

## II.G.6

### The Other Side of Modernity

# From the League to the United Nations – keeping peace in changing times

Dr. Bernd Klewitz, Marburg



Wikipedia. CC BY-SA 3.0/ZhengZhou

Die Geschichte der Vereinten Nationen ist ohne ihre Vorläuferin – den Völkerbund von 1919 – schwer nachvollziehbar und wenig verständlich. In Zeiten der Globalisierung ist die Funktion internationaler Organisationen gleichzeitig fern und nah, denn weltweit verankerten Konfliktregelungen sind alternativlos und betreffen im Sinne der Friedenssicherung und Erhaltung den Alltag eines jeden Einzelnen. Die UNO selbst öffnet sich der jüngeren Generation seit mehr als 40 Jahren in der Annual UNIS-UN Conference, die von Schülern der United Nations International School (UNIS) alljährlich durchgeführt wird und an der auch Vertreter deutscher Schulen teilnehmen. Ihre hier virtuell skizzierte Vorbereitung fasst Sinn und Ziele der UNO und kulminiert in einer American Debate.

#### KOMPETENZEN

**Klassenstufe/Lernjahr:** 11–13

**Dauer:** 4 Unterrichtsstunden + LEK

**Kompetenzen:** Dokumente analysieren; Informationen aus Texten zusammenfassen; Ereignisse und Probleme beschreiben; Stellungnahmen formulieren, Rollenspiel (American Debate) vorbereiten und durchführen

**Thematische Bereiche:** Internationale Beziehungen, Erster Weltkrieg und Versailler Vertrag, Zweiter Weltkrieg und Friedensabkommen, aktuelle Krisen und Konflikte

**Medien:** Texte, Farbfolie, Bilder, Arbeitsblätter, Karten

## Auf einen Blick

### 1./2. Stunde

**Thema:** War and peace

**M 1** **Calvin and Hobbes** / a conversation about war and peace

**M 2** **The fallacies of war** / ideologies and their victims

**M 3** **The War Guilt Clause** / revision of history and the Sleepwalkers

### 3./4. Stunde

**Thema:** The League of Nations and the Treaty of Versailles

**M 4** **Wilson's fourteen points** / Allied victory and German defeat

**M 5** **The end of World War I and the Treaty of Versailles** / the four main issues

**M 6** **The League of Nations** / the Covenant

### 5./6. Stunde

**Thema:** Eternal peace?

**M 7** **Peace treaties in history** / 1648 – 1815 – 1871 – 1919

**M 8** **International relations** / after the Great War

### 7./8. Stunde

**Thema:** The League and its limitations

**M 9** **The League of Nations in action** / ratification and the situation in Europe

**M 10** **Isolationism in the USA** / US Congress and Wilson – domestic and foreign policies

**M 11** **Why Germany left and Japan laughed** / NS foreign policy strategies and Japan

### 9./10. Stunde

**Thema:** The United Nations

**M 12** **The Atlantic Charter** / key step to the United Nations

**M 13** **The NATO** / formation, the Cold War and beyond

**M 14** **The inauguration of the UN** / aims and missions

**M 15** **The League and the United Nations** / transparency

### 11./12. Stunde

**Thema:** Hotspots of international crises and conflicts

**M 16** **International conflicts** / International Relations Theory (IRT) and peacekeeping missions

**M 17** **The Responsibility to Protect (R2P)** / theory and national sovereignty

**M 18** **Best and worst case scenarios** / analysis and scenario method

---

### 13./14. Stunde

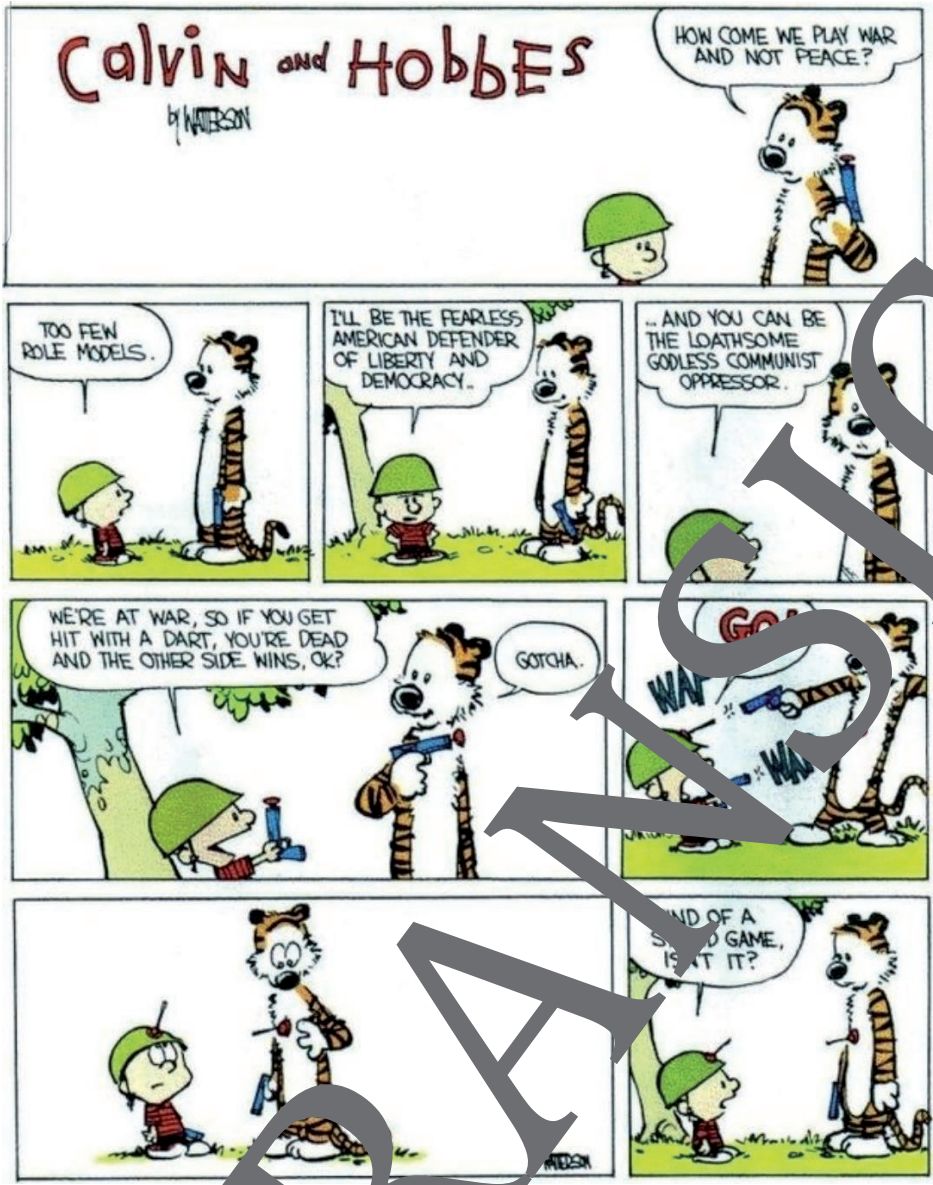
**Thema:** American Debate

**M 19** **Case study** / ripple effect – the water crisis: arguments pro and con

**M 20** **American Debate** / discourse functions, useful phrases and role play

# Calvin and Hobbes

M 1



© Bill Watterson. Dist. By UNIVERSAL PRESS SYNDICATE. Reprinted with permission. All rights reserved.

© RAABE 2019

## Tasks

- In groups, outline the discussion between Calvin and Hobbes in your own words.
- Analyse the cartoon using the following steps:
  - Context: What issue is the cartoon referring to? Explain in detail.
  - Content: What are Calvin and Hobbes talking about? Comment on their reasoning and their different views.
  - Target: Describe the message of the cartoon. Which reactions to it do you expect?
  - Feelings: Discuss whether the cartoon is funny or not and how the cartoonist conveys his political message.
  - Evaluation: Assess how the reader's attention is captured and what you first noticed about this cartoon.



## International relationships

M 8

The Treaty of Versailles and the League of Nations dominated domestic politics across Europe and the far side of the Atlantic after 1918 among winners and losers alike. In Germany, defeat, territorial losses and the prospect of a huge reparations bill put unbearable pressure on the Weimar Republic. It was henceforth indelibly associated in the public mind with national humiliation comparable to that experienced during the Thirty Years War or at the hands of Napoleon.



© RAABE 2019

© Wikipedia. Gemeinfrei gestellt

Over the next ten years or so, Berlin sought to avoid reparations payments or even evade them altogether, demanded territorial revision, the right to rearm for self-defence, and membership of the League with overseas mandates as a symbol of equality. ... Over time, Berlin hoped to use her huge economic potential to force a revision of Versailles. In early April 1924, the [US] administration proposed a plan drawn up by the banker Charles Dawes which was designed to lighten the reparations burden by revising the schedule of payments, to give the Reich access to American credits and thus ignite a European boom in which all boats would float with the rising tide. ... [In October 1925] Germany accepted the territorial settlements of the west [Dawson agreement], including the loss of Alsace-Lorraine. In return, Germany was to be admitted to the League of Nations on an equal basis, albeit without a commitment to participate in any collective military action against the Soviet Union. In 1926, Germany was admitted to the League of Nations and, after some wrangling, given a permanent seat on the Council. (adapted from Simms: 322 - 337)

1. Describe the major territorial changes for Germany as shown in the map. In groups of four, create crib sheets and compare your findings in plenary.
2. Comment on the "price" the Weimar Republic had to pay to be admitted to the League of Nations and the motives of the US administration to support this policy.





I follow the Moskva  
And down to Gorky Park  
Listening to the wind of change

An August summer night  
Soldiers passing by  
Listening to the wind of change

The world is closing in  
And did you ever think  
That we could be so close, like brothers

The future's in the air  
I can feel it everywhere  
Blowing with the wind of change

Take me to the magic of the moment  
On a glory night  
Where the children of tomorrow dream away  
In the wind of change

Walking down the street  
And distant memories  
Are buried in the past forever

I follow the Moskva  
And down to Gorky Park  
Listening to the wind of change

Take me to the magic of the moment  
On a glory night  
Where the children of tomorrow share  
their dreams  
With you and me

Take me to the magic of the moment  
On a glory night  
Where the children of tomorrow dream away  
In the wind of change

The wind of change blows straight  
Into the face of time  
Like a storm and that will  
The freedom bell to a new place of mind  
Let your balalaika sing  
What my guitar wants to say

Take me to the magic of the moment  
On a glory night  
Where the children of tomorrow share their  
dreams  
With you and me

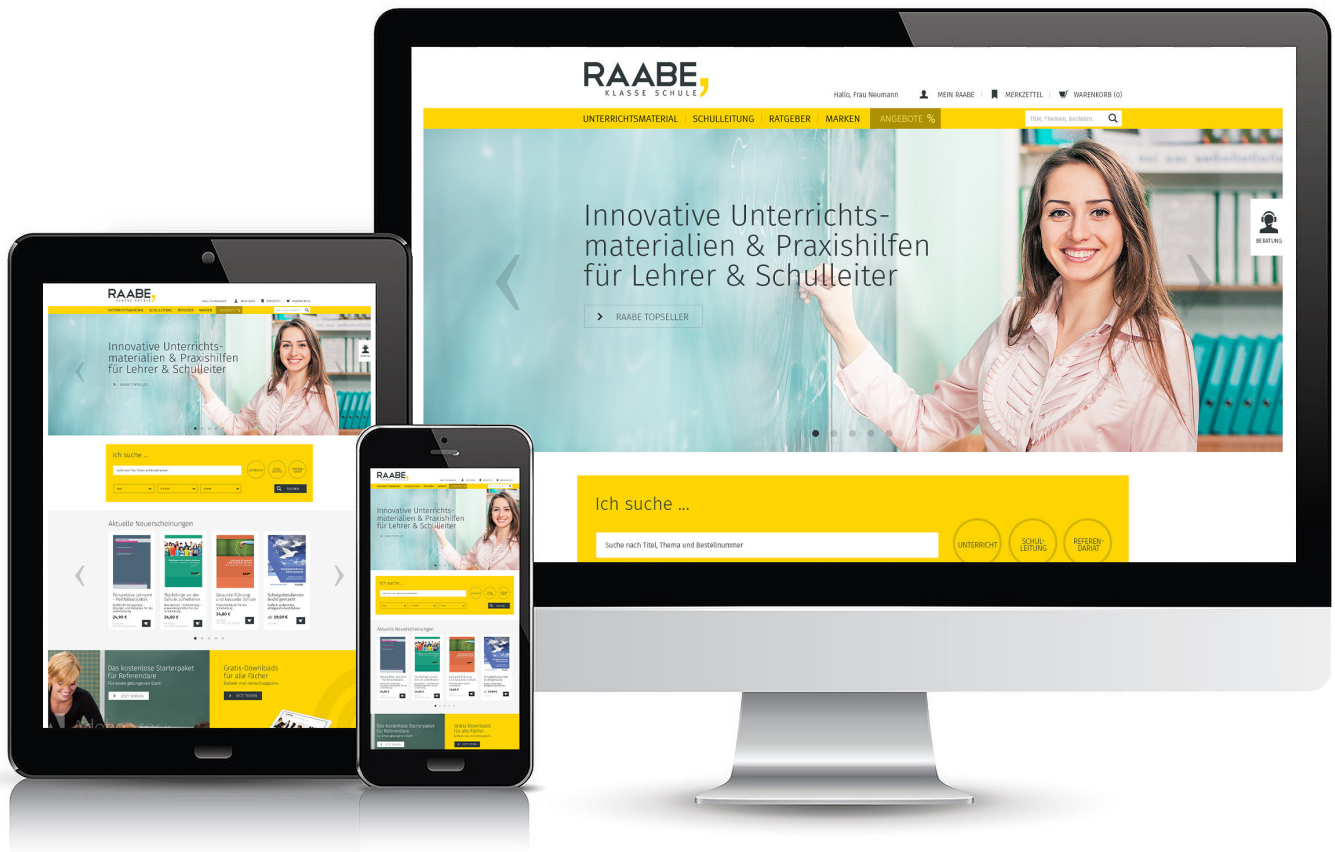
Take me to the magic of the moment  
On a glory night  
Where the children of tomorrow dream away  
In the wind of change



### Tasks

1. Explain how the different organs of the UN are interconnected and why the five permanent members of the Security Council can overrule the other members.
2. Discuss the issue of this uneven distribution of power and compare your results in plenary. Comment on the fact that the Ostpolitik enabled both Germanies to become members of the UN.
3. Describe how the end of the Cold War and Russian Glasnost was expressed in the 1990 Scorpions' song "Wind of Change" (cf <https://www.rollingstone.com/music/music-news/scorpions-wind-of-change-the-oral-history-of-1990s-epic-power-ballad-63069>)

## Der RAABE Webshop: Schnell, übersichtlich, sicher!



### Wir bieten Ihnen:



Schnelle und intuitive Produktsuche



Übersichtliches Kundenkonto



Komfortable Nutzung über  
Computer, Tablet und Smartphone



Höhere Sicherheit durch  
SSL-Verschlüsselung

**Mehr unter: [www.raabe.de](http://www.raabe.de)**