

Albert Einstein stated, “Peace cannot be kept by force. It can only be achieved by understanding.” This means that a true peace cannot be obtained through force; it can only happen through fair discussion and understanding. However, even if there is a sense of peace, peace still leads to war. This happens through alliances, unfair treaties, and the result of the treaty leading to war.

Before World War I, Europe was knit together in alliances, the “Triple Alliance—Germany, Austria-Hungary, and Italy. On the other side was the Triple Entente—Great Britain, France, and Russia. A dispute between two rival powers could draw all the nations of Europe into war” (Marching Toward War). At this time, the world is at relative peace. However, as alliances create peace in Europe, they were tangled as there was a mutual mistrust between the nations. As tensions arose, Russia started to mobilize their army after Germany did not renew their treaty. During this time of tension and mistrust, Serbia assassinated the Austria-Hungary leader. From this attack, Austria-Hungary declared war on Serbia, which caused a boomerang effect for the opposite side to attack in retaliation. This process repeats itself, which causes the tangled alliances to crumble as the “European stability seemed ready to collapse into armed conflict ... The machinery of war had been set in motion” (Marching Towards War). This is how peaceful alliances can create war.

At the end of World War I, all of the nations involved wanted to create a peace treaty to end the war. Woodrow Wilson created 14 points to be addressed at the Treaty of Versailles meeting. Wilson’s points suggested a real peace between the nations, creating a fair treaty for everyone involved. In the actual treaty, only a few of Wilson’s points are included. Germany did provide numerous counter proposals where “Germany offers to proceed with her own disarmament in advance of all other peoples, in order to show that she will help to usher in the new era of the peace of justice” (German 1st Counter). This counter from Germany showed that she was willing to demilitarize first to show good faith to the Allies. Though these counters from Germany sound fair just, they are denied. To hopefully create world wide peace, Germany wanted to be included in the League of Nations to create “a feeling of responsibility

toward mankind and have at its disposal a power to enforce its will sufficiently strong and trusty to protect the frontiers of its members” (German 1st Counter). As the counter proposals are finalized, Germany is not included in the League of Nations to create peace representing everyone. A true peace treaty would include every party to make the world safe from war. Even though World War I had a ceasefire, Germany was treated like they had lost the war. Germany was forced to sign the treaty or else; meaning the Allies would threaten war again. A peace treaty sounds like peace would be created, but the Treaty of Versailles was not true peace like Wilson’s 14 points. As John Maynard Keynes states: “The treaty includes no provisions for the economic rehabilitation of Europe -- nothing to make the defeated Central empires into good neighbors ...” (The Economic Consequences for Peace). The Treaty of Versailles did not create a peace between the Allies and Germany. It was used to severely punish Germany for the war. This shows that a peace treaty does not necessarily mean peace.

The Treaty of Versailles was not a fair peace for Germany, as the results of it destroyed their economy. According to Mr. Burch’s Treaty of Versailles Reactions presentation, Germany lost 10% of their land. This loss of land caused Germany to lose its’ most productive coal field, the Saar, which was 16% of their entire coal fields. Half of Germany’s iron and steel production was lost as well. They then could not rebuild their infrastructure in the war torn country. Besides Germany not having the materials to rebuild, it was economically impossible for them. As a result of the treaty, Germany had to pay reparations of 132 billion gold marks (Treaty of Versailles Video). This threw Germany into poverty with higher taxes, while the population decreased by 12.5%. The German people were now unable to provide for their families as jobs decreased and taxes increased. This side effect of the Treaty of Versailles was predicted in 1919: “ ... suddenly finds herself [Germany] pushed back to the phase of her development which corresponds to her economic condition and the numbers of her population as they were half a century ago. Those who sign this treaty will sign the death sentence of many millions of German men, women, and children” (John Maynard Keynes - The Economic Consequences of the Peace). With

everything Germany has lost, their spirit was not taken from them. Germany wanted to regain everything they had lost: “You must carve this in your heart, these words as in stone. What we have lost, will be regained!” (Germany Propaganda Poster). As Germany did not believe it was their fault, as Austria-Hungary started the war, they were not happy with the treaty. The German spirit remained, which set up Adolf Hitler to take over, starting World War II. Peace was not created with the Treaty of Versailles, war was created from it. If the Allied Powers accepted Germany’s peace, they would not have been in an economic failure and World War II could have been prevented. Instead, the results of a peace treaty threw the world into mass war for the second time.

Tangled alliances, unfair treaties, and the economic struggles that occur can cause a time of peace to turn into a time of war. Even though these are times of relative peace, it is not true peace. Germany was severely punished for a war they did not start. The people of Germany were very angry as it was considered their fault. This pushed Adolf Hitler's propaganda to show how strong Germany was. Germany should have been treated fairly during the Treaty of Versailles. If this happened, they would not have been taken over by Hitler; stopping World War II from occurring.

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Rubric rating submitted on: 3/31/2019, 11:13:14 PM by [jason\\_burch@nekoosa.k12.wi.us](mailto:jason_burch@nekoosa.k12.wi.us)

	5	4	3	2	1
<p>Claim: Write a clear and concise argument/claim to analyze a significant topic (W1). Your score: 5</p>	<p>The piece introduces a compelling claim that is clearly arguable and takes a purposeful position. The piece has a structure and organization that is carefully crafted to support the claim.</p>	<p>The piece introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The piece has an effective structure and organization that is aligned with the claim.</p>	<p>The piece a claim that is arguable and takes a position. The piece has a structure and organization that is aligned with the claim.</p>	<p>The piece contains an unclear or emerging claim that suggests a vague position. The piece attempts a structure and organization to support the position.</p>	<p>The piece contains an unidentifiable claim or vague position. The piece has limited structure and organization.</p>
<p>Development/Analysis: Develop claim(s) supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level</p>	<p>The piece provides convincing and relevant analysis to back up the claim. The conclusion strengthens the claim and evidence.</p>	<p>The piece provides sufficient and relevant analysis back up the claim. The conclusion effectively reinforces the claim and evidence.</p>	<p>The piece provides sufficient analysis to back up the claim. The conclusion ties to the claim and evidence.</p>	<p>The piece provides analysis that attempts to back up the claim. The conclusion merely restates the position.</p>	<p>The piece contains limited analysis related to the claim. The text may fail to conclude the argument or position.</p>

and concerns (W1b). Your score: 5					
Textual Evidence: Choose several examples of evidence from literary and informational texts to support claims, analysis, and reflections (W9/RL1/RI1). Your score: 5	This piece supports the claim skillfully with substantial and relevant evidence. There are the required amount of direct quotes or citations per paragraph. Each piece of evidence has context and is accurately cited.	This piece supports claim with sufficient and relevant evidence. There is one missing direct quote or citation in one of the paragraphs. Most evidence has context and is accurately cited, but some may be missing.	This piece supports opinion with limited and/or superficial evidence. There is evidence used throughout, but one direct quote or citation is missing from one or two paragraphs. Some evidence has context and is accurately cited, but many are missing.	This piece attempts to support the claim with evidence. There is evidence used, but three or more quotes or citations are missing or irrelevant. Little evidence has context or is accurately cited.	This piece does not support the claim with evidence and/or evidence is irrelevant or inaccurate. Provides no context or citation for the minimal evidence that is provided.
Organization: Write a clear, coherent piece that is fully developed and has an appropriate organization and style (based off the task, purpose, and audience) (W4). Your score: 5	The piece skillfully uses words, phrases, and clauses to link the major sections of the text. The piece explains the relationship between the claim and reasons.	The piece skillfully uses words, phrases, and clauses to link the major sections of the text throughout most of the piece. The piece connects the relationship between the claim and reasons.	The piece uses words, phrases, and clauses to link the major sections of the text. The piece attempts to connect the relationship between the claim and reasons.	The piece contains limited words, phrases, and clauses to link the major sections of the text. The piece attempts to identify the claim and reasons.	The piece contains few, if any, words, phrases, and clauses to link the major sections of the text. The piece does not identify or connect the claim and reasons.
Style and Conventions Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and	The piece presents an engaging, formal, and objective tone. The piece intentionally uses standard English	The piece presents an appropriate, formal, and objective tone. The piece demonstrates standard English conventions of	The piece presents a formal, and objective tone. The piece demonstrates standard English conventions of usage and	The piece illustrates a limited awareness of formal tone. The piece demonstrates some accuracy in standard	The piece illustrates a limited awareness or inconsistent tone. The piece illustrates inaccuracy in Standard

spelling when writing (L1/L2) Your score: 5	conventions of usage and mechanics along with MLA or appropriate formatting.	usage and mechanics along with MLA or appropriate formatting.	mechanics along with MLA or appropriate formatting.	English conventions of usage and mechanics.	English conventions of usage and mechanics.
Works Cited Your score: 4.5	Works Cited page is formatted properly. The correct number of citations are included. Works Cited section has its own page and title.	Works Cited page is formatted properly. One required citation is missing. Works Cited section has its own page and title	Works Cited page is not formatted properly. Two or three required citations are missing. Works Cited section has its own page, but is missing title or has a title, but not on its own page.		Works Cited page is not formatted properly. Three or four citations are missing. Works Cited section page is missing a title and is not on its own page.

Comments:

Excellent job. The only thing you need to change is to make sure your works cited is on a separate page. Keep up the good work!