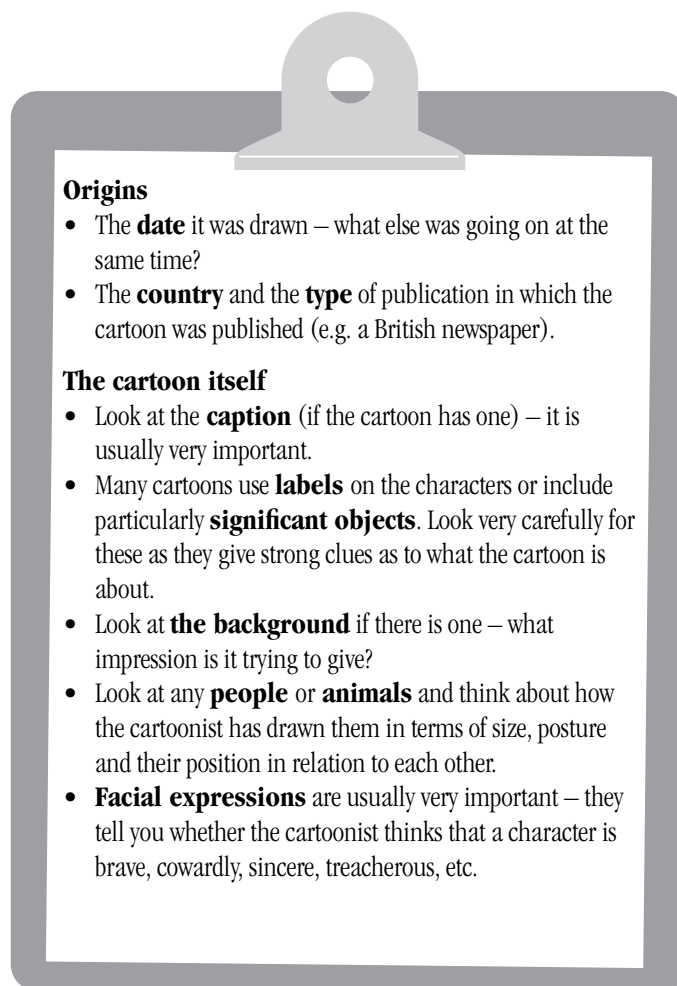
Use this sheet to help you with the Focus Task on page 4. Leave the fifth column blank. You will need it for a later task on page 8.

Leader	Country	Attitude towards Germany	Main aim	
Clemenceau 				
Lloyd George 				
Wilson 				

In your Modern World History exams you are almost bound to have questions that ask you to interpret historical cartoons. There are examples of such questions on pages 206–208, so interpreting historical cartoons is something you should practise regularly and carefully.

Cartoons are still used in newspapers today, but they are much less important now than they were in 1920. Cartoons originated in the 1700s. One aim of the first cartoons was to make fun of politicians at a time when a large section of the population was not able to read. In the 1920s there was no television and so cartoons were still an important way of making political points in a visual way which was easy for people to understand.

Because we are looking at cartoons many years after they were drawn, it can sometimes be difficult to spot all of the points that the cartoonist was trying to make. Use the following guidelines to help you understand and interpret a cartoon:



On the next sheet we have analysed Source 8 from page 6 of the Student's Book to show you how this can be done.

- 1 Use the checklist above to analyse Sources 9 and 10 on page 6 in a similar way on the continuation sheets of Worksheet 1.3B. For Source 9 we have marked some of the things you should notice. For Source 10 you are on your own.
- 2 Once you have annotated the cartoons write a short commentary on each one.
- 3 Do you feel that Sources 7–9 accurately reflect the mood in 1919? Explain your answer by referring to the events of 1919 and the views of people and politicians of the time.
- 4 The year is 1919. Decide whether you support a harsh or moderate treaty and then do either **a** or **b**:
  - a) draw your own cartoon supporting your view
  - b) if you don't like drawing write accurate instructions to an artist on what your cartoon should contain.
 Your cartoon instructions should include:
  - a background
  - a caption – preferably using sarcasm or humour
  - figures who can be clearly recognised
  - labels on the cartoon itself to help people to understand the point you are making.

PUNCH, OR THE LONDON CHARIVARI.—FEBRUARY 19, 1919.

Bodily posture shows determination

French and British policemen:

- They are civilians. War is over.
- Large and capable – will accept no nonsense from Germany

Background shows destruction of war

Facial expression (along with the words of the caption) suggests he is sly and cunning

Although beaten, Germany is shown as solid and potentially dangerous – not as weak

The aim of the terms (in the cartoonist's view) is clear from the rope binding Germany, which reads 'Armistice terms'

A pun. 'Giving rope' usually means giving someone room. This time it means tying them up

Caption: makes it plain what the cartoonist thinks

**GIVING HIM ROPE?**

GERMAN CRIMINAL (to Allied Police). "HERE, I SAY, STOP! YOU'RE HURTING ME! [Aside] IF I ONLY WHINE ENOUGH I MAY BE ABLE TO WRIGGLE OUT OF THIS YET."

This cartoon is by a famous cartoonist, Bernard Partridge. Look through the book and see if you can find other cartoons of his.

# WORKSHEET 1.3B (continued)

Label this cartoon to show the key features. This is Source 9 from page 6.



## WORKSHEET 1.3B (continued)

Pick out and label the key features of this cartoon. This is Source 10 from page 6.



THE FINISHING TOUCH.

Use this sheet to help you with questions 1 and 2 of the Activity on page 7.

Points	Clemenceau's view	Lloyd George's view
<b>2 Free seas</b>		
<b>4 Disarmament</b>		
<b>5 Colonies</b>		
<b>8 Alsace-Lorraine</b>		
<b>10 Eastern Europe</b>		
<b>14 League of Nations</b>		

Now choose at least one point that your character approves of and one they don't, and use this framework to write a letter to Wilson from your character.

Dear President Wilson

I have now had the chance to look carefully at your Fourteen Points and I would like to express my views on a number of the points.

I strongly agree with your point on \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

However, I strongly disagree with point \_\_\_\_\_ on \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

On the whole, I believe that the Fourteen Points will \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

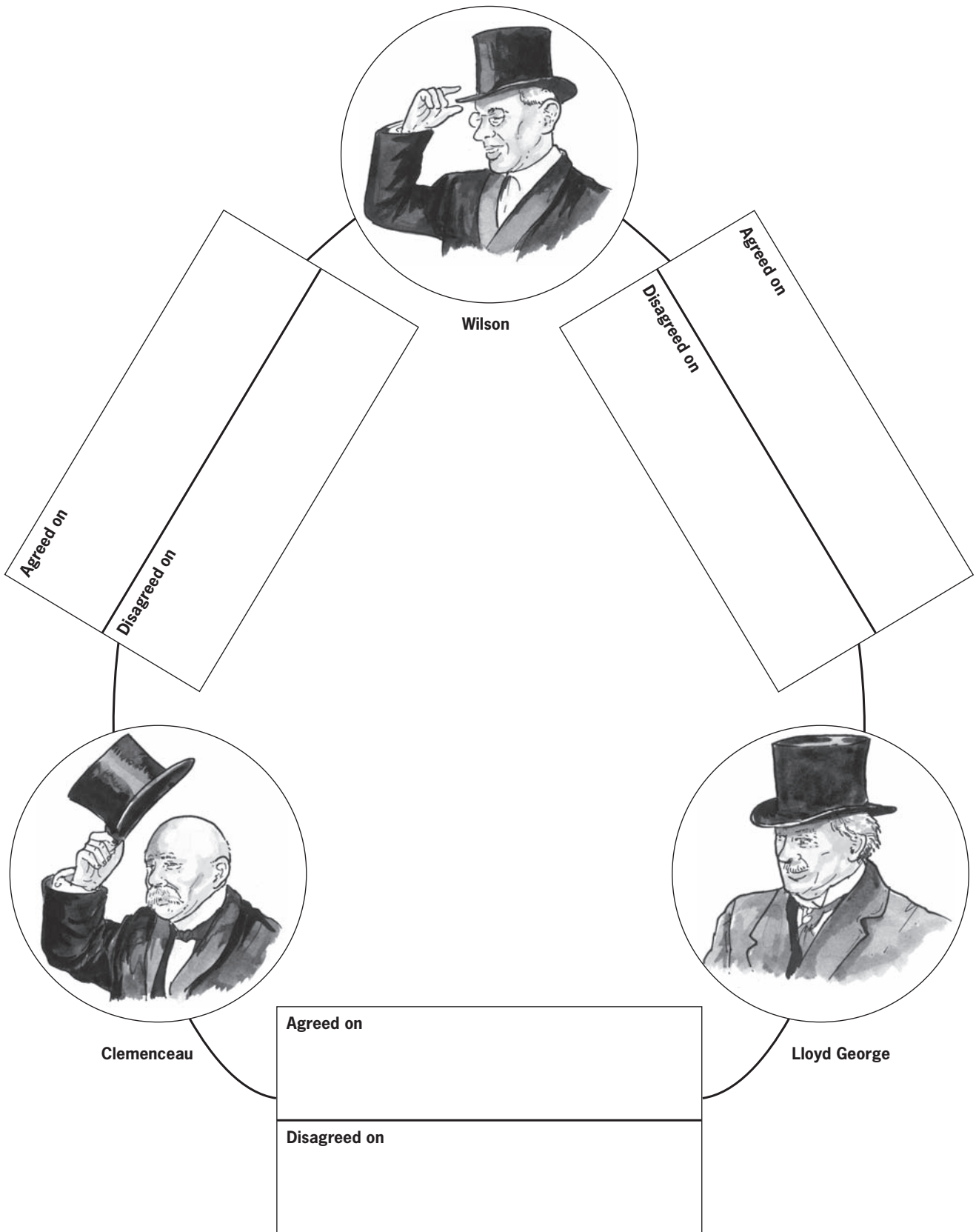
Yours sincerely

Clemenceau/Lloyd George

# WORKSHEET 1.4B

## The Big Three – a summary

Use this sheet to help you with question 3 of the Activity on page 7.





# WORKSHEET 1.5

## Why did the Allied leaders not get the treaty they wanted?

Use this sheet to help you with question 3 of the Focus Task on page 8.

because ...

**Option 1** ... Clemenceau bullied Wilson and Lloyd George into agreeing to a harsh treaty.

**Option 2** ... the leaders' aims were too different – they could not all get what they wanted and someone was bound to be disappointed.

**Option 3** ... public opinion in their home countries affected the leaders' decisions.

I believe that the reason why the Big Three did not all get the treaty they wanted was that (*choose one of options 1–3 above*):

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I chose this option because:

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The evidence to support my choice is that:

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There is also evidence to support the other options. For example:

Option \_\_\_\_\_

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Option \_\_\_\_\_

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However, on balance I believe that option \_\_\_\_\_ is the best answer because:

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Use this sheet to help you with the Focus Task on page 11.

In the exam the clock is ticking. You have to answer the question above. Here are six points you could make but you only have time to write about two of them. Decide which you will choose, and why.

<p><b>The Germans were not aware of the real situation in 1919</b></p> <ul style="list-style-type: none"> <li>• They were not aware they had been defeated in the war. They thought they had asked for an armistice on equal terms.</li> </ul> <p>YES/NO Reason:</p>	<p><b>War guilt and reparations</b></p> <ul style="list-style-type: none"> <li>• The Germans did not believe they had caused the war; they thought other countries shared the blame.</li> <li>• Germany was already on its knees. Reparations would bankrupt it for generations to come.</li> </ul> <p>YES/NO Reason:</p>
<p><b>Disarmament</b></p> <ul style="list-style-type: none"> <li>• The German armed forces were a source of national pride. To be asked to disarm was a humiliation.</li> </ul> <p>YES/NO Reason:</p>	<p><b>German territories</b></p> <ul style="list-style-type: none"> <li>• The loss of overseas colonies was a humiliation. All other European countries had an empire, and now they were grabbing German territories for themselves.</li> <li>• The loss of home territories meant that some German people were no longer part of Germany.</li> </ul> <p>YES/NO Reason:</p>
<p><b>The Fourteen Points</b></p> <ul style="list-style-type: none"> <li>• The Fourteen Points were biased against Germany. While they talked of self-determination, Germany's right to self-determination was being taken away, for example by being forbidden to unite with Austria.</li> </ul> <p>YES/NO Reason:</p>	<p><b>The League of Nations</b></p> <ul style="list-style-type: none"> <li>• Germany was not invited to join the League.</li> </ul> <p>YES/NO Reason:</p>

# WORKSHEET 1.7

## What was the impact of the Treaty of Versailles on Germany?

Use this sheet to help you with the Activity on page 12.

These cards describe the ways in which the Germans claimed that the Treaty of Versailles affected Germany. Cut out the cards then:

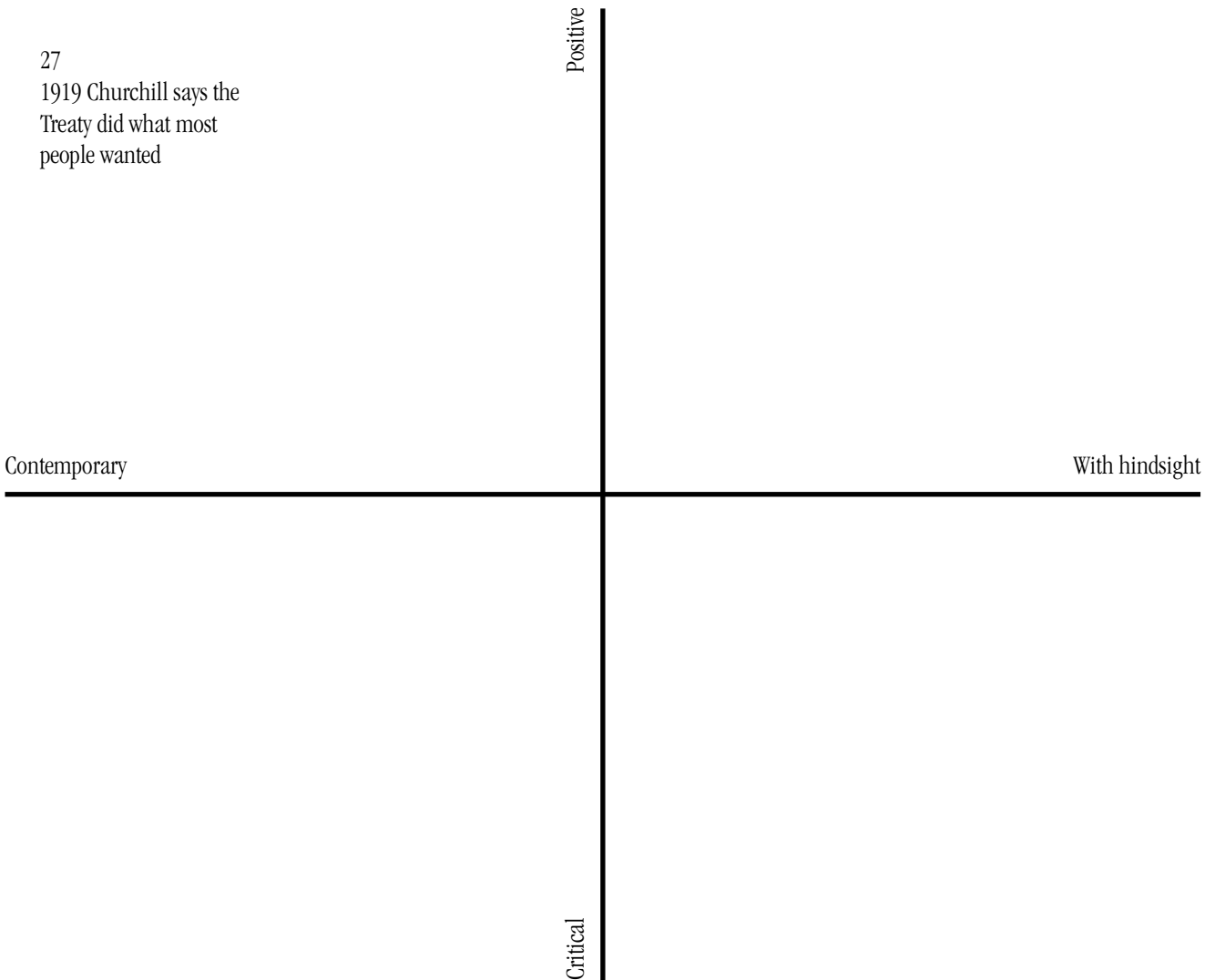
- 1 sort them into *direct impacts*, *indirect impacts*, or *not really impacts at all*
- 2 sort them again into *negative impacts* or *positive impacts*
- 3 sort them again into *political*, *social*, *economic*, or *other impacts*
- 4 finally, rank these impacts according to how much they would personally affect the life of a civilian living in Berlin in late 1923.

Now you are ready to write your letter.

<b>Loss of land</b> Some German land was given to other countries so some Germans were no longer living in Germany.	<b>Army</b> The German army was reduced in size, so many ex-soldiers were unemployed.
<b>Reparations</b> The German government had to pay 2 per cent of its industrial output as reparations, so they had less money to spend on rebuilding after the war.	<b>The Kapp Putsch</b> Right-wing opponents staged a revolution against Ebert's government in protest at the Treaty of Versailles.
<b>General strike, 1920</b> Workers in Berlin went on strike to prevent the Kapp Putsch.	<b>The Ruhr</b> Germany did not pay reparations in 1922, so French and Belgian soldiers invaded the Ruhr in 1923 to seize raw materials and goods.
<b>Ruhr strike, 1923</b> Workers in the Ruhr went on strike, so there was nothing for the French to seize.	<b>Deaths and refugees</b> The French and Belgians killed 100 people in the Ruhr and 100,000 were expelled.
<b>Bankrupt</b> The German government went bankrupt in 1923, so they printed money to pay their workers and their war debts.	<b>Hyperinflation</b> Prices shot up; savings were worthless. Money that would have bought a house in 1921 would not have bought a loaf of bread by 1923.
<b>Morale</b> Ordinary Germans felt humiliated and angry because of the Treaty.	<b>Extremism</b> Because of the Treaty, moderate voices were drowned out by those advocating extremism or violence.

Use this sheet to help you with the Focus Task on page 14.

Write the number and details about each source in the appropriate place in this grid. An example has been done for you.

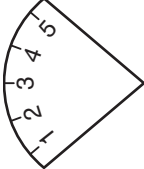
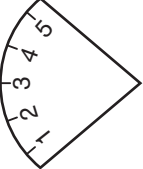
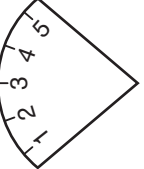
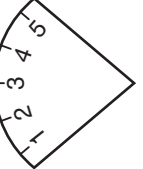


Now write a paragraph to explain how far you agree with this statement: 'The views of this treaty with hindsight are generally kinder than the views expressed at the time.' Your chart should get you started. If there are more sources in the top right area of your grid than the top left area, this suggests that you think it is true. If it is the other way around, it suggests you disagree.

## How fair were the peace treaties of 1919–23?

# WORKSHEET 1.9

Use this sheet to help you with the Focus Task on page 17. Score each Treaty, using the second column of the table, before you choose the two treaties that you are going to write about. It is best to choose to write about treaties that you have given a high rating or a low rating.

Treaty	Fairness rating	Explain your score
<b>Versailles</b> Date: Dealt with:		
<b>St Germain</b> Date: Dealt with:		
<b>Neuilly</b> Date: Dealt with:		
<b>Trianon</b> Date: Dealt with:		
<b>Sèvres</b> Date: Dealt with:	