



Teacher material

Conflict and Cooperation: Alliances

Activity Plan

Task 1 - Introducing the enquiry question:

Give, or display for students, a copy of this clipart picture:

TEACHER NOTE 1

The same sort of comparison and contrast could be done by taking other events on the timeline. For example, students could be asked to research, compare and contrast the congresses and conferences of Paris, Berlin and Vienna.



Ask students:

- What do you see on this picture?
- What does this picture suggest to you?
- What could be the context to this picture? Or, what might be the story behind this picture?

Draw out that the context is agreement and alliance. Introduce the enquiry question: 'What sort of alliances have been set up between nation states 1815-1945?'

Task 2 - Researching a selection of alliances 1815-1945:

Ask your students to open the online timeline 'Managing conflict in Europe in times of change'. Give them a copy of the chart to complete (see below and Student Material). Ask them to look at the events strand of the timeline and to start in the year 1945, the year that the United Nations was established. They should use the timeline, their textbooks and further research to complete the final column of the table. They should then continue to complete the chart, working back in time. They may have to look inside entries to find the information they need (for example, the League of Nations is in the section called 'Paris Peace Conference'). [TEACHER NOTE 1](#)



	1815 (Concert of Europe)	1882 (Triple Alliance)	1919 (League of Nations)	1945 (United Nations)
States that are part of this alliance				
The main purpose of this alliance				
The successes of this alliance				
The failures of this alliance				
People involved in setting up this alliance				

Task 3 - Comparing and contrasting a selection of alliances 1815-1945

Ask students to discuss their completed charts. What similarities and differences can they identify between the alliances? What does their work suggest about alliances 1815-1945? What further research could they undertake to find out if their suggestions about alliances can be substantiated by further evidence?

Task 4 - Follow-up work:

Either ask students to write a short answer to the enquiry question: ‘What sort of alliances have been set up between nation states 1815-1945?’ making sure they are clear in their writing about the similarities and differences they have discovered. And/or ask students to undertake some further research to decide if the suggestions they have made about alliances 1815-1945 can be substantiated by further evidence gathering. Then discuss their findings at the start of the next lesson.

Sources:

1. Picture: <http://cliparts.co/shaking-hands-clip-art-free> (15. 6. 2015)