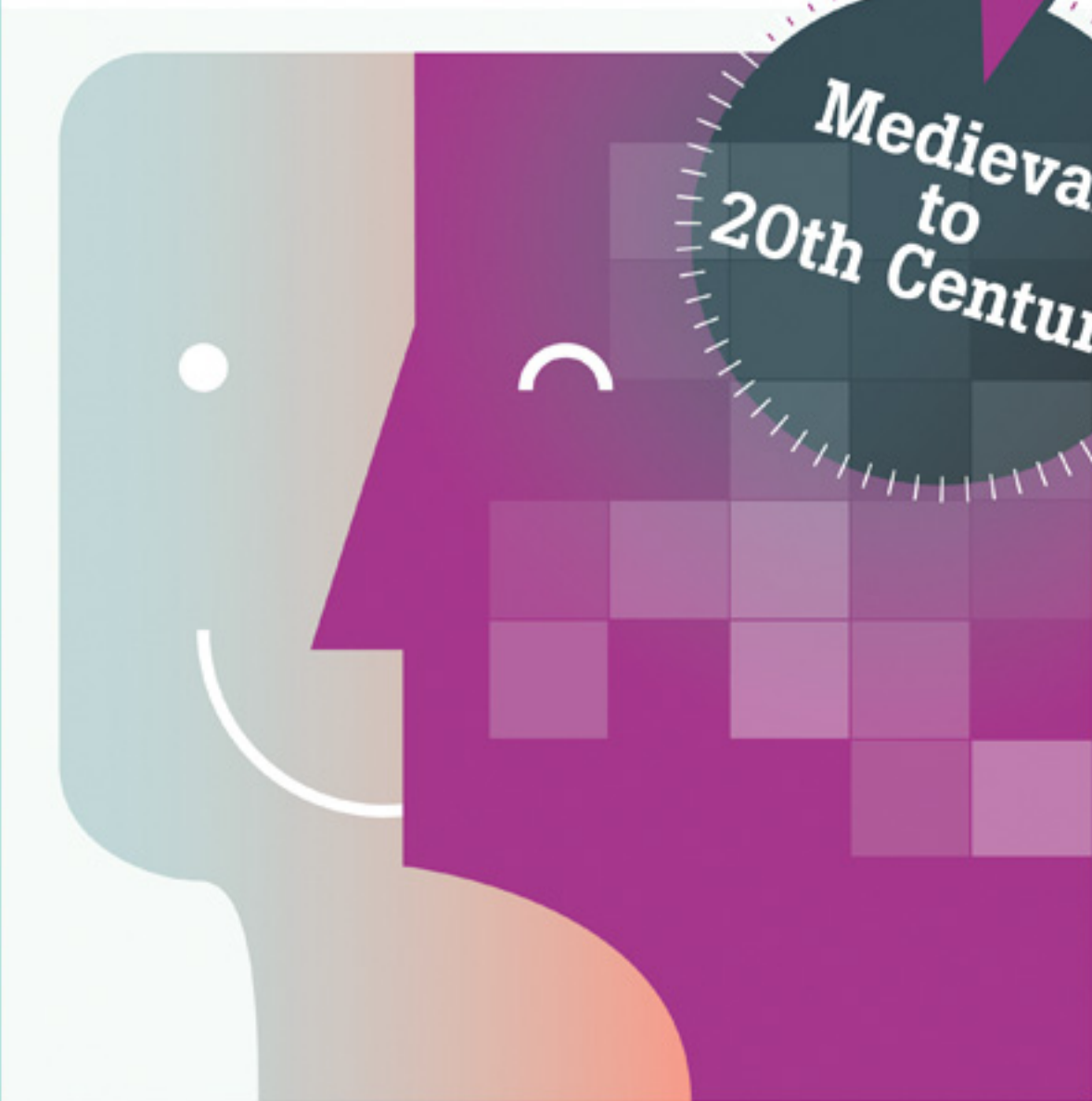




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ROLE-PLAYING

WORLD HISTORY



13 Short, Standards-Based Simulations

Role-Playing World History

Medieval to 20th Century

Seventh Edition

By Richard Di Giacomo



CULVER CITY, CALIFORNIA



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Welcome to Role-Playing World History

This book is an exciting collection of role-playing simulations for social studies classrooms. Thirteen open-ended simulations involve students in reenacting certain world-changing events from medieval times to the twentieth century. Students are actively engaged in assuming the roles of decision makers at crucial junctures in history, using critical thinking and group decision-making skills to resolve conflicts. Although most of the simulations are written for World History, some of them would work equally as well in other social studies classes. All of these simulations have been play tested in classes ranging from junior high to high school and at ability levels ranging from sheltered classes to honors.

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National Curriculum Standards for Social Studies

Simulation Title	National Standards Number	Description
Medieval Conversation	Era 4: 4B, Era 5:7A	Change in the status of peasants & women. How growth and recovery affected social change.
Renaissance Patronage Competition	Era 6: 2B, 2D	Understanding of the Renaissance, Renaissance Humanism, and the Scientific Revolution
Christopher Columbus Trial	Era 6: 1A-C	Transoceanic interlinking of major regions of the world from 1450-1600
Martin Luther Trial	Era 6: 2B	Understanding of the Reformation
The French Revolution	Era 7: 1A	How the French Revolution changed society
Latin American Independence	Era 7: 4D	Successes and failures of democracy in Latin American after independence.
Explorers of Africa	Era 7: 5B, 5E	Motives of Europeans in imperialist expansion and varying African responses
Taking Colonies	Era 7: 5B	Motives of Europeans in imperialist expansion
Sepoy Revolt	Era 7: 5D	Indian nationalism and reactions of the British government to it
Great Powers Game	Era 7: 5B Era 8: 2A	Motives of Europeans in imperialist expansion Causes of WWI
WWII Debates	Era 8: 4A 4B	Causes & consequences of WWII Scope and human costs of WWII
Cold War	Era 8: 5A	Global power shifts, how the Cold War developed, and competition of the US & Soviet Union for power and influence
Red Guards	Era 9: 1B	How the Communist Party rose to power in China between 1936 and 1949 and the benefits and costs of Communist policies under Mao Zedong, including the Great Leap Forward and the Cultural Revolution
World History Counterfactuals	All eras	"What if...?" questions covering all eras of World History

Common Core Standards

Simulation Title	Common Core Standards Number	Description
Medieval Conversation	CCSS.ELA-Literacy.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
Renaissance Patronage Competition	CCSS.ELA-Literacy.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Christopher Columbus Trial	CCSS.ELA-Literacy.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Martin Luther Trial	CCSS.ELA-Literacy.SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
The French Revolution	CCSS.ELA-Literacy.SL.9-10.1.b	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
Latin American Independence	CCSS.ELA-Literacy.SL.9-10.1.b	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
Explorers of Africa	CCSS.ELA-Literacy.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Taking Colonies	CCSS.ELA-Literacy.W.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
Sepoy Revolt	CCSS.ELA-Literacy.SL.9-10.1.b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
Great Powers Game	CCSS.ELA-Literacy.SL.9-10.1.b	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
WWII Debates	CCSS.ELA-Literacy.W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
Cold War	CCSS.ELA-Literacy.SL.9-10.1.b	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
Red Guards	CCSS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
World History Counterfactuals	CCSS.ELA-Literacy.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduction

What is a role-playing simulation?

Role-playing simulations attempt to put the student in the position of a person in a particular time and place. Most of the simulations involve group problem solving and conflict resolution. The students are given a character sheet which describes the groups needs and desires, a brief description of the historical problem and a copy of the rules of the game. Familiarity with fantasy role-playing games is a plus, but certainly not required. The individual assumes the role they choose and makes decisions as the character would make during that particular time period. No pre-set limits are placed on a particular person's choices as long as they are within the realm of what was historically possible. Because of the freedom to choose in these games the outcome is very unpredictable. No two classes finish the simulation in the exact same way, which leads to some very interesting classroom discussions about why things turned out the way they did, what could have happened differently, and how the simulation compares with what actually occurred in history.

How are these activities different from other simulations?

Unlike many simulations that are commercially available, these games can usually be played in one or two class periods. Their open-ended nature allows for playing up to one week if time permits, but after a couple of days you will find that most of the possibilities have been exhausted and continued play will have only limited instructional value. Another key advantage to this system is the cost. Everything you need to play these simulations can be reproduced out of this book. There are no tiresome charts to deal with and minimal setup and cleanup time required allowing for maximum role-playing time. As much as possible, pieces have been kept to a minimum to make cleanup and storage easier and to keep costs down for teachers on a budget. The emphasis is on role-playing so that the student can get as much as possible out of their personal learning experience and not get tied up in the mechanics of a complicated rules system.

How are the simulations used?

The best way to use these simulations is at the beginning of a unit when students have little prior knowledge of the historical outcome of a particular conflict. This allows a clean slate for actions instead of a predictable imitation of history just because "That's the way it had to be." When the teacher does begin the regular instructional part of the unit, the students will automatically make comments like, "Wow! That is just like what happened in the game" or "Now I understand why they did what they did." We all know that students remember better what they do than what they have heard or read about, so these simulations allow for an unforgettable experience, which will bring history alive for them. Other simulations are best used as a culminating activity. Check the lesson plan for recommendations for each simulation.

Each simulation has also been assigned a complexity level that places it on a scale from 1 to 5 based on factors such as prep time, duration, and simplicity. The purpose of these ratings is to provide teachers with a benchmark for determining when and how to incorporate certain simulations into their lesson plans. Every simulation, regardless of its complexity level, can be modified according to your classroom's needs.

Complexity Levels

1. **Easy;** can be done with ELL, Special Ed.; Short duration
2. **Simple;** can be done with almost any class; short, only minor modifications if any
3. **Average;** can be done by a typical class; moderate complexity; possibly some prep time; 1–2 class periods; some modifications may be necessary to fit ELL or Special Ed.
4. **Above average;** can still be done by most classes but may require some student prior knowledge or teacher prep; 1–2 class periods, sometimes longer; major modifications may be necessary to fit ELL or Special Ed.
5. **Complex;** can be done with average classes, but may need more prep time for students and teacher; rules are bit more complicated; 1–2 class periods minimum but may take longer if the teacher feels it necessary; some modifications may be necessary to simplify the game for average classes; probably too difficult for ELL or Special Ed.

After the simulation is completed the teacher can lead a very interesting discussion of why things happened the way they did and how they might have turned out differently in the game or actually did turn out differently in other countries. This debriefing period is the most valuable portion of the activity. Students will be eager to participate because they were active stakeholders in the decisions made instead of passive listeners hearing about other people's problems from long ago. The activities build historical understanding, empathy for the viewpoints of others, and group decision-making skills.

Follow up activities might include an essay comparing the game to what actually occurred in history or a visit to the internet newsgroup on alternative history where the students' questions can be bounced off a group of history professors, students, and aficionados across the world. This can be a very valuable form of feedback. The simulations can also be used at the end of a unit for a form of alternative assessment to see how well they can apply the skills they have learned to an actual historical problem.

What do students have to say about these simulations?

Invariably students rate these activities among their favorite activities of the year. Returning students have stated that they are the things they best remember about the class years later. Under-motivated students will often flourish in these activities because they have found a place where their abilities can shine. Gifted students enjoy the challenge of adding as much realism and detail to the activity as possible and often enjoy taking a leadership role in the bargaining.

Many students have commented to me that “This is the first time I have ever been interested in a history class” or “This makes me feel like I was really there because it was so exciting.” Often discussion over what has occurred will spill over into other classes, lunchtime, or after school. Students will compare what happened to their friends’ classes and eagerly return the next day to see if the outcome is as they expected.

How did this book come to be?

The author has played role-playing games since he was a teenager himself. The fun and unpredictability of the outcome of a given situation got him thinking about how history might have been different. As a lover of history and a player of every kind of game from checkers to fantasy role-playing and historical miniature battles it was a natural step from tinkering with rules to developing his own games. He has experimented with these games from his first year of teaching, improving upon them every year based upon feedback from students. As he began to share these simulations with colleagues, they unanimously urged him to publish them to make them available for other teachers.

Acknowledgements

I would like to dedicate this book to Donald Gregory of Gregory Publications for encouraging me to someday publish books of my own. I would like to thank Diane Hart for all of her helpful suggestions for revisions and for helping me to market this book. I would also like to thank Aaron Willis and others at Social Studies School Service for helping me to first get the book distributed to the educational market, and Nina Linebaugh and others at Teacher’s Discovery for their enthusiastic support for my books. Finally, I would like to thank the students of Yerba Buena High School in San Jose, California, and Henry M. Gunn High School in Palo Alto, California, for play-testing these games. Without their patient suggestions for improvements and clarifications this book would not have been possible.

FAQ's

Why should I do these activities?

Simulations bring a subject alive in a way that no other activity can. As a teacher, when I had a concept to teach that was difficult to get across to students, simulations “made the light come on” when lectures, films, readings, and other activities sometimes failed. Simulations also develop historical empathy. Students often have a difficult time relating to history. Role-playing allows students to understand what people in the past went through. It helps to avoid anachronistic thinking or imposing today’s values upon the past. Suddenly, students understand the difficulty faced by decision makers and even ordinary people at critical turning points in America’s history. They have “walked a mile in their shoes,” so to speak.

Isn't this just wasting time with playing games? What would the principal say?

Students need a break from the ordinary classroom routines of worksheets, films, tests, etc. These activities allow for creative and divergent thinking on the part of students. The critical thinking skills developed in these activities is achieved in very few other classroom activities. Multiple intelligences are drawn upon and students will shine in areas that may not be seen at any other time of the year. These simulations produce better long-term memory than most classroom activities because the students are actively involved in what they are learning, instead of just being passive recipients. Administrators actually love these games because they show creativity and a willingness to try new things on the part of the teacher. Innovative teachers get noticed.

I just don't have time for these “extra” activities. How will I squeeze them in when I have so much to cover in a year?

These games are well worth the time spent on them. You may also feel free to pick and choose as many or as few activities from this book as you want. You probably won't have time do all of them in a single year. As far as the length of the games, many other simulation companies produce games that take a week or more to cover a single topic. Others are so simplistic that there isn't really any role-playing going on and probably little learning either. The beauty of these games is that they can be tailored to fit any time frame. You can cut the game down to a single class period, if necessary. If you need to, you can modify the rules to better fit your students. Others can be extended with additional play time or enrichment activities, if so desired. Ideally, it is best to run one of these games when you can play it from start to finish in a single time period, such as a block or other special schedule, but, if need be, the games can be quickly cleaned up, stored, and reused in another class period. As a teacher, I know how hard it is to keep track of pieces and game results for separate class periods. These games are kept simple to facilitate these transitions.

My students need structured activities. How can I control their behavior?

Sometimes students need a little time to stretch their imaginations and get out of an ordinary classroom situation. The payoff from these activities

is well worth the risk of letting go of your traditional authority role a little bit. Students love these activities and consistently say they learn more from them than anything else they do in class. You are still the boss. You can be the arbitrator of what is acceptable role-playing activity and what is off-task behavior. This means that you can't be a passive observer while the students "play." You need to be on your feet, actively monitoring each group, intervening or advising where necessary. You need to make sure that each student is involved and on task. One educator I met likened the teacher's role in a simulation to a god-like figure that can swoop in and change the nature of the game if things are not going the way they are supposed to. You can make decisions on the course or outcome of the game or even role-play a higher authority that makes a ruling, if need be.

OK, you've got me, but how do I know when to stop the games?

This is the toughest part of the activity for the teacher. You have to make a judgment call. Ask yourself, "Have my students learned the objective at this point of the game?" and "Can I eke any more learning out of this, or is the game just dragging on?" That's the point where you want to call the game over. This may vary from class to class, so you may have to be flexible with your planning. Don't be afraid to cut the game short if it has already accomplished everything you wanted it to or if other time constraints are pressing. Just make sure that you leave a few minutes for the debriefing questions, because that is the most important part of the activity. Don't skip these questions, even if you have to come back to them at the next class meeting.

Who wins the game?

Victory conditions vary from game to game, but in those simulations that are competitive, it is sometimes possible that no one wins, or everybody wins. This sometimes happens in real conflicts. The point of the activity is to feel what it was like to be involved with these events and decisions. Knowing which team wins is not really important. Kids are kids, however, and they are competitive by nature. Try to be fair in determining a winner, but you can't always please everybody. Also, because of the competitive nature of some of the games, some students may be tempted to cheat. Keep a sharp eye out for this. Advise students to keep an eye on their game pieces and report any suspicious activity. It only takes one argument over cheating to spoil an activity.

I sometimes get frustrated by rules that I can't understand. What do I do if I am unclear about some aspect of how to run the games?

We have all had that feeling of hopelessness when we buy a new game, read the rules, and still don't know what to do in certain situations. Simulations in particular are difficult to explain in print. Unexpected conditions may come up or a rule may need clarification. You wish you had someone who has run the game before looking over your shoulder and helping you. In such situations, you may contact the author directly for any questions regarding the activities in my books. I get suggestions and questions from enthusiastic readers, which often make it into the very next printing of the book. Just email krinibar@aol.com, and you will get a rapid response.

Lesson 1

Medieval Conversation

Objective

- To think in the medieval mindset and stimulate good critical thinking and discussion

Duration and Complexity

- 1 class period
- Level 2: Simple

Materials

- A copy of the **Medieval Conversation** sheet for everyone

Procedure

Though not a simulation in the strictest sense, this activity is best done in pairs so that students can bounce their ideas off one another. Hand out a copy of the **Medieval Conversation** handout to each student. Have the students discuss the words and phrases and circle or underline those which would have been unknown or not used in the Middle Ages.

Teacher Recommendations

To answer a common student question: “No, you can’t just circle every word!”

Debriefing

Go over the list and explain which things were not in existence in the Middle Ages. This includes inventions, unknown places, or figures of speech. This will lead to a very lively discussion of just what was known at that time. Do some research on the etymology of words like “okay” and “good-bye,” for example. Foods can lead to a good discussion of medieval trade routes and what items were later introduced from the Arabs or America.

Answer Key for the Medieval Conversation

Most of this will be obvious to you, the teacher, but a lot of it will be new to your students. Can you catch anything else not listed below?

1. “Hello” is modern. Some etymologists think it was originally “hail to you.”
2. The title “Mr.” wouldn’t have been used—perhaps Master or Squire.

Medieval Conversation

Lesson 1

3. Weekends didn't exist until American labor unions acquired that right in twentieth century.
4. "Okay" is an American phrase of debated origins.
5. Surfing was invented in Hawaii, a place unknown to Medieval Europe.
6. Cars and highways are, of course, modern inventions.
7. Restaurants grew out of the courts of Renaissance princes whose feasts grew so elaborate that multiple servants and menus became necessary. It wasn't until travel increased in the Renaissance that inns began to offer anything close to what we think of as modern.
8. "Terrific" once meant literally "inspiring terror," and would not have been used in a positive sense.
9. "You bet," a bit of American gambling slang, wasn't used until the eighteen hundreds
10. Dieting was virtually unknown until the health movement of the nineteenth century grew out of increased medical knowledge.
11. Cola is made from cola nuts, which originated in Africa. The drink didn't come along until 1887.
12. Vegetarianism derives mostly from certain types of Hinduism. Most Europeans had no contact with India.
13. Modern pizza would have been impossible without the pepper and the tomato, both from the New World.
14. Hamburgers are American from about 1912, and there would be no American cheese without an America!
15. Iced drinks go back to the Romans, but only as a luxury for the rich who could send a servant to a mountain for ice!
16. Tea, sugar, and lemons came from Asia.
17. Roller skating waitresses are from the 1950s in America.
18. Divorce was practically unheard of in the Middle Ages.
19. Nearly everyone was a Catholic in the Middle Ages. Martin Luther didn't come along until 1483.
20. "That's the pits" is American slang from the 1970s.
21. Cinnamon is from Asia.
22. Dollars are from the German *thaler*, a crown coin minted since the Middle Ages. The American dollar was first minted in 1787.

23. The cash register is also a modern invention from 1879.
24. The radio was invented in 1906.
25. Some say rap began in the 1960s in New York City. Various other dates and places are also claimed.
26. American football was developed in the 1880s.
27. Manned flight in various forms began as early as the seventeen hundreds.
28. Sigmund Freud, the famed psychiatrist, began his publishing career circa 1900.
29. *Ciao* is an Italian word that didn't make its way into American slang until Italian films became popular in the 1950s.
30. Patronymic names such as Jones came from "son of John" and occupational names such as Smith first developed in the Middle Ages, but the combination of first and last names in the present form didn't become common until overseas traveling and printing developed in the Renaissance.
31. The truncating of phrases such as "See you later" began in the 1980s.

Lesson 2

Renaissance Patronage Competition

Objective

- To understand the difficulties that artists, writers, and inventors faced in obtaining funds for their creative endeavors in the years before sponsorship of the arts became a widespread public function

Duration and Complexity

- 2 class periods
- Level 3: Average

Materials

- A copy of the **Renaissance Patronage Proposal Form** for each applicant

Procedure

1. Divide the class into two groups of students. The smaller group (8–12 members) will role-play the monarchs, who will choose whom to sponsor. The larger group (12–24 members), which is the rest of the class, is composed of the applicants for patronage.
2. The monarchs group will research a particular king or queen and the types of arts and sciences that they actually sponsored and why. The monarchs they choose to role-play could include an Italian prince or banker, a pope, a Holy Roman emperor, the king or queen of Britain, France, Spain, or Portugal, the sultan of the Ottoman Empire, or any other Renaissance monarch or wealthy merchant.
3. The larger group will role-play the applicants for patronage. They must decide whether they are going to role-play an artist, scientist, discoverer, writer, inventor, musician, or some other creative person. They will research their masterpiece and come up with a proposal that will help them to win sponsorship and patronage from a monarch.
4. You may also wish to assign the role of an adviser to the monarchs to help them decide whom to sponsor, if you have enough students to play these roles.
5. The applicants will present their finished proposals to each monarch in turn by building a case to show that they are the one most worthy of patronage.

6. The monarchs will take a few minutes to consider the proposals. They will then announce to the class which projects they decided to patronize and why.
7. Conduct the debriefing (see below).

Teacher Recommendations

1. This activity could be used as a culminating activity after the subject of Renaissance patronage has already been taught.
2. Even though this simulation is entitled "Renaissance Patronage," it could be used for other time periods as well. In some countries, this system of patronage was in place as early as the late Middle Ages, and in many countries it continued until the advent of public funding for the arts in the Industrial Revolution. Some private patronage continues until this day.
3. Give your class plenty of examples of stories of real, historical patronage. It may be helpful to show excerpts from films such as *Cosmos* or *The Agony and the Ecstasy* to portray how difficult it was to maintain a good relationship with a wealthy patron.
4. Provide your students with lots of books and websites that show the types of arts and sciences that were sponsored by wealthy patrons.
5. Make sure that a variety of disciplines are represented in the proposals. You don't want them all to be artists or sculptors, for example.
6. The monarchs should have a lot of good proposals to choose from, but only limited resources. Adjust the amount of wealth they have available for patronage based upon the size of their kingdom and the number of students involved in the simulation.
7. The following chart suggests the amount of money available to each monarch in florins, a widely accepted currency of the day:

An Italian prince	5,000 florins
A banker such as the Medici or Fuggers	10,000 florins
A pope	10,000 florins
A Holy Roman emperor	8,000 florins
The king or queen of Britain	7,500 florins
The king or queen of France	10,000 florins
The king or queen of Spain,	10,000 florins
The king or queen of Portugal,	5,000 florins
The Sultan of the Ottoman Empire	2,500 florins
A Dutch or German merchant	2,500 florins

8. Make sure that the monarchs award their sponsorship based on merit and are not just playing favorites with their friends.
9. The cost of the proposal should vary according to its complexity, time, and materials needed to complete it. For example, Leonardo da Vinci was paid 3,000 florins for a sculpture. Something else, like a voyage of discovery, would cost considerably more. The monarchs are going to decide which projects to sponsor based on what they feel is going to give them the most prestige and recognition for their money. Applicants should, therefore, word their proposals in such a way as to convince the monarchs of the value of their project as the best return for their money.
10. Remind students not to make the proposals too complicated or too simple. They must work within the time constraints allowed.
11. The proposals may be similar to actual creative works from the Renaissance, but should not be exact copies. Encourage students to use some originality.
12. The creative works should contain no anachronisms. The proposals should be fictional, but should be within the limits of what was known or could have been made by people at the time of the Renaissance.
13. Monitor the progress of each group and provide help as needed.

Debriefing

1. What did you learn about Renaissance patronage that you did not know before?
2. Why do you suppose that the patronage of the arts and sciences was done this way? How did it affect the types of projects that were proposed?
3. How has the legacy of the patrons changed over time? Who is better remembered today, the artist or scientist or his or her patron? Why?
4. How is patronage handled in a modern, capitalist society? Are there other ways besides patronage by which an artist or scientist can receive funding?
5. In a communist or fascist state, funds for artists or scientists were much easier to come by, but there were much greater restrictions on what they could say or produce. Would it be worth it to have these restrictions?

Seating Chart

MONARCHS

Desk	Desk	Desk	Desk	Desk
Desk	Desk	Desk	Desk	Desk

APPLICANTS FOR PATRONAGE

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Desk	Desk	Desk	Desk	Desk
Desk	Desk	Desk	Desk	Desk

Lesson 3

Christopher Columbus Trial

Objective

- To appreciate the controversies surrounding the life of Columbus and how they have affected his legacy to this day

Duration and Complexity

- 2 to 3 class periods
- Level 5: Complex

Materials

- A copy of the **Witness for the Prosecution 1–5** or **Witness for the Defense 1–5** handouts for each witness and his or her lawyer
- **Sources for Further Study** handout (optional)

Procedure

1. Choose a very brave volunteer (one with a dramatic flair if possible) to represent Columbus. You may wish to pick a gifted student to research Columbus in advance so that he can answer more elaborate questions.
2. Decide whether the judge will be played by a leading student or the teacher.
3. Divide the rest of the class into five groups:
 - A. Witnesses for the prosecution
 - B. Witnesses for the defense
 - C. 5 lawyers for the prosecution
 - D. 5 lawyers for the defense
 - E. The jury (9–12 members)
4. Begin by having the person playing Columbus, the witnesses, and their lawyers read their depositions and conduct further research (if necessary) to get more familiar with their characters.
5. The lawyers then draft a series of questions they will use for their witnesses.
6. The lawyers rehearse the questions they will use with their witnesses to prepare how the witness will respond.

7. Conduct the trial with modern methods of questioning and cross-examination, but explain that the actual trials were quite different in those days. In the actual hearings, recorded as the *Pleitos Colombinos* (Columbian Lawsuits) by historians, Columbus himself was not actually on trial. His heirs were appealing to the Crown for a restoration of his rights, titles, and privileges, particularly that of Viceroy over all of the lands that he discovered and those adjoining them, with their accompanying revenues. Countersuits were filed by the Pinzòn family and other witnesses who claimed that Columbus did not deserve credit for the discoveries. The proceedings dragged on for years to no one's satisfaction. Eventually, years after Columbus's death, his heirs were forced to agree to a settlement whereby they accepted title to a tiny portion of the vast lands discovered by Columbus, a small annuity, and the right to use the title "Admiral of the Ocean Sea" and other minor titles. For more information, see the article about the *Pleitos* in the **Sources for Further Study**.
8. After questions have been asked about all of the charges by both the prosecution and the defense, the jury asks for any points of clarification and then meets privately to vote on whether Columbus should be convicted separately on each charge or not. They may then suggest an appropriate punishment, such as stripping him of his titles, rewards, etc. Note that Columbus may only be sentenced to death if the charge of treason is proved.

Teacher Recommendations

1. Keep the objections to a minimum as it ruins the authenticity and flow of the trial.
2. To add more realism, you as the teacher can play the role of the king of Spain (even though he might not have been present) and conduct the trial under the assumption that the defendant is guilty until proven innocent, as was the way of monarchs in those days. You can show very obvious bias and a will to convict. This will surprise students, but tell them, "We are the King, and we can do whatever we want."
3. Remind your students that this trial never actually took place. Some of these people could not possibly have been present at the time of the trial. The depositions that follow are merely based on what they have said in their writings or what others have said about them. They are not direct quotations. They are approximate summaries of their views based on the closest reading of the historical sources possible. It was also necessary to paraphrase their words in order to make them more easily understandable to the modern reader and to have a concise document for the purposes of this simulation. The author has tried to be as faithful to their original ideas as possible. For further research, consult the **Sources for Further Study**.

4. Remind the jury that they represent the Council of the Indies, a group of nobles appointed by the king to administer the colonies and to supervise their exploration and development. Their primary interest is to see that law, order, and prosperity are restored to the colonies as quickly as possible. (In the actual proceedings, they were decidedly biased against the heirs of Columbus and dragged out the settlement as long as possible, hoping that the parties would give up. In the meantime they were free to give the titles and income from the colonies to whomever they wished).
5. You will notice that the charges of Columbus being a genocidal maniac or the sole founder of the slave trade in the Americas are conspicuously absent from this simulation. That is because they are based on rather poor modern scholarship that deliberately ignores any historical source that had anything positive to say about Columbus. Just as past generations glossed over the faults of Columbus in order to build a cult of hero-worship around him, some scholars today refuse to see any admirable traits in the man to further their political agenda. It is important to teach students that most historical figures had good and bad behaviors and characteristics and that to oversimplify them as all good or all bad is simply not being a good historian. It is not fair to single-handedly blame Columbus for all the sins of the explorers and conquistadors, nor is it accurate to portray him as a flawless hero or saint.

Debriefing

1. What did you learn about Columbus that you did not know before?
2. In the actual trial of Columbus, only the witnesses against Columbus were allowed to speak and modern methods of cross-examination and rules of evidence were not used. Why do you suppose that this was done? How did it affect the outcome of the trial and Columbus's fortunes?
3. How has the legacy and image of Columbus changed over time and why?
4. Why is it that the negative impression of Columbus dominates most treatments of Columbus these days? Are these accounts truly fair and unbiased?
5. If the judge ran the court in a more traditional fashion, use these questions: What surprised you about the way this trial was conducted? What words would you use to describe it? Unfair? Fixed? Kangaroo Court? Why do you suppose the king acted this way? How was this different from a modern court?

Christopher Columbus Trial Seating Chart

JURY

X

X

X

X

DEFENSE

X

X

X

X

X

PROSECUTION

X

X

X

X

X

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Role-Playing Simulations 17

Lesson 4

Martin Luther Trial

Objective

- To teach the difference between the beliefs of Protestants and Catholics, the beginning of the Reformation, and the life of Martin Luther

Duration and Complexity

- 1–2 class periods
- Level 3: Average

Materials

- A copy of the **Martin Luther Trial Beliefs Chart** to each student to be turned in and graded at the end of the period

Procedure

1. Begin by having the students complete the chart comparing Catholic and Protestant beliefs in small groups of 2–3. Try to mix the groups so that a variety of religious beliefs are held by its members. Any mixture of Protestants, Catholics, or non-Christians is okay as long as the group is not entirely comprised of either Catholics or Protestants. Sometimes the students will need a little help remembering which group they fit in, but ask them to tell you the name of the church or a few questions about their beliefs and you can usually figure it out. The students then interview each other based on their prior knowledge of the subject.
2. Give them about 10 minutes to work on the chart together. After they have filled out the chart with as many answers as they can, tell them the remaining answers. They can correct or add to their chart as necessary. Once everyone has completed the chart the simulation can begin.
3. Choose a very brave volunteer (one with a dramatic flair if possible) to represent Martin Luther. Tell him that he will be asked a series of yes or no questions to which he will always answer “yes.” If you wish to have more authenticity, pick a gifted student to research Martin Luther in advance so that he can answer more elaborate questions.
4. Divide the rest of the class into three groups: the Protestant panel, the Catholic panel, and the jury. The two panels will devise a series of yes or no questions based on each on the beliefs on the chart. Choose people and questions at random from the group to make sure that everyone understands the material and grade on participation. The Protestants

should try to craft “softball” questions designed to make Luther look good or get off easy. The Catholic group should design tough questions that will try and trap Luther into making heretical statements. Sample questions are like these: “Do you believe that the Bible should be read in the everyday languages of the people?” or “Is it true that you married a nun?”

5. After questions have been asked about all of the issues by both panels, the jury can ask for any points of clarification and then meet privately to vote on whether Luther should be convicted as a heretic or not. (I have yet to see a no vote, but the students don’t know that in advance).

Teacher Recommendations

1. While completing the chart, make sure that you stress that we are not debating who is right or wrong, we are just learning from each other. Don’t let anyone feel uncomfortable because they are not a Christian. Just tell them they can be in any group and that this is a way to learn about different religions. Sometimes students will say, “I’m not a Catholic, I’m a Christian.” Point out to them that everyone who believes in Christ is a Christian. Also point out that this chart reflects the views of the Roman Catholic Church at the time of Martin Luther, and that some of these views have been changed in the years that followed.
2. To add more realism, you as the teacher can play the role of the Holy Roman emperor at the Diet of Worms and conduct the trial in the manner of guilty until proven innocent, as was the way of monarchs in those days. You can show very obvious bias and a will to convict. This will surprise students, but tell them, “We are the King, and we can do whatever we want.”

Debriefing

1. What surprised you about the way this trial was conducted? What words would you use to describe it—Unfair? Fixed? Kangaroo court? Why do you suppose the king acted this way? How was this different from a modern court?
2. What did you learn about the beliefs of Protestants and Catholics that you didn’t know before? What do they have in common? What is different about their beliefs? How have their beliefs changed over the years?
3. Why do you think that these differences sometimes led to conflict and wars between the two groups? Are there any countries where Protestants and Catholics are still fighting today? Do you feel that the two groups are more tolerant of each other in the United States? Why or why not?

Seating Charts

Beliefs Chart Small Groups

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JURY

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Lesson 5

The French Revolution

Objective

- To convey the complexities of the party politics of the French and other revolutions
- To stimulate students' thoughts about the roots of dictatorship and totalitarianism in the twentieth century

Duration and Complexity

- 1–2 class periods
- Level 3: Average

Materials

- One copy of the **French Revolution Simulation** handout for everyone
- One copy of the **Outline for a French Revolution** and **French Revolution Tally Sheet**
- One copy of each **Party** or **Social Group Description Sheet** to the members of that team

Procedure

1. Divide the students into 8 equal groups. All constitutions should be drafted on a separate piece of paper and then read to the class as a whole to be voted upon. Each group will carefully read its group description sheet to determine what the goals and desires are for each group. This description sheet will also tell each party who its likely allies and enemies are. Each party will then discuss among themselves how they will go about gaining the support of as many social groups as possible.
2. Each party goes out and negotiates with each of the social groups. The team drafts a constitution explaining their new form of government.
3. Each social group listens carefully to the constitution and then decides which party will get their points.
4. Parties then modify their constitutions, solicit votes, or resort to violence to gain and keep power until a dominant or stable government emerges.

Teacher Recommendations

1. The results of this simulation are extremely varied because the resulting constitution can be anything from a restoration of the monarchy to a modern pluralistic democracy or everything in between. This lays a very strong framework for the remaining portions of the World or European History course because all of the options discussed in the simulation for government were tried at some time or place between 1789 and today.
2. Try to let the students be as open-ended in their possibilities for a constitution as they wish, but make sure they do not include anachronisms which would not have been considered in the eighteenth century like modern tax schemes, huge bureaucracies, or contemporary civil rights controversies.
3. Voting can be done by writing the names of the four parties on the board and then having each social group state how many votes, armies, and taxes they will pledge to each party, or by using **The French Revolution Vote Tally Sheet**. The social groups may hold some or all of these in reserve to use in another turn but must keep records to prove it. The winner is the party with the most votes in the first round. In the case of a deadlock the king stays in power, and a new round of negotiating and voting takes place. This goes on until someone breaks the deadlock with a victory or an act of violence.
4. The four parties can promise whatever they want during the negotiations phase, but once they are in power they are not bound to do all that they promised. If they break a lot of promises and begin to behave tyrannically, then ask those who are currently the outsiders what they will do to seek revenge and change the government more to their liking.
5. At first the game usually progresses in a friendly manner as the groups try to make a mutually agreeable constitution, but the party in power soon finds it impossible to please everyone or abuses its power, sometimes resulting in divisions and conflict.
6. If the social groups or parties feel that they cannot live with the current government then ask them how they wish to change it—another round of voting? A deliberate act of violence or a general war? Try not to lead the students too much. Let them explore their options.
7. Should a war break out, write the names of the four parties on the board and then tally up the armies pledged to each. Armies eliminate each other until a victor can be determined. In case of a tie, start the whole thing over with a new year of negotiating and raising support. If a social group likes none of the parties presented they may attempt to create a rogue army with one of their own as leader. This army may then attempt to defeat all others and establish their own government by

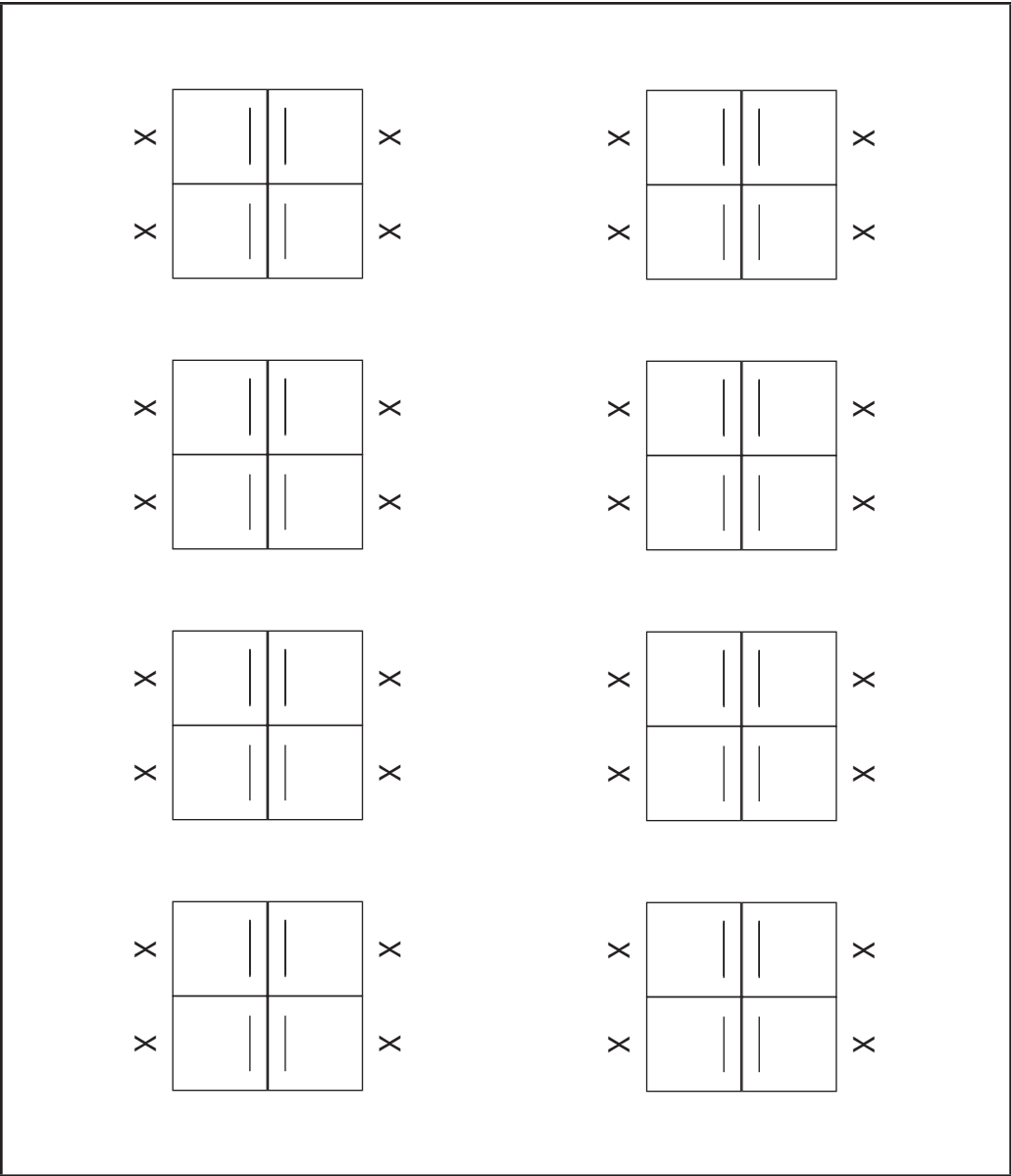
force. You can even allow for foreign intervention by other monarchies or democracies if you wish. Pick a student to secretly represent a foreign power with five armies to contribute should they decide to intervene. How long they wish to retain secrecy is entirely up to them.

8. Continue the simulation until there is a clear victor or hopeless deadlock. Parties will rise and fall, and many constitutions may be adopted and then later replaced. Ask the losing parties what they may have to compromise on in order to capture more votes or armies. If leaders are killed, simply pick someone else in the group. Parties may merge with others or fade, but seldom die completely. Finally when you feel that all the worthwhile possibilities have been exhausted, move to the debriefing phase of the simulation.

Debriefing

1. Was there a clear winner in this game? Why or why not?
2. What role did the social groups play in making or breaking a party? Is it possible to make a government that they can all live with?
3. How did this simulation compare to the real French Revolution? How was it different?
4. What countries have come up with solutions similar to your own in their current or past forms of government? Are there governments today that fit the kinds of constitutions the four parties originally desired?
5. What other ways could the game have turned out? What else might you have tried? Do you think other governments have tried these options in the past or today? Is there anyone in current events that reminds you of the parties in this game?
6. How was the revolution like other world revolutions? How was it like modern dictatorships or monarchies?

Seating Chart



Lesson 6

Latin American Independence

Objective

- To appreciate the difficulties faced by the governments of newly independent Latin American countries in the early eighteenth century

Duration and Complexity

- 1 hour
- Level 4: Above average

Materials

- One copy of the **Latin American Independence Simulation** and **Optional Roles to Play** handouts per group

Procedure

1. Assign newly independent Latin American countries to groups of 1–4 students.
2. Have the students research the nation and find out what they can about its reasons for wanting independence, the course of its independence movement, and the issues that divided the nation at the time of its independence.
3. Have the students discuss the questions on the student handout.
4. Have the students come to a compromise on the issues and draw up a simple constitution for the new country.
5. Have the students share their work with the rest of the class and explain their choices.
6. Ask the debriefing questions.

Teacher Recommendations

1. Some places may be harder to research than others. If it is too difficult to find information on a particular country, choose another one.
2. Provide examples of the national constitutions of the newly independent Latin American countries as models for students to use by researching under key search terms, such as “national constitutions,” “constitutions of Latin America,” or “historical constitutions.” One source for these is http://www.modern-constitutions.de/nbu.php?page_id=02a1b5a86ff139471c0b1c57f23ac196&show_doc=MX-00-1823-05-16-es&viewmode=thumbview.

3. Some constitutions may only be available in their original language. If this is the case, it would be very helpful to have someone who speaks that language in the group.
4. Go over any constitutional terms the students may not know before beginning the exercise. Some of these may include: absolute monarchy, limited monarchy, oligarchy, executive, judiciary, legislature, dictator, checks and balances, citizenship, suffrage, abolition, encomienda, separation of Church and State, protectionism, free trade, tariffs, trade restrictions, currency exchange, or other terms. If your students do not recall these items from discussions of constitutional development in earlier grades, have them look up the definitions in your textbook or other reference work and discuss them as a class before starting the simulation.
5. Remind students not to impose modern ideas of equality into their constitutions. They need to be faithful to the roles that they are playing and represent the thinking of the people of the time period.
6. The student roles on the second and third page of the student assignment sheet are optional. If your students would like a little challenge and would like to make the role-playing more authentic, assign roles from each social group to one or more students. Have them try to represent the interests of that group when recommending changes to be made to the new constitution.
7. Students do not need to go into too much detail in their constitutions. This is only an exercise to get students to appreciate the amount of effort that goes into constitutional compromises. Remind them that real constitutional conventions met for several months or even years, in some cases. Some were never finished.

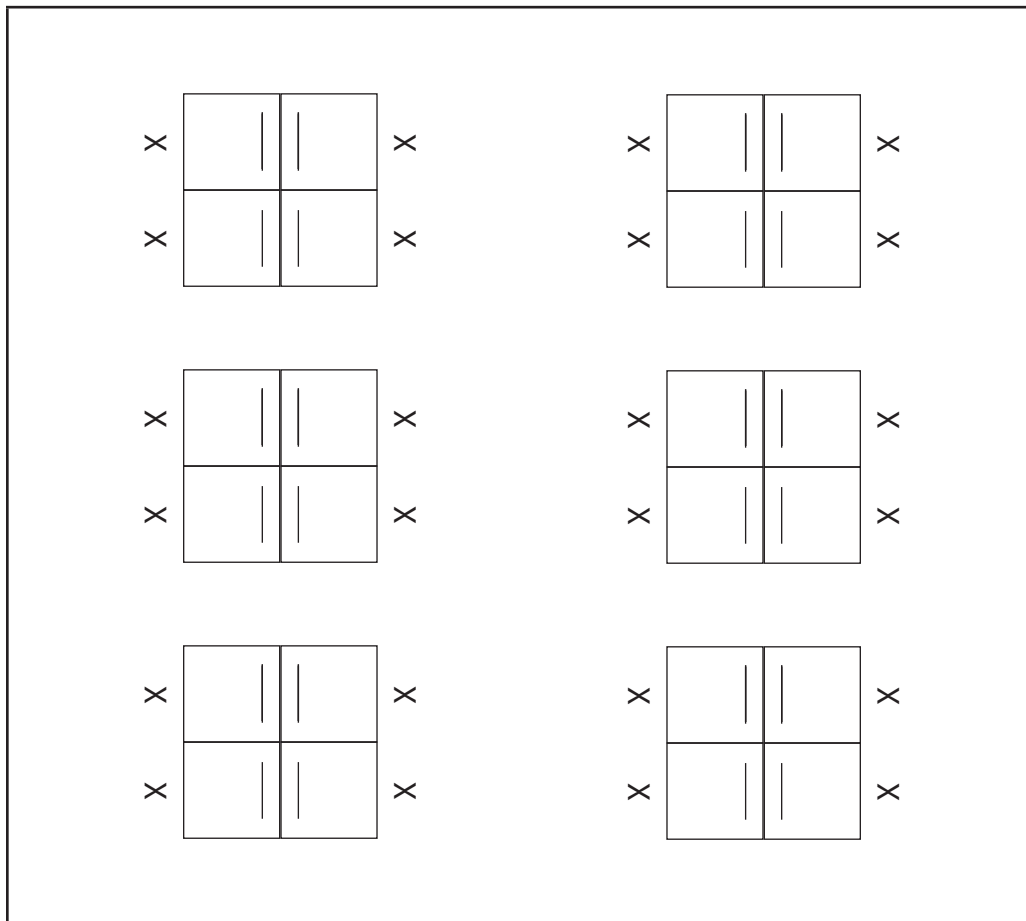
Debriefing

1. Why was it so hard to reach a compromise when writing a constitution?
2. How long do you think your current government will be able to stay in power? How long will your new constitution survive?
3. What kinds of changes might be made to your constitution in the future?
4. What kinds of groups are most likely to reject this constitution? How will you handle groups that refuse to accept its provisions or even rebel against it?
5. Despite their efforts at constitutional reform, many Latin American republics faced years of revolt and instability following their independence. Several of them have been through multiple constitutions since that time, while the United States has remained stable. Why did the Latin American revolutions fail to provide the stability for their countries that the United States has enjoyed?

Evaluation

Students should be evaluated on the originality of their constitutions and the amount of effort put into them. Do not grade on completeness of their constitution, as the students may not be able to reach a compromise on every area within the allotted time. As long as they have attempted to address each area in the student handout, that is sufficient.

Seating Chart



Lesson 7

Explorers of Africa

Objectives

- To understand the changes that took place when European and African cultures came into contact for the first time
- To understand the motives for European imperialism

Duration and Complexity

- 1–2 hours
- Level 3: Average

Materials

- One copy of the **Explorers of Africa** handout per group

Procedure

1. Divide students into groups of five or six.
2. Assign the roles of explorer, reporter, illustrator, local Africans, and editor. These roles may be chosen by the students or assigned by the teacher based upon the talents and abilities of the students.
3. Have the students research a European explorer of Africa and find out what they can about his goals for exploration, the routes he took, and the places that he introduced to Europeans.
4. Have the students conduct a mock interview of an explorer and the people he met during his expedition. The reporter takes notes on the questions and answers, while the illustrator makes sketches of what is discussed. The editor keeps everyone on task and oversees the project.
5. Have the students draft a newspaper article based upon the exploits of the explorer. The article should include quotes from the explorer, hand-drawn illustrations of the places he visited, and reactions from the people who lived there when they saw the outsiders for the first time.
6. Have the students share their illustrated article with the rest of the class.
7. Ask the class the debriefing questions.

Teacher Recommendations

1. Some explorers may be harder to research than others. If it is too difficult to find information on a particular person or expedition, have students choose another one.

2. Some possible sources for your research might include:

- *The History of Africa in Maps* by Harry Gailey
- *History of Africa: From 1800 to 1945* by Harry A. Gailey
- *Hearts of Darkness: The European Exploration of Africa* by Frank McLynn
- <http://www.enchantedlearning.com/explorers/africa.shtml>
- <http://africanhistory.about.com/od/explorer1/a/Explorers-Of-Africa.htm>
- <http://www.unlockingthearchives.rgs.org/themes/encounters/default.aspx>

For primary source accounts of expeditions see:

- <http://www.fordham.edu/Halsall/africa/africasbook.asp#European%20Imperialism>

Or, research for sources under key search terms, such as “explorers of Africa,” “African explorers,” or “explorers’ accounts of Africa.”

3. It may be helpful to show models of a travel article, such as those in the *National Geographic* magazine. The older an issue you can find the better, so that students can get a feel for the language and racial attitudes of the times.
4. Remind students not to impose modern ideas into their articles. The articles should contain no anachronisms or discuss places or things unknown to people of the time. The students need to be faithful to the roles that they are playing and represent the thinking of the people of the time period, even if they disagree with them.
5. Supervise each group to make sure that they are on task and comprehend the assignment. If they are having trouble knowing what to write, give them a few sample interview questions to help them get started.
6. Review the elements of a good concise newspaper article with the class. Help students with the writing and editing of the article as needed.

Debriefing

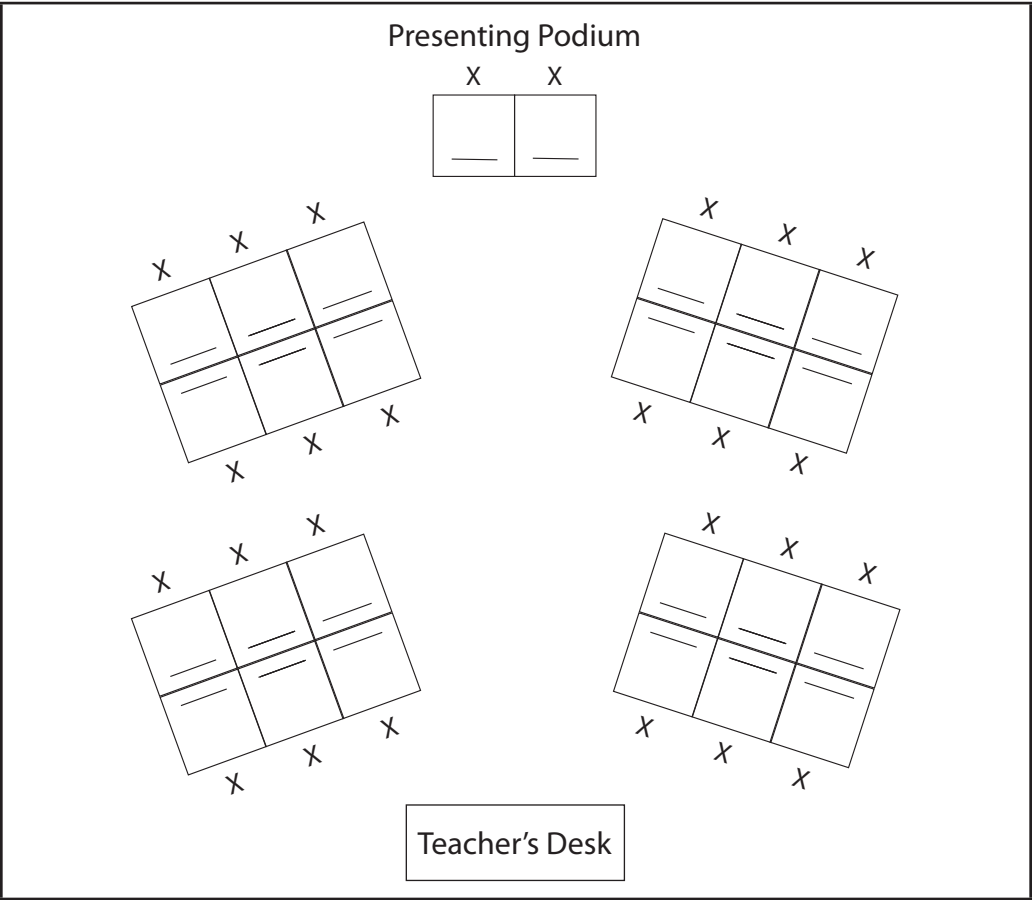
1. Why did Europeans refer to Africa as the Dark Continent?
2. Why was the interior of Africa explored at such a late period of history when compared to the coastline or other regions of the world?

- 3. What kinds of things were the Europeans looking for in their expeditions? What were their goals?
- 4. How were the lives of the Africans forever changed by these expeditions?
- 5. What would have happened to these regions if they had not come into contact with Europeans?
- 6. How did the consequences of the Europeans' first contact with the Africans compare with first contact with other parts of the world where this happened?

Evaluation

Collect the interview questions and answers as well as the final article. Students should be evaluated on the factual accuracy and originality of their articles. Take into account the amount of effort put into them. Do not grade on the length of the article alone, but on how effectively it reflects the time period involved. In essence, does it really sound like an article that might have captured the attention of newspaper readers of the time period? Another option would be to have the students perform the final interview in front of the class and grade the content of the performances.

Seating Chart



Lesson 8

Taking Colonies

Objective

- To assume the role of another and write from their point of view

Duration and Complexity

- 1 class period
- Level 2: Simple

Materials

- A copy of the **Taking Colonies: A World History Writing Assignment** handout to everyone

Procedure

Discuss with students what the backgrounds of some of the people listed in the handout might be. Let them choose which person they will write about.

Teacher Recommendations

1. This activity is done individually as a creative writing assignment, but it still carries the spirit of this book in the sense that the student must figuratively place his or herself in another person's shoes.
2. Remind students to stay within the proper time period and avoid anachronisms.
3. Also point out that a person might have had mixed feelings about taking colonies. They might have liked it for some reasons and not liked it for others. They also might not have felt like taking colonies mattered to them one way or another.
4. Tell your students that most of all they should be honest and write as that person would have felt, not as a modern person would feel.

Lesson 9

Sepoy Revolt

Objective

- To understand one of the ways in which colonial people resisted imperialism

Duration and Complexity

- 1–2 class periods
- Level 3: Average

Materials

- One copy of the **Sepoy Revolt Simulation**, **Sepoy Revolt Sample Turn**, and **Sepoy Revolt Turn Record Sheet** handouts per group
- Enough copies of the **Sepoy Revolt Playing Cards** per corresponding group

Procedure

1. Divide up the class into the two groups. About half of the students should be British, and half rebels composed of Hindu troops and Muslim troops. Hand out a copy of the rules to everyone and Supply and Army cards to the corresponding groups.
2. Conduct several turns of the game according to the rules on the student handout.
3. Stop the simulation either when the British have won by eliminating all Sepoy armies, or when the Sepoys become the victors by driving out all of the British armies from Northern India. If neither side wins, call the game a draw shortly before the end of the period.
4. Conduct the debriefing.

Teacher Recommendations

1. This game should be played only after the class has been given an overview of British Imperialism in India and an explanation of the causes of the Sepoy Rebellion in particular.
2. It may be helpful to assign two students the role of “banker” to distribute and collect the armies and supply cards to or from the student groups at the appropriate times.

3. Keep an eye out for cheating so that no one tries to steal playing pieces.
4. You may wish to keep a running total of the number of armies and supply cards each group has by writing them down on the board and by using the **Sepoy Revolt Turn Record Sheet**.
5. Allow a group only a few minutes to decide which option they will choose each turn. Signal that time is up and call on the group's predetermined spokesperson to announce their decision. There is no way to change the decision once the team has announced it.

Debriefing

1. What were the historical causes of the real Sepoy Rebellion?
2. Was the outcome of your game the same as the real revolt? Why or why not?
3. Which side had the advantage in the game? Which side actually had the advantage in history and why?
4. What would have happened in India if the revolt had succeeded?
5. What other forms of rebellion were tried in other colonies such as China, Somalia, South Africa, and others? Why did these revolts usually fail? Why were armed revolts so rare in colonies?
6. What other forms of resistance to imperialism were tried by native peoples that did not involve armed rebellions? Were they more or less successful than open revolt?
7. What bearing did these revolts have on the country's eventual independence from imperialism if any?

Seating Chart

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Lesson 10

Great Powers Game

Objective

- To understand the issues and challenges leading up to the First World War

Duration and Complexity

- 2–3 class periods
- Level 4: Above average

Materials

- A copy of the **Great Powers Game** and **Sample Turn** handouts for each student
- At least one copy of the **Great Powers Game Turn Record Sheet** and corresponding **Country Description Sheet** for each group
- Printed cutouts of the **Great Power Game Tokens** to distribute among groups
- Optional copies of the world map on page 134 for each student

Procedure

1. Teams may be chosen in whatever way the teacher chooses, but it is usually better to give them out at random because not all countries start out even, just as it was in the real race for empire. The teams representing each nation should be composed of from 2–6 students depending upon the size of your class. Smaller nations should be assigned fewer students. In a larger group, it might be advisable to assign specific roles to students to play, such as chief negotiator, banker, military strategist, record keeper, or treaty recorder, although all students should arrive at their final decisions as a whole group. The teacher should actively monitor all of the students to make sure that everyone is participating. Do not allow the more dominant students to make all the decisions while others sit by passively.
2. Go over the rules with the students.
3. Hand out **Great Powers Game Tokens** to each group according to the amount indicated on the **Country Description Sheets**.
4. Students read about their country and plan their strategy for diplomacy and economic, military, and territorial expansion.

5. Conduct negotiations.
6. Conduct wars and further negotiations as necessary.
7. Debrief.

Teacher Recommendations

1. The teacher should act as the timer on each turn phases, allowing no more than ten minutes per phase. Setting an artificial time limit forces the students to get their treaties signed faster and prevents students from getting off track.
2. Encourage students to do the best they can even if they have a weak country. Weak countries can still win the game if they have the right allies. If the class is very large make up additional statistics sheets for small countries that remained officially neutral in World War I, such as Mexico, Portugal, or Spain.
3. Use the **Great Powers Game Turn Record Sheet** to make the record keeping easier. Run the tokens off in different colors and cut them up. Make a large amount of armies, navies, and industries, but only one of each colony. Appoint students to sell and collect the pieces. They should hand out the starting pieces for each country and then sell them to nations during each turn's purchasing phase. These "bankers" should give the nation team a playing piece only after they have given them a colonial buck for each army, navy, colony, or industry purchased. The bankers also collect up dead armies and navies after a war. Watch for cheating! Teams should guard their pieces at all times, so no one else is tempted to take them.
4. Use the world map (page 134) and **Great Powers Game Turn Record Sheet** to help students keep record and take notes throughout the game.
5. Remember that at the beginning of each turn, nations make purchases based upon their current income. This is the combined total of their industries and colonies at that moment. Have your bankers give each team that number of colonial bucks to spend at that time.
6. It is very important to tell the alliances NOT to combine their stacks of tokens because all too often alliances fall apart, and it is too hard to go back and figure out who had what at the beginning.
7. If a war is declared, simply list on the board the country that started it and the country that is being attacked. Then ask who would like to declare for each side. Allow a few minutes for reluctant stragglers to commit or stay neutral and for some countries to change sides at the last minute if they wish. (This often happens in real wars). Once the numbers are tallied, eliminate forces on both sides until there is a clear

victor. Armies cancel out other armies, and navies cancel out navies. The countries that started the war should always take the heaviest losses.

8. If all of the armies are gone, go to navies as a tiebreaker. Two navies equal one army when they land and convert to marines. If there is still no victor, go on to another round of negotiating and purchasing until another year of war is fought. Countries may change sides any time they want or drop out. You may even have multiple alliances going at each other at the same time. The only thing that matters is who is left the strongest when the fighting is over.
9. After the war is over, the victors hold a peace conference and dictate the terms to the losers. These are up to the victors to decide, but they may include occupying or annexing the loser's home country, taking over all of their colonies, or a demanding a portion of their industry. If the losers stay unoccupied they may try to rebuild, make new alliances, and seek revenge. Sometimes the victors may disagree on the fair share of the spoils and turn on each other in another round of war. Continue the simulation until there is a clear victor or a hopeless stalemate and then move on to the debriefing.

Debriefing

1. How did it feel to build your empire? How did the smaller countries feel about how it turned out? Which countries had the advantage at the beginning of the game? Why? How did your empire compare with the real one that your country actually gained?
2. In the long run what was more important to buy: armies, navies, industry, or colonies? Why?
3. What did you do well? What do you wish you had done differently?
4. How successful were your alliances? Did they help you or hurt you? Could they be trusted? Why or why not?
5. If there were wars how did they compare to the real World War I? How would the world be different today if the war had turned out differently than it did?

Great Powers Game Seating Chart

Whiteboard											
GREAT BRITAIN				ITALY				US			
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×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×
FRANCE				AUSTRO-HUNGARIAN EMPIRE				JAPAN			
×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×
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GERMANY				RUSSIA				OTTOMAN EMPIRE			
×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×
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Lesson 11

World War II Debates

Objective

- To understand the various controversies surrounding World War II both at the time and today

Duration and Complexity

- At least 1 class period for the research. From 1–15 class periods depending upon the number of topics debated
- Level 4: Above average

Materials

- One copy of the **World War II Debates** handout for each student
- A good research library or Internet for access to primary and secondary sources

Procedure

1. Divide the students into 2–4 member teams of mixed ability levels.
2. Divide the teams into those who will defend a particular side of the issue or the other.
3. Research the topics.
4. Conduct the debates in class with members of other teams judging those who are presenting.

Teacher Recommendations

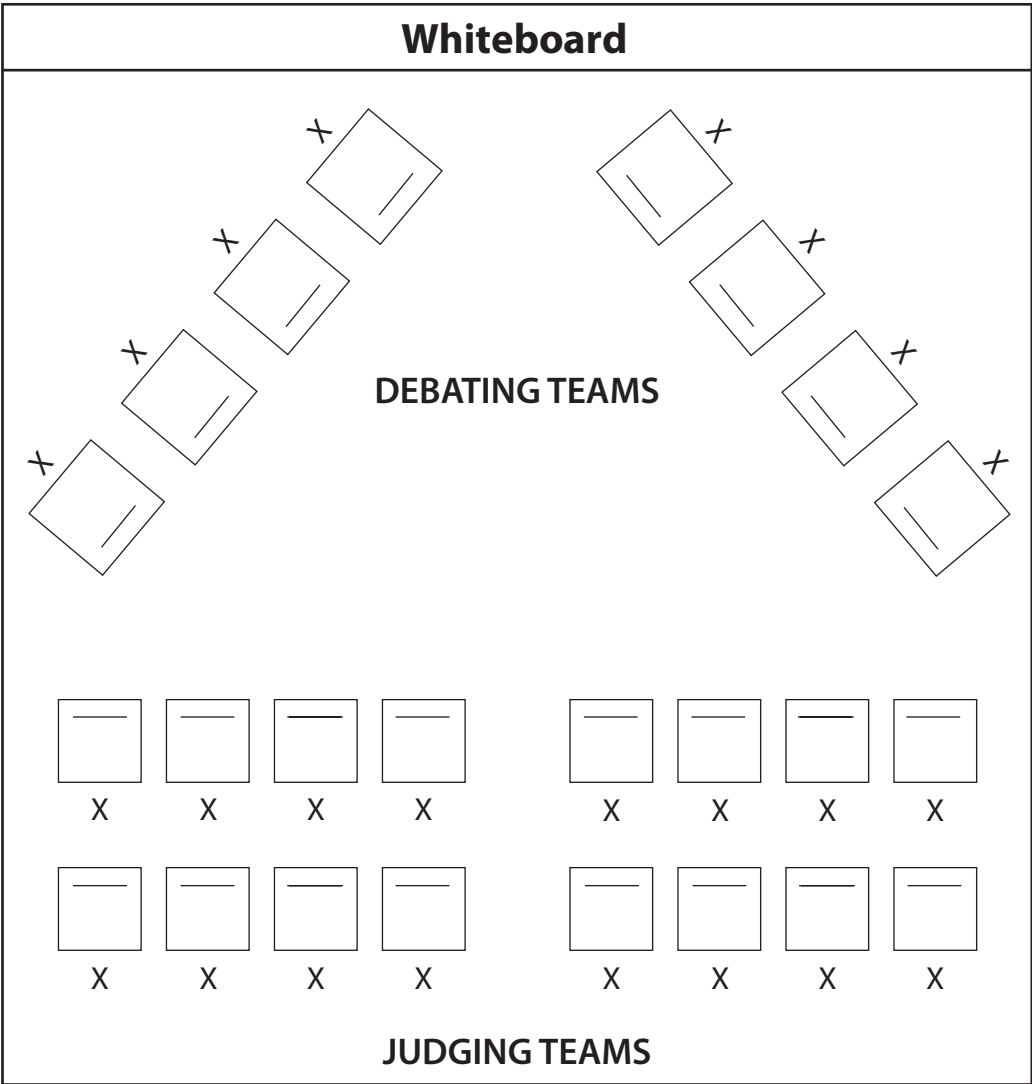
These debates require research and a great deal of preparation. What makes them a role-playing experience is that the debate team members must argue one side of the issue even if they disagree with it. Historical roles may be assigned to the students, which they must act out in character. In that case, they must speak as those people would have spoken and know only about things they could have known about in 1945.

If not, the teacher may decide to allow the students to use information from new research about these events as evidence. Either way, team members must defend their resolutions regardless of whether or not they are personally in agreement with it. The teacher and students together should decide what kind of debate format and rules will be used and how the project is to be judged or evaluated.

Debriefing

- 1. What did you learn from this experience?
- 2. If World War II was so long ago, why are these issues still so controversial today?
- 3. Is there ever agreement on the truth of what really happened in history?
- 4. How did it feel to defend a position you might normally be against?
- 5. What other topics would you consider for debate?

World War II Debates Seating Chart



Lesson 12

Cold War

Objectives

- To give students a feel for the multiple levels of competition between the superpowers during the Cold War
- To realize that the way that the Cold War ended in the real world was not a foregone conclusion by any means

Duration and Complexity

- 1–3 class periods
- Level 5: Complex

Materials

- One copy of the **Cold War Simulation** and **Cold War Sample Turn** handouts for each student
- One copy of **Roles on a Team**, **Cold War Random Events Table**, and **Country Points** per team
- Cutouts of **Cold War Playing Cards** (as many as needed)

Procedure

1. Use a large world map that all can see. The pull-down type is the best for visual effect, but any Cold War era world map could be made into a transparency for the game. Mark Communist countries and allies with a red sticker and those that are pro-US in blue. Start by marking the superpowers and their staunchest allies circa 1945 and then add new stickers as countries declare for one camp or the other. The awesome sight of the whole world quickly filling up with colored stickers will give them a good sense for the geopolitics of the struggle and let them see where their next move should be.
2. Divide the students into three teams: The United States, The Soviet Union, and the non-aligned countries. In the third group, each student plays several non-aligned countries. However, students may not combine all of their non-aligned countries into a regional mini-super power. Some of their countries may go with the Soviets and some with the Americans. (Approximately 5 minutes)
3. Teams plan their moves according to the rules of the simulation. (Approximately 5 minutes)

4. Teams negotiate with each other. (Approximately 5–10 minutes)
5. The teacher records students' moves on the map. (Approximately 5 minutes)
6. Resolve conflicts according to the rules of the simulation. Make any changes on the map that arise from wars. (Approximately 5 minutes)
7. Adjust the economic point totals for the superpowers according to what they spent and what they gained this turn until you arrive at a new total of points for the next turn. (Approximately 5 minutes)
8. Repeat the above steps until there is a winner or all of the teams have been eliminated.
9. Debrief. (Approximately 5–10 minutes)

Teacher Recommendations

1. Three groups are created by teacher's choice or at random. They are the US, the Soviet Union, and the non-aligned countries. The neutral or non-aligned countries are the toughest to play because they may require a bit of prior knowledge to play in some cases. Some prior research about their countries or the non-aligned countries movement by players could enhance the game. For the most part, the non-aligned countries just need to listen to both sides equally and support the side that promises them the most. Try to get students to think like the country they are playing. They do not want to be left out of the gift-giving by the superpowers or left without allies if a war breaks out, but would like to stay neutral if at all possible. The best model is modern India, which has received aid from both sides, but never firmly committed to either the East or the West.
2. For the purposes of this game, neutral countries do not grow economically, they merely seek aid. They do not gain armies unless they conquer a neighbor or receive aid from a superpower. They usually do not activate their military forces unless attacked. They cannot buy new armies or navies during each turn and can never develop nuclear forces on their own. If a neutral attacks another neutral of equal military strength, the results are inconclusive unless they receive additional military aid from a superpower. In that case, the war continues on to the next turn, at which point either superpower may choose to intervene.
3. For simplicity's sake, some smaller nations have been combined into regions to increase playability, but it should be explained to students that in the real world even the tiniest neighbors might still be antagonists.

4. Caution students that the point of the game is to gain as much advantage over the other side as possible without being dragged into a war. If the Cold War turns into a "hot war" then everybody loses.
5. Coach the students on the various roles they can play within the group. This will help those less familiar with role-playing know what to do. Make sure everyone understands terms like "hawk" and "dove" before you begin. If you would like to simplify the game a bit, you can eliminate these individual roles. They are optional and not critical to the game play. You may also wish to eliminate the random event roll by the teacher. Random events make the game more unpredictable and fun, but are also not necessary to play the game.
6. The pace of the game will advance quickly once everyone grasps the concept. There are many ways to beat your opponent. Waging war is only used as a last resort.
7. Should a war actually break out, then the superpower that starts it must state whether it is a conventional war or a nuclear war. Simply list the country that started the war on one side of the board, and list the country that is being attacked on the other side of the board (even if it was a neutral country that attacked another neutral country). Then ask if any other countries would like to declare for each side. Allow a few minutes to allow reluctant stragglers to commit or stay neutral and for some countries to change sides at the last minute if they wish. (This often happens in real wars). Once this is done, count up the number of armies, navies, and nuclear bombs committed to each side and write them on the board in separate columns.
8. The first force to be dealt with in a war is the nuclear bombs. The defender takes the first hits and then the attacker takes theirs. The country whose capital is destroyed is immediately out for the rest of the game as well as any other allied countries that were subsequently attacked. Sometimes this will shock others into making peace, but sometimes nations will fight on to the bitter end to seek revenge, even if they know it means their own destruction.
9. The next step, after any nuclear conflicts have been resolved, is to resolve the rest of the combat with conventional forces. To do this, simply remove forces from each column one at a time as they cancel each other out. The side with the most forces remaining wins. If no side has a clear victory, the conflict goes on for another turn. If one side has only navies left and the other side has no forces left, the navies may be converted into marines, and they may invade in the same way as armies. However, these forces count only as half strength. In other words, every two navies may be converted into one marine.

Scenario

Here is an example of a typical conflict in the game:

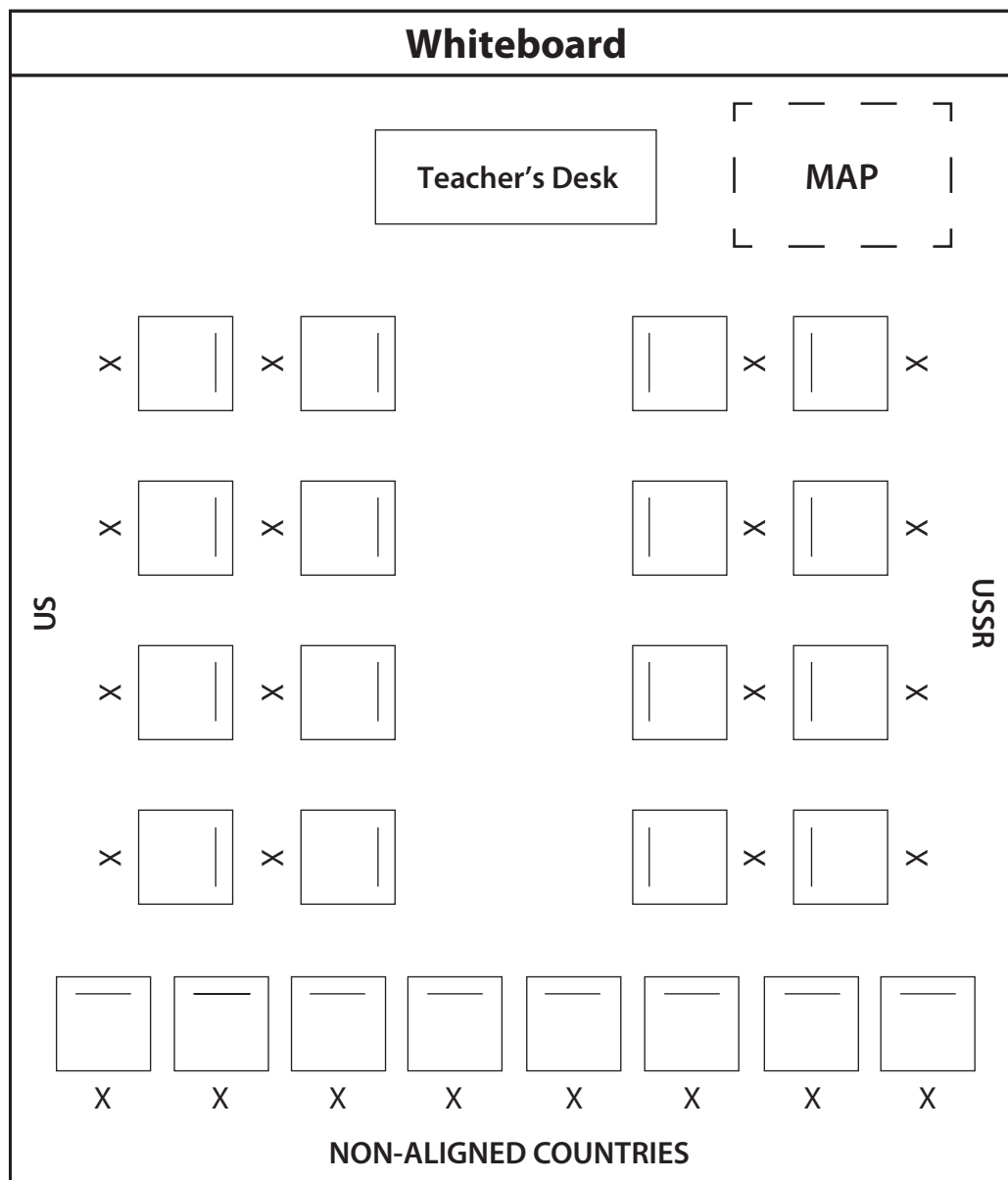
1. India decides to invade Pakistan. India has strength of 5 and Pakistan has strength of 4.
2. However, the US has secretly given India 2 points of military aid and the Soviets have given Pakistan 1 point of military aid. Therefore, the adjusted military strength of India is now 7 and the adjusted military strength of Pakistan is now 5.
3. Neither superpower decides to escalate the conflict and use nuclear weapons on either India or Pakistan or on the other superpower.
4. India wins the war and in gratitude to the US, pledges to join the American alliance on their next turn. They add their strength points to the US total, thus boosting the economic points of the US by 7 points at the end of that turn.

Of course, this war might have gone very differently if the superpowers had decided to commit additional conventional or nuclear forces. One or both countries may have ended up being nuked or taken over. The war might have also widened into a much larger multinational conflict. The superpowers may have also chosen to stay out of the brush war altogether and let the non-aligned countries go at each other without interfering. This may have prevented a larger war or made it easier to gain them as an ally later.

Debriefing

1. How real did this feel? Are you glad the game turned out the way it did or are you terrified of the prospect? What would the world be like today if the real Cold War had turned out like the game?
2. Why do you suppose the two superpowers felt they needed to compete in every area? What did they think would happen if they lost?
3. Which of these areas of competition were tried in the actual Cold War and why? Which ones were most successful?
4. Which superpower has the advantage at the beginning of the game? Who do you think usually wins?
5. Who won the real Cold War? Why?
6. What would the world be like if the Cold War were still going on today?

Cold War Seating Chart



Lesson 13

Red Guards

Objective

- This simulation helps students understand the dynamics of the Cultural Revolution in Mao's China

Duration and Complexity

- 1–2 class periods
- Level 4: Above average

Materials

- One copy of the **Red Guards Simulation** handout per student
- One identity per student from the **Hidden Identities** Sheet
- A six-sided die and a copy of the rules

Procedure

1. Cut out the secret identity strips and place them in a bag or bowl. Distribute a random secret identity sheet to each student. There are enough identities for small or large classes. You don't have to use all of them for the activity to work.
2. Each student reads his or her identity privately without revealing it to anyone else. This is the role that they will play while in the Red Guard groups. They will play the part of an avid revolutionary while hoping that no one uncovers their hidden identity. (Approximately 5 minutes)
3. Divide the class into teams of 5–8 students. Each team represents a faction of Red Guards that is eager to prove that they are more fervent revolutionaries than all others.
4. Each student will stand and briefly introduce him or herself in character. They will say something like, "I am Cheng Ho. I am a baker. I work hard to supply food for our glorious workers. Long live the great Chairman Mao." You may find lists of Chinese names on many different websites. Have the students choose one of their own or assign them one. If you happen to have any students of Chinese ancestry in your class, do not use their names, however. (Approximately 5 minutes)
5. Students may mill about the room freely for a few minutes and converse with each other in character. They will try to get as much information about others as possible without revealing anything suspicious about themselves. (Approximately 5 minutes)

6. Students return to their group and discuss likely candidates to accuse of anti-revolutionary activities. (Approximately 5 minutes)
7. The teacher will choose a group at random to make its denunciations. A spokesperson from the group will say something like, "The people accuse comrade Yi Low of being an enemy of the revolution. He will stand forward for questioning."
8. The accusing Red Guard group may pose 5–10 questions to the accused person. The accused person may answer in any manner that they wish as long as they stay in character. He or she must answer the questions put to them. He or she cannot remain silent. The accused can be polite and cooperative, defensive and defiant, appeasing and repentant. The choice is theirs.
9. After hearing responses of the accused character, the Red Guard group may pronounce the accused innocent and commend them as a good citizen, let them off with a stern warning, or punish them with an appropriate form of humiliation. Each time a team successfully denounces an accused person they get one Mao point. The team with the most Mao points at the end of the game wins. If there is no winner, that's OK. It is perfectly acceptable to end the game in a tie.
10. The accused must then make a choice to defy the judgment of the Red Guard and take their punishment, accuse another person of anti-revolutionary activities, or attempt to flee the country. If they take their punishment, they may not accuse others in future rounds. If they accuse another who is found guilty, they may be restored to party membership and take part in future denunciations. If they attempt to flee the country, roll on the Flee Red China chart to see if they succeed.
11. Resolve any counteraccusations in the same way as a regular group denunciation, as outlined above. Finish all of these counteraccusations before moving on to another Red Guard group's turn.
12. The teacher then chooses the next Red Guard group to make accusations, and the process is repeated.
13. Continue this until all groups have had a chance to denounce at least one person. Keep track of Mao points for each team on the board.
14. Stop the simulation shortly before the end of the period.
15. Conduct the debriefing. (5–10 minutes)

Teacher Recommendations

1. This game is best played after the class has already been given an overview of the Cultural Revolution and Mao's China.
2. If possible, have the students read a transcript of an actual Red Guard interrogation before conducting the game. These are available in numerous books about the Cultural Revolution, such as *Mao and China*, and in fictional works, such as *The Revolution is Not a Dinner Party*.
3. It is also good idea to make a copy of the all of the secret identities on a single sheet for students to familiarize themselves with before the simulation begins. That way they will know what to look for when accusing others. Stress to the students that everyone has a secret identity in this game that they are trying to hide.
4. It is very important that you explain to students that they are merely acting out a role to learn from history. Do not attempt to have students role-play the punishments doled out by the Red Guards. That would be too humiliating for students. Nothing from this game should be taken personally or taken outside of their classroom. Admonish them strongly that this game should not be misused as a form of personal retribution for actual private disputes between students. Absolutely no form of bullying will be tolerated during the game or afterwards. If the game gets too heated, stop it immediately and remind students that it is only a simulation. Remind them not to take it personally as it is only a learning experience.
5. Stop the simulation after you feel that your learning objectives have been achieved. Do not let it drag on too long. It is not necessary that every student face an accusation, merely that each person experiences the simulated fear of being accused.
6. For lower level students, you may need to give them a ready-made script for accusations and defense. For enrichment, you may wish to have students read more primary sources about the Cultural Revolution and write about how they would have responded if they had been accused by the Red Guards.

Debriefing

1. Why did the Cultural Revolution happen?
2. Who gave the Red Guards the authority to act on Mao's behalf to purge counter-revolutionaries?
3. Why did so many groups accuse each other when they all claimed to be loyal to Chairman Mao?

4. How did it feel to be the accused? What would you have done in those circumstances?
5. How did it feel to be the accuser? What would you have done in those circumstances?
6. What was the long-term impact of these Red Guard activities on China?
7. Could this happen again in China today? Why or Why not?
8. What other similar loyalty trials were conducted in other parts of the world and at other times in history? What were the results?

Ancient History

1. What if the cradle of Western civilization had been in Europe?
2. What if the cradle of Western civilization had been in Africa?
3. What if agriculture had never been invented?
4. What if cities had never been invented?
5. What if the alphabet had never been invented?
6. What if writing had never been invented?
7. What if monotheism had never been invented?
8. What if Moses had never lived?
9. What if Jesus had never lived?
10. What if the scientific discoveries of the Greeks had continued?
11. What if Socrates had never lived?
12. What if the Greek city-states had united?
13. What if Alexander the Great had never lived?
14. What if Alexander the Great had not died young?
15. What if Alexander the Great had reached China?
16. What if Alexander the Great had turned westward instead of attacking the Persian Empire?
17. What if Caesar had never lived?
18. What if Caesar had been killed in battle in Gaul?
19. What if Caesar had not been assassinated?
20. What if Augustus had never lived?
21. What if Augustus had lost the civil war?
22. What if Constantine had not moved the capital of the Roman Empire to Byzantium?
23. What if the Roman Empire had never fallen?
24. What if the Roman Empire had discovered America?
25. What if the Roman Empire had conquered the rest of Africa?
26. What if the Roman Empire had conquered China?
27. What if the Roman Empire had conquered India?
28. What if the Roman Empire had conquered the Germanic tribes?
29. What if the Roman Empire had discovered gunpowder?
30. What if ancient India had been united?
31. What if ancient India had not had a caste system?
32. What if ancient India had recorded history in the same way the West did?
33. What if ancient China had recorded history in the same way the West did?

34. What if ancient China had been a democracy?
35. What if ancient China had an alphabet?
36. What if the horse had not become extinct in North America?
37. What if ancient Americans had discovered metallurgy?
38. What if ancient Americans had discovered the wheel?
39. What if ancient Americans had discovered Europe or Asia?
40. What if ancient Americans had developed nation-states?

Medieval

1. What if the papacy had arisen in another city besides Rome?
2. What if the Great Schism had never occurred?
3. What if the Arabs had converted to Christianity?
4. What if the Mongols had never left Mongolia?
5. What if Attila the Hun had never been born?
6. What if Genghis Khan had never been born?
7. What if the Vikings had stayed in America?
8. What if the Vikings had told other Europeans about America?
9. What if the Normans had not conquered England?
10. What if the Vikings had never converted to Christianity?
11. What if the Russians had never converted to Christianity?
12. What if Mohammed had never been born?
13. What if the Mongols had never conquered China?
14. What if the Mongols had conquered Japan?
15. What if the Mongols had conquered Europe?
16. What if the Mongols had remained united?
17. What if the Germanic tribes had united?
18. What if Charlemagne had never lived?
19. What if Charlemagne's heirs had preserved his kingdom?
20. What if the Arabs had conquered all of Europe?
21. What if medieval monks had not preserved the writings of the Greeks, Romans, and Arabs?
22. What if the Mayans had not practiced human sacrifice?
23. What if the Mayans had built a unified empire?
24. What if the Mayans had discovered refrigeration?
25. What if the Japanese had built a unified empire?
26. What if the Tartars had not attacked the Russians?
27. What if the Crusader States had not fallen to the Turks?
28. What if the Jews had been allowed to return to the Holy Land?

29. What if a cure had been found for the bubonic plague?
30. What if the kingdoms of medieval Africa had made wider contact with the Europeans?

Renaissance

1. What if Renaissance Italy had been united?
2. What if the pope had agreed to Martin Luther's reforms?
3. What if the Byzantine Empire had not fallen to the Turks?
4. What if the Italian explorers had claimed their discoveries for their own countries?
5. What if Germany had united at the same time as England and France?
6. What if Galileo had not gone blind?
7. What if Galileo had been free to publish his ideas about the place of the earth in the universe?
8. What if Leonardo da Vinci had actually built some the inventions in his notebook such the helicopter, glider, or tank?
9. What if Shakespeare were Polish?
10. What if Lorenzo de Medici had lived after his denunciation by Savonarola?
11. What if Cortes had not conquered the Aztecs?
12. What if the Spanish had discovered gold in California?
13. What if Columbus had given up?
14. What if Columbus had been turned down by the Spanish?
15. What if Columbus had convinced the Portuguese to back his voyages of discovery?
16. What if Columbus had reached Asia?
17. What if Columbus had known he wasn't in Asia?
18. What if Magellan had lived to return to Spain?
19. What if Giovanni Caboto (John Cabot) had survived his second voyage?
20. What if the English or French had never claimed colonies in the New World?
21. What if the Native Americans had had resistance to European diseases?
22. What if the potato had not been discovered in the New World?
23. What if maize had not been discovered in the New World?
24. What if the French or Spanish had conquered all of North America?
25. What if the Scientific Revolution had taken place in China?
26. What if the Chinese had discovered America?
27. What if the Chinese had discovered the printing press with moveable type?
28. What if Henry VIII had been granted a divorce by the pope?
29. What if the Spanish Armada had been victorious?
30. What if Francis Drake had been captured by the Spanish and hanged for piracy?
31. What if the Ivan the Terrible had been able to pick his own nickname to go down in the history books?

32. What if the Council of Florence had succeeded in reunifying the Roman Catholic and Orthodox churches?
33. What if Africans had developed guns before the Europeans?
34. What if King Alfonso's ban on slavery had been enforced throughout Africa?
35. What if there had been no slavery in America?
36. What if tobacco never existed?
37. What if the New World never existed?
38. What if gunpowder had never been introduced to Europe?
39. What if the Inquisition had never been carried out?
40. What if Protestantism had prevailed in southern Europe?

The Age of Reason

1. What if Oliver Cromwell had been a Catholic?
2. What if Charles I had won the English Civil War?
3. What if James II had remained king in 1688?
4. What if Isaac Newton had never been born?
5. What if the works of the philosophes had been successfully repressed?
6. What if the pope had become an enlightened monarch?
7. What if the French Revolution had occurred before the American Revolution?
8. What if the French had not aided the Americans in their Revolution?
9. What if Catherine the Great were not of German ancestry?
10. What if Peter the Great had not improved Russia's contacts with western Europe?
11. What if the French Revolution had occurred during the reign of Louis XIV?
12. What if the English Revolution had been as violent as the French Revolution?
13. What if the French, Spanish, or Italians had tolerated Protestantism?
14. What if the revolutions had succeeded in Germany, Russia, Spain, or other countries?
15. What if Louis XVI had been a stronger king?
16. What if Louis XVI had married a French woman instead of Marie Antoinette?
17. What if Adam Smith had been a communist?
18. What if one of the parties of the French Revolution had become the permanent government and the revolution had ended peacefully?
19. What if Robespierre had stayed in power?
20. What if most of the reforms of the French Revolution had become permanent?
21. What if the French Revolution had been carried out by Communists?
22. What if Frederick the Great had not had a well-trained army?
23. What if the Thirty Years War had had a clear winner?
24. What if Napoleon had conquered Russia?

25. What if Napoleon had won at Waterloo?
26. What if Napoleon had not died young?
27. What if Napoleon had remained an Italian citizen?
28. What if the Aborigines of Australia had remained isolated from the rest of the world?
29. What if Australia had been settled by a different country?
30. What if Australia had not been settled by prisoners?
31. What if the Polynesian islands had remained undiscovered?
32. What if France had prevailed in India and driven out the British?

Industrial Revolution

1. What if the Industrial Revolution had begun in another part of Europe other than England?
2. What if the refinement of petroleum had been discovered 100 or 200 years earlier?
3. What if the British had never found coal in their home country?
4. What if Britain had been self-sufficient in raw materials?
5. What if the British had had no overseas markets for their goods?
6. What if ways had been found to curb the pollution and waste of industrialism sooner?
7. What if labor laws had been introduced sooner?
8. What if there were no labor unions?
9. What if the railroad had not been invented?
10. What if the Bessemer Process had not been invented?
11. What if ways to improve the food supply had not been found?
12. What if modern medicine had not arrived to improve living conditions and extend life expectancy?
13. What if Thomas Malthus’s predictions had been right?
14. What if the steam engine had been invented earlier?
15. What if the franchise had not been extended to the lower social classes in Great Britain?

Imperialism

1. What if Russia had never sold Alaska to the United States?
2. What if the United States had tried to gain colonies in Africa?
3. What if the United States had gone to war with Britain over Hawaii?
4. What if there were no gold or diamonds in South Africa?
5. What if the Boers had defeated the British in South Africa?
6. What if the Zulus had kept their lands in South Africa?
7. What if Egypt (or any other colony) had kept its independence?

8. What if the French had accomplished their goal of unifying all of North Africa under their colonial rule?
9. What if the Age of Imperialism were still going on today?
10. What if the Africans had developed or obtained modern guns prior to European attempts at Imperialism?
11. What if Africans had united to resist Imperialism?
12. What if Europeans had ignored the Monroe Doctrine?
13. What if Europeans had ignored the Open Door Policy?
14. What if the British had been able to convert all of India to Christianity?
15. What if Russia had achieved its goals of access to the Mediterranean, Indian Ocean, or domination of the Balkans?

World War I

1. What if the Archduke Franz Ferdinand had lived?
2. What if the British had tanks at the beginning of WWI?
3. What if the Germans had used all of their battleships during the war?
4. What if Germany had only attacked France or Russia in WWI?
5. What if America had stayed neutral?
6. What if some of the neutral countries like Spain or Sweden had joined the war?
7. What if the Schlieffen Plan had worked?
8. What if the Russian Revolution had happened earlier?
9. What if the Russian Revolution had never happened?
10. What if Lenin had not returned to Russia?
11. What if Italy had not changed alliances or stayed neutral?
12. What if the White army had won the Russian Civil War?
13. What if the Czar and his family had lived?
14. What if the Treaty of Versailles had been more lenient on the Central Powers?
15. What if the Ottoman Empire or Austro-Hungarian Empire had remained intact?

World War II

1. What if Mussolini had stayed a Socialist?
2. What if Mussolini had stayed neutral?
3. What if Mussolini had not been allied with Hitler?
4. What if Mussolini had been a better military planner? Could the Italian armed forces have performed better?
5. What if Hitler had had a more normal family life during his upbringing?
6. What if Hitler had been successful as an artist?
7. What if Hitler had been killed during WWI?
8. What if Hitler had been replaced as leader of the Nazi Party?

9. What if *Mein Kampf* had been a flop?
10. What if the Beer Hall Putsch had worked?
11. What if Hitler had remained a democratic leader?
12. What if Britain and her allies had decided to stop Hitler sooner?
13. What if Hitler had honored the Munich Accords?
14. What if Hitler had not attacked Poland?
15. What if Appeasement had continued?
16. What if the Maginot Line had worked?
17. What if Dunkirk had failed?
18. What if the Axis powers had gotten control of Egypt and the Suez Canal?
19. What if Italy had surrendered sooner?
20. What if Mussolini had committed suicide?
21. What if Mussolini had successfully escaped to Germany?
22. What if Italy had not changed sides in the war?
23. What if Hitler had not attacked Russia?
24. What if Hitler had attacked Russia earlier in the summer?
25. What if Hitler had conquered Moscow?
26. What if Japan had attacked Russia instead of the United States?
27. What if Stalin had not killed so many generals in the purges?
28. What if Stalin had surrendered?
29. What if the Germans had not tried to conquer Stalingrad?
30. What if the Germans had conquered the Baku oilfields?
31. What if some of the neutral countries like Spain had joined the war?
32. What if Hitler had had a better navy at the beginning of the war?
33. What if radar and sonar had not been invented?
34. What if the Germans had discovered the atomic bomb first?
35. What if the assassination attempt on Hitler had worked?
36. What if the Invasion of Normandy had taken place at an earlier or later time?
37. What if the Battle of the Bulge had succeeded in pushing back the Allies?
38. What if the Americans and British had conquered all of Germany before the Russians arrived?
39. What if Hitler had not committed suicide?
40. What if Japan had concentrated all of her strength on conquering China?
41. What if Japan had conquered Australia or India?
42. What if Japan had never attacked Pearl Harbor?
43. What if the United States had been prepared for the attack on Pearl Harbor?
44. What if the attack on Pearl Harbor had succeeded in sinking all of the American aircraft carriers?

45. What if the United States had decided to attack Japan directly instead of island hopping?
46. What if the atomic bomb had not been used on Japan?
47. What if the atomic bomb had been used on Germany?
48. What if Japan still hadn't surrendered after the two atomic bombs were dropped?
49. What if the atomic bomb had been only been demonstrated, but not dropped on a city?
50. What if the atomic bomb had been used on a strictly military target?
51. What if there had been only one atomic bomb?
52. What if WWII had been resolved by means of a treaty like the Versailles Treaty following WWI with reparations, demilitarization, and loss of land from the defeated powers?

Cold War

1. What if Roosevelt had lived to finish his fourth term in office?
2. What if there had been no atomic bomb?
3. What if the hydrogen bomb had not been invented?
4. What if the United States and Soviet Union had remained allies?
5. What if Germany had remained united and neutral?
6. What if the Soviets had invented the atomic bomb first?
7. What if the Soviets had invented the hydrogen bomb first?
8. What if the Soviets had allowed free elections in Eastern Europe after WWII?
9. What if the Nationalists had won the Civil War in China?
10. What if Korea had been completely reunified by one side or the other?
11. What if China had stayed out of Korea?
12. What if Truman had allowed MacArthur to remain as the commander of Allied forces in Korea?
13. What if the Soviets had used combat troops in Korea?
14. What if the United States had used the atomic bomb in North Korea?
15. What if the United Nations had been involved in Vietnam the same way that it was in Korea?
16. What if the United Nations had not been formed?
17. What if NATO or the Warsaw Pact had not been formed?
18. What if the Marshall Plan had not been implemented?
19. What if *Sputnik* had been a flop?
20. What if the United States had launched a satellite before *Sputnik*?
21. What if the Berlin Blockade had succeeded?
22. What if the United States had intervened to aid the revolt in Hungary against Communism?

23. What if the United States had been Communist and the Russians were Capitalists?
24. What if Joseph McCarthy was right about there being Communists in the Army and the State Department?
25. What if Nixon had been president instead of Eisenhower?
26. What if Nixon had been president instead of Kennedy?
27. What if Fidel Castro had not become a Communist?
28. What if Eisenhower had been president instead of Kennedy during the Bay of Pigs invasion?
29. What if the Bay of Pigs invasion had worked?
30. What if the CIA's attempts to kill Fidel Castro had worked?
31. What if the Cuban Missile Crisis had actually turned into a full-scale war?
32. What if the United States had attempted to invade Cuba during the Cuban Missile Crisis?
33. What if the Soviets had used the missiles in Cuba?
34. What if Kennedy had lived to finish his term in office? Would he have escalated our involvement in Vietnam to a full-scale war?
35. What if the United States had invaded North Vietnam?
36. What if the United States had used nuclear missiles on North Vietnam?
37. What if the Chinese and Soviets had not aided North Vietnam?
38. What if the United States had not invaded Cambodia?
39. What if there had been no Ho Chi Minh?
40. What if there had been no Ho Chi Minh Trail?
41. What if the United States had withdrawn from Vietnam earlier?
42. What if the United States had never been involved in Vietnam?
43. What if there were still two Vietnam's today?
44. What if both sides had honored their obligations under the Paris Cease-Fire Agreements?
45. What if the Prague Spring had succeeded?
46. What if the Republic of Biafra had retained its independence?
47. What if Juan Peron had not married Evita?
48. What if Nixon had not gone to China?
49. What if the Great Leap Forward had worked?
50. What if the Cultural Revolution had worked?
51. What if China had been admitted to the United Nations earlier?
52. What if the Great Leap Forward had not occurred?
53. What if the Cultural Revolution had not occurred?
54. What if Mao had remained a Confucianist?
55. What if someone like Mao remained in charge of China today?

56. What if the Tiananmen Square Revolt had succeeded?
57. What if Britain had refused to return Hong Kong to China?
58. What if Argentina had won the Falklands War?
59. What if Ronald Reagan had been president in 1976?
60. What if Jimmy Carter had succeeded in rescuing the hostages in Iran?
61. What if the SALT II Treaty had been ratified?
62. What if the Soviets had succeeded in taking over Afghanistan?
63. What if Ronald Reagan had not proposed arms control talks with Soviets?
64. What if Ronald Reagan had not been willing to negotiate with Gorbachev?
65. What if Ronald Reagan had not increased arms spending in the early 1980s?
66. What if the Strategic Defense Initiative had been completed?
67. What if Mikhail Gorbachev had remained a Stalinist style of Communist?
68. What if Mikhail Gorbachev's reforms had worked?
69. What if the Soviet Union had not broken apart? What would the world be like today?
70. What if the Soviet Union had won the Cold War? What would the world be like today?
71. What if Boris Yeltsin had not forced Gorbachev out of power?
72. What if the Communist revolt against Gorbachev had worked?
73. What if the Berlin Wall had not come down?
74. What if Gorbachev had resisted Eastern Europe's attempts to no longer be Communist?
75. What if Eastern Europe had remained Communist?
76. What if Gorbachev had resisted the Baltic State's attempts to leave the Soviet Union?
77. What if peace in the Middle East had been achieved?
78. What if Israel's enemies had succeeded in taking it over?
79. What if the United States had decided not to do anything about Iraq's invasion of Kuwait?
80. What if the Persian Gulf had not contained oil?
81. What if George Bush had not been able to assemble the coalition of allies against Iraq?
82. What if Saddam Hussein had been killed in the Gulf War?
83. What if all of Iraq had been occupied during Desert Storm?
84. What if the United States had decided not to do anything about the war in the Balkans?
85. What if Slobodan Milosovic had completed his campaign of ethnic cleansing in the Balkans?

Reproducibles



Medieval Conversation

Directions: How many things can you find in this conversation that would be out of place if it were held in the Middle Ages? Discuss these words and phrases with a partner and circle or underline them below.

"Hello, Mr. Jones," said Mr. Smith. "How was your weekend?"

"Okay," replied Mr. Jones. "We went surfing in Santa Cruz."

"Oh, really!" said Mr. Smith. "How did you get there?"

"We drove our minivan down Highway 17," Mr. Jones responded.

"Would you like to stop for a bite to eat?" questioned Mr. Smith, entering the restaurant.

"Sounds terrific," agreed Mr. Jones as they entered together.

As they took a seat, the waitress asked, "May I take your order?"

"You bet," affirmed Mr. Jones. "I'd like a diet cola and a vegetarian pizza."

"I'd like a mushroom burger with American cheese and an iced tea with lemon and no sugar," added Mr. Smith.

"Thanks," quipped the waitress as she skated away with their order.

"How's things with your wife?" queried Mr. Smith.

"Not so good," replied Mr. Jones. "She wants a divorce."

"Oh, no!" said Mr. Smith. "Why?"

"Oh, she's a Protestant and I'm a Catholic," Mr. Jones answered.

"That's the pits," reflected Mr. Smith.

The waitress brought their bill and suggested, "Would you like a cinnamon roll for dessert?"

"No, thanks," they both said.

"That will be \$10.87, please," stated the waitress.

"Do you accept credit cards?" asked Mr. Smith.

"Sure," said the waitress, as she took their bill to the register.

Mr. Smith commented, "What's that song on the radio?"

"I don't know," replied Mr. Jones. "Some new rap song."

"Well, I gotta fly," said Mr. Smith.

"Me too," said Mr. Jones. "I've got an appointment with my psychiatrist about my first marriage."

"Ciao," said Mr. Smith.

"Later," replied Mr. Jones.

Renaissance Patronage Proposal Form

Student's name: _____

Date: _____ Period: _____

Name of the artist, writer, inventor, etc.: _____

Name of the patron to be honored: _____

Name of the patron's country or company: _____

Major accomplishments of the patron to be honored: _____

How will the masterpiece reflect these accomplishments? _____

Location where the masterpiece will be displayed: _____

Religious or secular themes to be included in the work: _____

Symbolism used in the masterpiece: _____

Brief description of the masterpiece: _____

Materials and workers to be used in its construction: _____

Why is the artist, writer, inventor, etc. uniquely qualified to produce this masterpiece? _____

Overall cost of the project:

Provide a general sketch of how the masterpiece will appear in the space below:

Christopher Columbus Trial Simulation

The charges against him:

1. Breach of contract. He didn't discover the Indies, therefore, the king and queen don't owe him a peso.
2. Mismanagement of Hispaniola. He was a terrible governor.
3. Misappropriation of the reward for the first sighting of land. He stole the money from others who sighted land first.
4. Impersonating a lord of noble blood. He was not a noble so he should not be allowed to be a viceroy of the Indies for the king and queen.
5. Conspiracy to commit treason against Their Most Catholic Majesties, the king and queen of Spain. He has defrauded them and conspired with our enemies.



Christopher Columbus

Characters:

- Christopher Columbus (known to the Spanish as Cristobal Colon and in his native Genoa as Cristoforo Colombo)
- The judge (the teacher or a leading student)
- 5 lawyers for the prosecution
- 5 lawyers for the defense
- The jury (9–12 members) representing the Council of the Indies
- Witnesses for the prosecution:
 - Francisco de Bobadilla (royal representative to the Indies)
 - Martìn Alonso Pinzòn (captain of the Pinta)
 - Gonzalo Fernàndez de Oviedo (chronicler of the *General and Natural History of the Indies*)
 - Master Rodrigo (former archdeacon of Reina; Spanish theologian)
 - Guatauba (a Taino Indian)

- Witnesses for the defense:
 - Ferdinand Columbus (son of the Admiral of the Ocean Sea)
 - Giovanni Caboto (John Cabot; fellow explorer)
 - Bartolomé de Las Casas (defender of the Indians; author of *History of the Indies*)
 - Paolo Toscanelli (professor of mathematics, geography, and philosophy)
 - Amerigo Vespucci (fellow explorer; head of the Royal Academy for Exploration of the Indies)

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The Santa María

Witness for the Prosecution #1

Deposition of Francisco de Bobadilla, royal representative to the Indies

Cristobal Colon (Columbus) was a cruel and corrupt governor of Hispaniola who, through false claims and mismanagement, ruined the colony, oppressed its Christian and Indian inhabitants, and plotted to wrest control of the colony for his own possession or to hand it over to the control of our enemies. He overtaxed the Indians and forced the Spaniards to do hard labor for him and to go for long periods without pay. He falsely accused innocent people and punished them harshly. He was unable to fairly collect the taxes due from the Indians to the sovereigns. He was also unable to control their uprisings. When unable to deliver the gold and riches that he said this colony would produce for Spain, he enslaved some of the very same Indians he had told everyone earlier not to harm. Not that I am against slavery itself, for, as everyone knows, the Indians enslaved each other before we arrived. I happen to feel that the cannibals among them deserve it for their devilish practices, but why enslave those who are loyal to us? Colon was a very poor judge of which Indians were loyal and which were not. Innocent ones were killed and treacherous ones were pardoned. Many lives were needlessly lost.

Colon is cruel and greedy and deserved to be replaced. Had he remained the governor, the colony surely would have fallen into ruin. I was sent as a most humble servant of Their Most Catholic Majesties to report on the status of the colony and the uprising. I regret to have to say that Cristobal Colon and his brother are totally incompetent and that I had no choice but to assume the leadership of the colony for myself to restore some sense of order to the chaos they had created. After listening to the grievances of many upstanding citizens who were harmed by them, I strongly feel that no one who bears the name "Columbus" should ever rule these lands again. I agree with Their Most Catholic Majesties that Spanish lands should remain in Spanish hands from now on.

Witness for the Prosecution #2

Deposition of Martín Alonso Pinzón, captain of the Pinta, 1492

Colon (Columbus) was a fraud. It is I who found the lands of the Indies first for the glory of Their Majesties. I returned to Spain first to stake my rightful claim. His poor leadership often led the men to the brink of mutiny. He made judgment errors in the course of navigation that could have cost us our lives. He recklessly endangered us to further his own ambitions. He defrauded humble sailors of their rightful prize from the king and the queen for being the first one to sight land. On this account, I seek nothing for myself, but only that the simple sailor who first sighted land be given the prize money for himself. As if Colon needs the money after all of the vast funds and rewards lavished upon him already! Why cheat a poor sailor of the 10,000 maravedis annuity when that money could mean a lifetime of security to a poor man like Pedro Yzquierdo and nothing more to Colon? He is a traitorous foreigner who lorded it over loyal Spanish patriots who were humbly serving their righteous sovereigns. He is not to be trusted and should not be paid anything since all of the important work was done by others.

I am the one who arranged for all of the important introductions that made this journey possible when everyone else said it was foolishness and could not be done. I lent him money and provided him with ships. Columbus could have never found the Indies without my help. I was the first one to sight land in the Indies, the first to land in Hispaniola, and the first one to return to Spain. I was the one to encourage the men to go on when they all wanted to turn back. I was even the one to give Columbus the idea to sail westward. I told him of a letter I saw in Rome wherein the wise King Solomon told of a rich land named Cipangu that could be reached by sailing west from Spain. It is only fair that I, a native-born Spaniard, be given half of the treasure that I have brought to the king and queen of Spain. I once called Columbus my friend, but that filthy, lying foreigner has defrauded me of what he promised and all that I worked so hard to gain. My only hope is that as I lay dying, God will see fit to bring justice to my heirs and restore the riches and honor that are due to my family.

Witness for the Prosecution #3

Deposition of Gonzalo Fernàndez de Oviedo

I am the author of the great work *Historia General y Natural de las Indias* (*General and Natural History of the Indies*), the first comprehensive work to chronicle the history of the region from its earliest times under the rule of our great sovereigns, the king and queen of Spain. I know this land, Columbus, and his deeds better than almost any other man alive. While Columbus had some admirable traits, he has made some inexcusable errors that cast shadows of doubt upon his ability to rule these colonies, and even upon whether he truly deserves to be called their discoverer. Most of all, he is far from the first person to consider finding new lands to the west. Did not the great philosopher Aristotle mention the land of Atlantis as being to the west of the straits of Gibraltar? If such an authority as Aristotle says that the Carthaginians had already been there and people are now being sent to the Inquisition for questioning the word of the wise Aristotle, then what are we to say of Columbus's claims that he got there first?

A commonly repeated story these days is that Columbus first thought of sailing westward when he saw the Indies clearly marked on a map made by a Portuguese man, Vicente Dias, who had already been there. This man had been blown off course by a storm and had seen these islands, but had been unable to find them on several return ships. Is it not at least possible that Dias, or some other Portuguese Andalusian or Basque navigator, put this idea into Columbus's head? No one can prove this is true, and I am not really sure I believe it myself, but, if it is true, then all claims he has made as to revealing the Indies to the rest of the world, and all of the titles and revenues that come with it, are falsely gained. This would make Columbus no more than an imposter and a usurper. As to the claims of the Pinzòns, they are great navigators, but I think that it would have been shameful for them to mutiny against their commander, and they clearly did not. I will leave it up to this court to decide who deserves the proper credit for discovering these new lands and returning to Spain first. I want no further part of these proceedings.

Witness for the Prosecution #4

Deposition of Master Rodrigo, former archdeacon of Reina; Spanish theologian

When Columbus came to us, he was a poor tradesman who only pretended to be a scholar. Columbus's ideas were based on faulty knowledge of geography and history. He dared to add his own changes to the long-accepted maps of the great Greek geographer, Ptolemy. He deliberately underestimated the circumference of the globe to make his proposal sound more feasible. He misinterpreted the Scriptures when he said that the world is 2/3 water. Many great philosophers disagreed with him. Even though Their Most Catholic Majesties were busy with the righteous crusade of driving the Moorish infidels from our land, Columbus kept harassing them until they gave in and let him try his Enterprise of the Indies. He proved nothing by going there, however, because others went to the Indies before him. There have been Spanish colonies in the Indies for as far back as the Carthaginians. Even the Portuguese went there before Columbus did. He probably got the idea from them.

Columbus did nothing new, so the king and queen owe him nothing. He is foreign-born and had a Portuguese wife. For all we know, he could be a spy for our enemies! Columbus said that he would pledge all of the money he gained from his conquests to start a new crusade. Well, I haven't seen any new crusades started lately. Besides, he has been to the Indies four times and still hasn't found the wealth mentioned by Marco Polo. Despite all of this, he has the nerve to demand to be made the king of the new lands he found and to be given a large share of its wealth for him and his heirs forever. Even a fool with only a basic understanding of the law knows that if you don't deliver upon your part of the bargain in a contract, you can't expect any reward in return! Who does he think he is? We have put up with this fool for long enough. Give him some pittance of a settlement and give the proper credit and reward to loyal Spaniards like the Pinzons who have served God and their country faithfully in these troubling times.

Witness for the Prosecution #5

Deposition of Guatauba, a Taino Indian

When I first met Columbus, I thought the gods had come to our island. He and his men looked so strange to us, but he seemed warm and friendly. He seemed genuinely interested in learning our ways and offered us interesting items like bells and mirrors, which we had never seen before. I still remember the first time I saw my own face in a mirror. I must have jumped back three or four steps in amazement! Because I learned their language faster than the others, he asked me to accompany him as a translator.

At first it was interesting, but I soon longed for home. Columbus could be very kind at times, like the time he rescued my tribe from a group of cannibals that was planning to eat us, but at other times, he grew very obsessive and greedy. At every new island we went to, he would ask the same questions, "Have you seen Cathay, Cipangu, the Great Khan, the cities of gold?" It got to be pretty comical after a while as I kept translating the same message back to him that the other Indians had said, "Oh, the gold. That's way over there on that other island." Amazingly, Columbus never caught on that the Indians didn't know what he was talking about and were just trying to get rid of him.

One day, Columbus said that he was going to take us back to his country to prove to his chief that we had been to "the Indies," wherever that is. After crossing more water than I had ever seen, we still hadn't arrived at his island. I panicked and jumped overboard. Though I hated to leave Columbus because he had always been kind to me, I had to get back home. Luckily, some friends picked me up in their canoe. I eventually returned home several years later. I heard later that some of my friends were not so lucky. They drowned or died of diseases shortly after arriving in Spain.

To my horror and amazement, my home island was nothing like what I had left. Everyone was dying from these horrible little red dots all over their skin. They all had a high fever and a terrible thirst. Many are falling every day now. Most of my friends and family are already gone. As if that is not bad enough, we were tricked by the Spanish into being made slaves, and made to work long hours growing crops for them or mining until we collapse with exhaustion. Columbus has now ordered that we take those beautiful little bells that he gave us (how I love their sound) and fill them with gold once a month. Doesn't he know that it is impossible?! When my friends complained to him that there wasn't enough gold on the island to do that, he had them killed! Now, I hate the man. I don't know what happened to the man I once called my friend. I believe in this new god that Columbus brought with him. Maybe he will call out one of the Spaniards to show them the error of their ways. May God forgive Columbus, for I cannot.

Witness for the Defense #1

Deposition of Ferdinand Columbus, son of the Admiral of the Ocean Sea

I know what you are thinking: "How can a man's own son give an impartial account of him?" Well, I am more than just a dutiful son. Although I know him like no other and am proud of his great deeds and accomplishments, I am also his chief biographer, curator of his collection of maps, charts, and writings, a humanist scholar, an historian and a navigator myself. I have collected books from many parts of Europe. I have served on a royal commission that corrected marine charts, commissioned pilots, and decided the rival claims of Spain and Portugal over the Moluccas. What's more, I accompanied the great Admiral on one of his voyages and saw his great strength of command and divinely guided decision-making first hand.

Oviedo is a poor scholar who knows no Latin and relies on others to translate documents for him. He has read things into Aristotle's writings that were not there, misinterpreted documents, and deliberately misled people. Who is he to take away the credit for deeds done by men much greater than him? God led my father to the Indies to fulfill a heavenly mission to reach those living in spiritual darkness. How can Oviedo cast doubt on this and give the credit to others based on rumor alone? What kind of historian is that?

Oviedo claims that the Carthaginians or other ancients came to the Indies first, but he offers no conclusive proof that these lands were west of the Straits of Gibraltar. If they were large lands with great forests and navigable rivers, how could this be possible on islands, no matter how big? Surely there was a mistake in his translation of Aristotle. If these lands were so great, why didn't the ancients stay there and their existence remain common knowledge? He also says that a few years before Columbus, Portuguese explorers were accidentally blown westward and found the Indies. How is that possible when the winds blow from west to east not from east to west? That would be an even bigger miracle than the ones my father witnessed as God led his way through the Enterprise of the Indies.

Most of the other accounts of Columbus are written by men who did not know him. Their books are full of errors, either from ignorance or from malice, because they wish to give credit for Columbus's discoveries to others so that they could gain something for themselves. I have carefully exposed each one of their falsehoods at length in my book *The Life of the Admiral Christopher Columbus* at length, so I will not trouble you with them now. Who can know a father better than his own son? What could I possibly gain from lying about him? There are those like Agostino Giustiniani who would insult my father's heritage, claiming that he was not of noble origins. Even if he is not, which is more important: a man with a noble title who does nothing important, or a common man who does noble deeds? My father was not a simple tradesman. He studied at the University of Pavia and was well versed in letters, geography, history, and philosophy. He was an expert mapmaker, always updating his maps with details from interviews with well-traveled sailors. He prepared well for his journeys by scouring every book written since ancient times that he could find that mentioned the Orient.

He traveled to the limits of the known world and interviewed anyone he could find that had been near the Indies. He was a navigator without equal. He prepared for his trips by studying all the winds and currents before he departed in order to be sure of a safe return. He traveled through treacherous waters filled with dangers never before seen, such as hurricanes, coral reefs, and deadly areas with no wind at all, where many lesser men would have perished. To those who would say that he was cruel, greedy, or incompetent, I say that nothing could be further from the truth. He was a pious, humble man who suffered great persecutions at the hands of others. First they doubted him, then they mocked him, and then, when they found out that he was right all along, they tried to rob him of his due rewards. Bobadilla is a corrupt man who sided with the leaders of the rebellion against the rightful ruler of the colonies, Columbus, the duly appointed viceroy. He stole the Crown's properties and enriched himself at their expense. He nearly drove the colony to ruin by his mismanagement. The Pinzòns are traitors who only wish to steal from Columbus what they could not accomplish on their own. Their insubordination to Columbus's commands was testified to by many witnesses. They nearly ruined the first expedition several times by disobeying orders and disappearing off in a direction of their own or failing to report back to the Admiral at the appointed time. They should be punished for their disloyalty and open rebellion against the viceroy because it is the same as rebellion against the king and queen. In contrast, Columbus's motives were only to bring greater glory to God and to Spain. His loyalty was proven again and again by his many years of faithful service to the Crown. He should by all rights be named a saint and as one of the greatest figures in history for the untold thousands he has led to the light of salvation.

Witness for the Defense #2

Deposition of Giovanni Caboto, fellow explorer

You probably know me best by my English name, John Cabot. My son Sebastiano (Sebastian) and I have been engaged lately in trying to find a shorter route to the Indies than Columbus did. I admit that I owe a great deal to my friend Columbus. We not only share the same land of our birth, but the fate of being rejected by other Italians and having to explore instead for strangers. It was his knowledge of the use of the new invention called the globe that was instrumental in convincing King Henry that it was indeed easier to reach the Indies from a higher latitude, such as England than one closer to the equator, such as Spain. I felt badly that England had turned Columbus down earlier, but I was able to persuade the king to give the voyage a try under my leadership. He gave me a few ships and was cautiously optimistic. Well, he was so overjoyed at my successful return that he gave me many more ships with which to confirm that I had indeed reached China, and to claim its wealth and return with it to England. [Editor's note: Since this deposition was recorded it should be noted that Master Cabot never returned from his second voyage and his entire expedition vanished without a trace].

The king has even discussed allowing my son to explore an eastward route to the Indies by traveling over Russia. It has come to my attention that some disreputable people now doubt Columbus's abilities and claims. I cannot understand this. I have never met a finer mapmaker or navigator than Columbus. He was truly an inspiration to me. I found him to be a fine scholar and a gentleman of keen wit and great knowledge. What's more, I have seen the Indies, in exactly the place where he predicted they would be. I can't wait to get back to them to convert the heathens and bring glory and riches to my adopted country that has treated me so well. Although I explore for a different country, I do not consider myself a rival of Columbus, as some do. As we learned together when studying the writings of Marco Polo and others, there are plenty of riches for everyone! First come, first served!

I do not try to denigrate his claims, nor doubt his accomplishments, as others do for their personal gain. If Columbus says something is true, then it is. He is a great and learned man. I hear that the king of Spain is talking about establishing an academy for navigators with Columbus at its head. What better man to lead it than the very man who inspired an entire generation of explorers to find the quickest route to Asia and to explore every unknown corner of any new lands we may find? It is my most cherished dream that I, or my son Sebastian, may someday join, or even lead, this great academy. If the king of Spain puts this much trust in Columbus, then surely he is worthy of all the honors, titles, and royalties that have been granted to him.

Witness for the Defense #3

Deposition of Bartolomé de Las Casas, defender of the Indians

I was once a conquistador. I once brutally misused the Indians for my own selfish gain. I witnessed others torturing, humiliating, and even mocking the Indians for their child-like trust and naiveté, all the while laughing at the ease of their ill-gotten gain. Finally, when I could take no more, I was able, through the Grace of God, to see the error of my ways. I underwent a heartfelt conversion, and I have pledged the rest of my life to serving the most humble of God's creations, the Indians. I agree with Columbus, who said in his journal, "They are a friendly and well-dispositioned people. . . . I want the natives to develop a friendly attitude toward us because I know that they are a people who can be made free and converted to our Holy Faith more by love than by force, . . . I think they can easily be made Christians." It is a tragedy that others did not follow the example of this godly and upright man. Instead, they disobeyed his orders and ran rampant throughout the land. They deceived the Indians, stole their treasures and land, and raped, mutilated, and murdered them. Then they had the audacity to tell the Indians that God had meant for them to be our slaves because they have no souls.

Well, I could not sit still for this. I have outlined their atrocities in great detail in my book, *Historia de las Indias (History of the Indies)*. I have debated the greatest theologians in the Spanish Empire and have proven to them that Indians do indeed have souls, and that they should be treated as our brothers, not as animals. I have denounced those would go against my godly friend, Columbus, and trick the Indians into submitting to slavery by the ruse of having them agree to a Latin pronouncement that they cannot understand. This is an outrage! Columbus begged the righteous queen to outlaw this practice, and when he began to round up violators of her royal decree, they had him bound in chains and returned to Spain as a common criminal! Surely, this is a great injustice.

Instead of being grateful to Columbus for his great deeds and benign leadership, they have tried to permanently bar him and his family from governing the very lands that he discovered. He has made them wealthy, and their greed has blinded them into calling him a fraud and stripping Columbus of all of his titles, authority, and wealth. May God have mercy on their souls for perpetuating such an insult to one of the greatest men of our age, one who is so humble and mild that he never even utters a curse word, and who prefers to spend his time with clergymen. Dare I say that I have seen him live a life holier than many of my fellow members of the clergy? Perhaps he should be made a saint when he dies.

Witness for the Defense #4

Deposition of Paolo Toscanelli, professor of mathematics, geography, and philosophy

[Editor's note: Toscanelli died in 1482, so he never lived to see Columbus set sail for America.]

You may be surprised to hear me say it, but Columbus was not the first one to suggest that sailing west to reach the Indies might be a shorter route than the easterly route taken by the Portuguese. It was my idea, actually, and I freely admit that he copied the idea from me. I even sent him a map showing routes for the journey and the distance that must be crossed. You may also be surprised to learn that Columbus admits this himself. You see, he was not the first one to conceive the idea; he just became the best advocate for it. I am a man of letters. I write works on philosophy, mathematics, geography, and many other subjects. I realized that in Columbus I had found a kindred spirit. He was a well-learned man who readily absorbed my ideas. We corresponded regularly as he grew increasingly excited about the prospect of reaching the Indies faster than by the current Portuguese route.

What set Columbus apart was that he was a man of learning *and* a man of action. Alas, I am too old to follow my dreams. I can do no more than speculate as a scholar. I am what you might call an arm-chair explorer, like the great ancient writer Ptolemy, who speculated a route around Africa without actually trying it. I pointed out to Columbus the riches mentioned in the East by Marco Polo and others. I told him and his potential sponsors that there had already been Christian missions requested by the Great Khan and that they would be very receptive to Christianity. As Hieronymus Muntzer has pointed out, Aristotle also said that the distance between the East and the West was not great and that there are similar plants and animals on both sides. If the Vikings could find Greenland, and the Portuguese the Azores, why can't Columbus cross from our lands to those of the East?

That young man, Columbus, impressed me as the kind of man with the determination to actually make my dream a reality. He is doggedly pursuing the crowns of Europe with the idea of the Enterprise of the Indies until, someday soon, an equally daring sovereign will decide to give it a try. He will convince the doubters and skeptics who said it couldn't be done. People doubted that men could live in the torrid heat of the tropics until the Portuguese went there and proved it. Columbus shows great courage and leadership. Because he knows so many languages, he could keep a multinational crew united, facing many great dangers until they reach their goal. The whole world will soon reap the benefits of his daring and determination. He is worthy of all of the honors and rewards that are due to him.

Witness for the Defense #5

Deposition of Amerigo Vespucci, fellow explorer and head of the Royal Academy for Exploration of the Indies

I currently hold the job which was originally designed for Columbus, that of training other explorers. I have sailed for both Portugal and Spain and have fought against the limitations of small-thinking men who cannot see beyond their perceptions of the lands that they are exploring. They have preconceived notions of what they will find and which routes are best, even when the evidence right in front of them contradicts these notions. When I encountered such men, I openly broke with them and pursued what I knew was the right course, regardless of the risk to my safety or reputation. Because of this, I have found many new lands not even mentioned by Marco Polo or the Ancients.

I have met Columbus and shared many ideas with him. He is the greatest navigator of our time. His bravery and tireless work ethic have inspired us all. His only limitation is that he stubbornly insists that he has found Asia and keeps asking for permission to return to the lands that he explored to confirm it, even though he is now old and failing in health. After repeated denials, I heard that he is currently begging the king to let his son go and finish his quest. What I came to realize through my own explorations is that Columbus is wasting his time. He will never find proof that he reached Asia because he is still far from those lands.

I now believe that the lands that I explored to the south of Columbus' voyages are not among those mentioned by Polo at all, but a *Novus Mundus*, or New World. This is because I have seen rivers that were much too large to exist on mere islands. In all my extensive journeys, I never once saw any of the cities or peoples mentioned by Polo or the Ancients. I still believe that Asia is obtainable by sailing westward, but that this can only be done by going around the lands that I found to the south. I hope to return to the place where I was forced to turn back on my last voyage and find a passage or strait that would allow me to go beyond this land and to continue to Asia. I wish that Columbus shared my views, but he insists that he has already reached Asia and only needs a bit more proof to convince his critics. He thinks that the lands that I found were the Garden of Eden or some other previously hidden region, not a New World.

There are those who say that I have claimed credit for discovering the New World and that I am an imposter and usurper who is trying to steal the glory from Columbus. Unscrupulous publishers are adding things to my written accounts of my voyages that I never said, but I am powerless to stop them. They are selling altered versions of my account without my permission. These men are liars and thieves. They care more for exciting fiction and profit than the truth. Some have even proposed naming the New World after me because they have never heard of Columbus or do not believe him. I want no part of this. I deeply respect Columbus and, despite our differences, am eternally indebted to him for his influence and inspiration for my own voyages of discovery. We have both been victims of men who would exploit our names or discredit us for their own personal gain.

Martin Luther Trial Beliefs Chart

Beliefs	Protestants	Catholics
The role of the pope		
Praying to Mary		
Language of the Bible		
Who is a saint?		
The use of statues or icons		
Confession of sins		
Marriage of priests		
Salvation by faith		
Age of baptism		
Method of baptism		
Sale of indulgences		

The French Revolution Simulation

Time: Circa 1789

Object of the game

To become the sole party in control of France and draft a constitution that will make the majority of people happy

The teams

Parties:

- The Radicals
- The Liberals
- The Moderates
- The Royalists

Social Groups:

- The Clergy
- The Nobles
- The Merchants
- The Peasants

The parties (of 2–4 people each) will compete for the power, approval, and wealth of the four social groups (of 2–4 people each).

How the game is played

1. Each team will carefully read its description sheet to determine what their goals and desires are. This description sheet will also tell each team who its likely allies and enemies are. Each party will then discuss among themselves how they will go about gaining the support of as many social groups as possible. Figure out what you will promise each group, but remember that you must try to do what you promised or lose their support later on.

2. Each party goes out and negotiates with each of the social groups. In exchange for the promises made to them, each group can give away points to show their support for a party. The points are divided as follows:
 - 10 points of taxes
 - 10 points of military support
 - 10 points of votes in the Estates General
 - 10 points of party recruits
3. The members of the party report back the results of the negotiations, and the party drafts a constitution explaining their new form of government.
4. Each social group listens carefully to the constitution and then decides which party will get their points.
5. The winner is the party with the most points. Multiple rounds of the simulation can be played with each turn representing one year. Losing parties can try and gain additional support and overthrow the government. Whichever party is in control at the end of ten years is the winner.
6. The winner may deal with the losers in any way that they wish. But remember, excessive violence only breeds resentment and retaliation among your enemies.
7. If, at any time, a party has exclusive control of the military, they may proclaim their leader to be a dictator. If a dictator can stay in power for more than five years, his party wins the game.

Party #1

The Royalists

You are people who profited from having a strong king in control. You miss the old days of absolute monarchy. France has had a king for 1,000 years, so why change now? What you would like is to get King Louis XVI or one of his relatives back on the throne. You like the old ways of feudalism, central control, and deference to authority. You think that leaders should be born into a special class, and that no one should lessen the power of the king. Your natural allies are the nobility and the clergy because they prospered under the old system and are afraid of what they might lose if something replaces it. You have limited support from some peasants, who are loyal to their feudal lords, and from some merchants, who made money by selling and lending to the king.

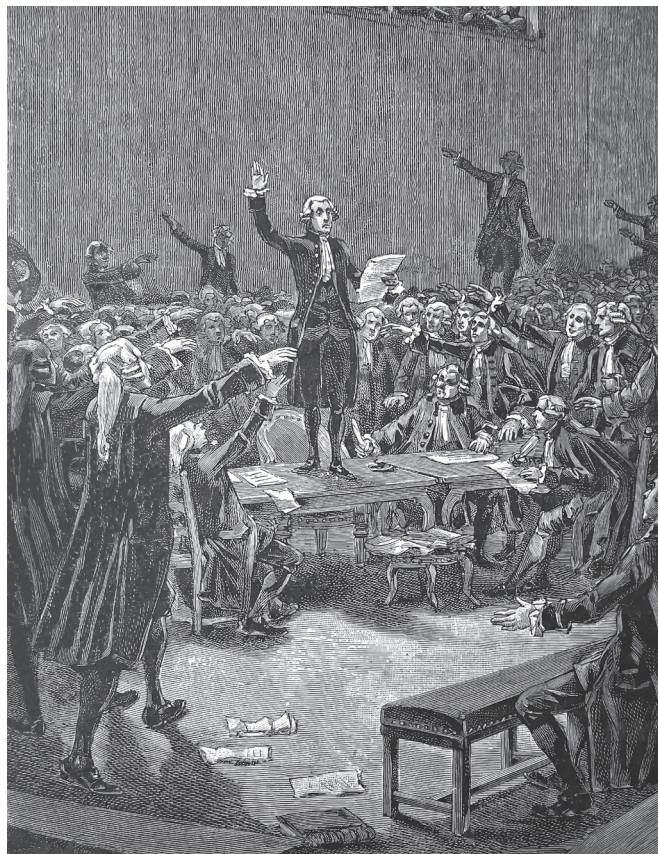


King of France, Louis XVI

Images source: Public domain, via Wikimedia Commons

Party #2 The Moderates

You are open to some change and reform but you don't want things to get carried away. You love the tradition and ceremony of having a king, but you would like him to be under the control of a representative legislative body similar to the English parliament. You are against the excesses of absolute monarchy, but not against the idea of having a king. You simply want to limit his power to tax, make war, and use terror, the army, and the courts to control his subjects. A good king can be the most efficient form of government, and you would hate to see it replaced by forces you could not control. You have some following among rebellious nobles and clergymen who would like to be more independent from the king's control. Others may be happy to support you rather than see the monarchy replaced altogether for fear of what might follow it. The merchants and the peasants will support you only if you include them in the representative assembly and introduce reforms such as lower taxes.



Party #3

The Liberals

You feel that the king is not really necessary anymore. If he continues to exist at all, it should only be as a figurehead. The real power of government should lie in the hands of the people through a representative legislative body with open discussion and voting. You believe that no one should have the right to take away your life, liberty, or property and are prepared to protect them at all costs. You resent high taxes and want reforms in the administration of government and the laws of business. You want to get rid of nobles and feudalism. You believe in capitalism and free trade. You believe in education and freedom to do whatever work one chooses to get ahead in this world. You do not feel that this power to vote and participate in government needs to be shared with the peasants because they have no property to defend and are not educated enough to know how to vote. You feel that the power of the church should be under control of the government. You feel that its lands and money should be made available for average people to develop and gain a profit.



Written constitution



**DÉCLARATION
DES DROITS DE L'HOMME
ET DU CITOYEN.**

Décrétée par l'Assemblée Nationale dans les séances des 20 et
23.24 et 26 août 1789.

Nous, hommes ne peut être accusés d'avoir ni
détenu que dans les cas déterminés par la loi,
celui qui se livre à la persécution, ceux qui calom-
nient, injurient, excitent ou font exciter, des insubor-
dinés, doivent être punis; mais tout citoyen appelé au tri-
bunal de la loi, doit obéir à l'instant, il se rend coupable
par la résistance.

VIII.
La loi n'est établie que des points strictement et écla-
rement nécessaire, et nul ne peut être puni qu'en vertu d'une
loi établie et promulguée antérieurement au délit, et léga-
lement appliquée.

IX.
Tout homme étant présumé innocent jusqu'à ce qu'il ait
été déclaré coupable, il ne peut être jugé indéfiniment, l'arrestation,
tout réquisit qui ne soit pas nécessaire pour constater le
crime, doit être immédiatement réprimé par la loi.

X.
Nul ne doit être inquiété pour ses opinions, même religieuses,
pourvu que leur manifestation ne trouble pas l'ordre public
légally établi par la loi.

XI.
La libre communication des pensées et des opinions est
un des droits les plus précieux de l'homme; tout citoyen
peut donc parler, écrire, imprimer librement, sans s'être
reputé de l'abus de cette liberté dans les cas déterminés
par la loi.

XII.
La garantie des droits de l'homme et du citoyen nécessite
une force publique; cette force est donc instituée pour l'avau-
tage de tous et non pour l'utilité particulière de ceux à qui
elle est confiée.

XIII.
Pour l'entretien de la force publique, et pour les dépenses
d'administration, une contribution commune est indispen-
sable; elle doit être également répartie entre les citoyens en
raison de leur fortune.

XIV.
Les citoyens ont le droit de constater par eux-mêmes ou
par leurs représentants la nécessité de la contribution publi-
que, de la consigner librement, puis suivre librement et d'en
déterminer la quotité, l'assiette, le recouvrement et la durée.

XV.
La société a le droit de demander compte à tout agent
public de son administration.

XVI.
Toute société doit se fonder sur la garantie des droits vus
pas assurés; ni la séparation des pouvoirs déterminés,
ni point de constitution.

XVII.
Les propriétés étant un droit inviolable, sacré, nul ne
peut en être privé, si ce n'est lorsque la nécessité publique,
légalement constatée, l'exige évidemment, et sous la condi-
tion d'une juste et préalable indemnité

PREAMBULE

LES représentans du peuple François constitués en
assemblée nationale, considérant que l'ignorance,
l'oubli ou le mépris des droits de l'homme sont les seuls
causes des maux publics et de la corruption des gouvernemens
ont résolu d'exposer avec une déclaration solennelle, les droits
naturels, inaliénables et sacrés de l'homme, afin que cette déclara-
tion, constamment présente à tous les membres du corps na-
tional, leur rappelle sans cesse leurs droits et leurs devoirs;
ainsi que les actes du pouvoir législatif et ceux du pouvoir exécutif,
puissent être à chaque instant comparés avec le but
de tout bon gouvernement; les soussignés, après avoir
les réclamations des citoyens, louches dévoués aux lois, les prières
simples et incontestables, observant toujours au maintien
de la constitution et du bonheur de tous.

EN conséquence, l'Assemblée nationale reconnait et déclare,
en présence et sous les auspices de l'Etre suprême, les droits
naturels de l'homme et du citoyen.

ARTICLE PREMIER.
LES hommes naissent et demeurent libres et égaux en
droits, les distinctions sociales ne peuvent être fondées que sur
l'utilité commune.

Le but de toute association politique est la conservation des droits
naturels et imprescriptibles de l'homme; ces droits sont la liberté,
la propriété, la sûreté, et la résistance à l'oppression.

Il est principe de tout souveraineté ne peut exercer d'autorité
qui n'en émane expressément.

La Liberté consiste à pouvoir faire tout ce que l'on veut sans crainte
Ainsi l'exercice des droits naturels de chaque homme, n'a de bornes
que celles qui assurent aux autres membres de la société la
jouissance de ces mêmes droits; ces bornes ne peuvent
être déterminées que par la loi.

La Loi n'a le droit de défendre que les actions nuisibles à la
société; tout ce qui n'est pas défendu par la loi ne peut être
empêché, et nul ne peut être contraint à faire ce qu'elle n'or-
donne pas.

La Loi est l'expression de la volonté générale; tous les
citoyens ont droit de concourir personnellement, ou par
leurs représentans, à sa formation; elle doit être la même
pour tous, soit qu'elle protège, soit qu'elle punisse; Tous les citoyens
étant égaux à ses yeux, sont également admissibles à
toutes dignités, places et emplois publics, selon leur ca-
pacité, et sans autre distinction que celles de leurs
vertus et de leurs talens

AUX REPRESENTANS DU PEUPLE FRANCOIS

Images source: Public domain, via Wikimedia Commons

Social group #1

The Nobility

You like things the way they are, but you will support any arrangement that takes power away from the other social groups and leaves your lands, titles, and exemption from taxes intact. You resent the power of the king and the church, but do not wish to see them replaced entirely, as you wouldn't mind holding their jobs someday too. You don't trust the peasants because they are constantly running off of your lands and refusing to pay their feudal dues or complete their military service. You are used to leading the army and will be upset if anyone takes that away from you.



Social group #2

The Clergy

You are conservative and do not like change of any kind. You feel that God places and removes kings at his will and that no one else should have the right to decide that. You are getting quite rich from the way things are and do not want to change. You compete with the nobles for power and influence but would not like to see them replaced because many of your family members are in the nobility, and you need their protection. You like them just the way they are as long as they don't interfere with you. You are disappointed with the peasants because they are constantly running off of your lands and refusing to pay their feudal dues or service to the church. You feel that it is not fair for you to pay taxes because you do God's work by taking care of the needy or underprivileged. You will resist all attempts to have your power or lands taken away because you feel that they belong to God and not you. Taking what is God's is a terrible sin. You don't like merchants much because they sometimes cheat you and don't always pay their fair share of money in tithes to the church.



Social group #3

The Merchants

You have money and influence but no real political power. You are fed up with the feudal system because you are not represented in the government. You like the money you get from the king but feel that he tries to tax you and regulate your business too much. You feel envious of the power and influence of the nobles who only got what they have through birth. You worked hard for everything you have, and no one is going to take it away from you. You have no great respect for the peasants because that is what you once were and would like to forget about. You want to share the power and influence of those higher up in society than yourself. You respect the church but are sometimes annoyed by their taxes and power.



Social group #4

The Peasants

You have been at the bottom of the heap for a long, long time and want to get out. You deeply respect the king, the nobles, and the church, but resent their abuses of power. You do all of the hard work, pay the major portion of the taxes, and have no representation in government. You think everyone else should be taxed and want the wealth, land, and power of the other groups. You are jealous of the wealth and influence of the merchants and wish you could get out from under feudalism as well.



The tricolor flag held by a *sans-culotte*

Outline for a French Revolution Constitution

We, the _____ Party believe in the principles of: _____

Under the new government, the following social groups will be allowed to vote: _____

The role of the King will be: _____

The following taxes will be collected from the social groups:

Social Group	Type	Amount
Peasants		
Merchants		
Clergy		
Nobles		

Land will be owned by: _____

The role of the church will be: _____

The role of the nobles will be: _____

The following social groups will be allowed to serve in the army: _____

Education will be available to: _____ and paid for by: _____

The French Revolution Vote Tally Sheet

Round # ____

	Royalists	Moderates	Liberals	Radicals
Taxes				
Military support				
Estates General votes				
Party recruits				

Round # ____

	Royalists	Moderates	Liberals	Radicals
Taxes				
Military support				
Estates General votes				
Party recruits				

Round # ____

	Royalists	Moderates	Liberals	Radicals
Taxes				
Military support				
Estates General votes				
Party recruits				

Round # ____

	Royalists	Moderates	Liberals	Radicals
Taxes				
Military support				
Estates General votes				
Party recruits				

Latin American Independence Simulation

You are the members of a newly independent Latin American country in the early 1800s. You have fought long and hard for your independence. You have had to make grandiose promises and compromises to gain followers for your independence movement. You hammered together a broad coalition of supporters for your independence movement. Your newly born nation rejoices as it has finally been granted independence from its former colonial master. Once the celebrations are over, however, the hard work of governing the country begins. Expectations for your government are very high. People expect that independence will drastically improve their lives and address many of your nation's long-standing problems. How will you get people from such different backgrounds to live together in peace? How will you keep the people happy so that they do not rebel against your new government as well?

Write a draft of a constitution on a separate piece of paper. Include the name of your country, the imaginary date of the document, and the names of the members of your group on the paper.

Address as many of the following items as possible in your new constitution:

Form of Government: Will your country still have a monarch? If so, will he be a part of a foreign dynasty or will you create a new, local one? Will the powers of the monarchy be absolute, or will they be limited by a legislature, oligarchy, or other group? Will your country be a democracy? If so, how and when will elections be held?

Division of Power: If you choose to have a democracy, will you choose to have a separate executive, judiciary, and legislature? How long will elected officials be in office? Will you include an "emergency clause" that allows a president to assume the temporary powers of a dictator in time of crisis? Will your constitution contain checks and balances to prevent any one branch of government from becoming too powerful and trying to control the others?

Citizenship: Who will be given the right of citizenship? Will there be any restrictions based on race, religion, gender, or nation of origin? What about Spaniards or Portuguese that wish to remain in your country? Can they become citizens too? What about people who want to emigrate to your nation from Europe or other Latin American countries? Will you allow this? Can they obtain equal citizenship with your own people? How does a person become a new citizen in your country?

Suffrage: Which of the following people will be allowed to vote: men, women, freed slaves, and/or Indians? Will all votes count equally? Will people be allowed to vote directly as individuals, or will they vote only through representatives as a social class?

Land Ownership: Who will own the land? Will the government confiscate church lands or Spanish land holdings? Will the government practice land redistribution? If so, how much land will the poor be given and who decides which land they will receive? Will the peasants have to pay taxes on their new land? Will you continue the *encomienda* system? Will the Indians retain their tribal lands or have land restored to them that was taken away in the past?

Race Relations: What will be the status of Indians, people of mixed race, those who are Spanish born, or people of Spanish descent in America? Will there be any distinctions made about who is allowed to own property, hold high ranks in the military or leadership roles in the church? Will slavery be abolished? If so, will slave owners be compensated for the value of the slaves they have lost?

Control of the Army: Will the army be controlled by elected civilian officials, military officers, or a dictator? Will use of the military be limited to a particular political party, religious, or social group? Are the officers of the army chosen only from the wealthy nobles, or are military promotions based upon ability and open to all, regardless of race or social background?

Secular Control of the Church: Will the church be regulated and taxed by the government? Will there be an official state religion? Will there be separation of church and state? Will Protestants, Jews, or native religions be tolerated?

Boundaries: Will your boundaries be the same as those in colonial times, or will you make new ones? Will your country merge with other new republics in the region or divide up the old colonial territories among themselves?

Regulation of Trade: Will you allow your citizens to have free trade with all nations? Will you practice protectionism through actions such as charging tariffs or enforcing trade restrictions? Who will be your trade partners? Will you continue to trade with your old colonial master or seek new trade partners from other nations?

International Relations: What kind of diplomatic relations will you maintain with your old colonial master? Will you look to the United States or European nations as a mentor, or will you try to go it alone?

Revenue: What kinds of taxes will you raise and who will pay them? Will you borrow money from the United States or Europe if you have budget shortfalls?

Monetary Policy: What kind of money will you use? Who will make it? Will your money be backed up by gold or silver or just be paper currency? Will you allow your currency to be bought and sold in exchange for foreign currencies of greater value?



Junta in Caracas on April 19, 1810,
resulting the First Republic of Venezuela

Image source: Public domain, via Wikimedia Commons

Optional Roles to Play

Directions: Choose one of the following social groups to represent: Freed slaves, Indians, Mestizos, the Merchant class, the Clergy, and Nobles and plantation owners. Try to make suggestions for your constitution that would be in the best interests of your group at the time.

Freed slaves

You or your ancestors were brought to this land involuntarily. You were forced to work the mines and plantations of your colonial masters. Your lives were filled with dreary days of endless toil. You worked for little or no pay and were poorly fed and clothed. Your housing was barely adequate for survival. At long last, you have earned your freedom. Some of you have earned enough money to buy your freedom; some of you have even become wealthy enough to buy slaves of your own. Many others were emancipated when your country achieved its independence. You rejoice to finally be free to live your life as you please, but you are still on the bottom rung of society. You own no land. You have no right to vote, nor can you hold a position of leadership in the church or military. You are anxious to earn more money for yourselves and improve your status in society. How will you achieve this equality? Some of you fought to help win the revolution. Will the new government repay you by improving your lot in life?

Indians

Everything around you once belonged to your ancestors, but the invaders took it all away. Overwhelming numbers of them poured onto your lands and stripped it of its wealth. You are sad to see what they have done to your once-rich home. Your world was turned upside down as they destroyed your leaders and forced you to accept new gods, customs, and ways of life. You have been marginalized in the new colonial society. You have been given the worst land and the fewest rights. You do the jobs that no one else will do for very little pay. Your homes are among the worst in the land. You have known generations of poverty and shame. Your status is barely above that of the slaves. You have been forced to bow to your superiors and wait upon their every need. At long last, the revolution has been won and the colonial masters have been sent packing. Will your fellow citizens now treat you as equals? Will you be given the same rights and privileges as those above you in society? Will independence improve your lot in life, or have you merely changed masters?

Mestizos

Your ancestors tried to improve their chances for survival and advancement by intermarrying with the colonial masters, but your mixed blood has turned into a mixed blessing. You are not accepted by either Indian or colonial society. Instead, you have been forced to eke out a living somewhere in between. You are not as bad off as the Indians or slaves, but you are still very poor. You tend to do most of the hard labor in your society. Some of you have been able to become small merchants, craftsmen, or obtain jobs as ordinary soldiers or low-level clerics, but you are never allowed access into the higher ranks of society. The nobles, or those of European background, look down upon you and discourage their members from marrying people of your ethnic background and class. Many of your people fought in the revolution, and you hope that you will be rewarded with a better life. You are eager to have more wealth and status in society. You would like to be included in all the privileges of wealth and status that were denied to you in the past. Land ownership and self-sufficiency are among your highest goals, but are the elites above you willing to share?

Merchant class

You are largely of European descent. You profited greatly from the colonial system. Your homes are comfortable, and you have all of the nicer things of life. In the past, you were never treated with the respect that you feel that you deserved, however. You were excluded from the seats of power because you were not born in Europe or did not hold large plots of land. You are literate and were inspired by the teachings of the European Enlightenment that declared that all men were created equal and that people have the right to overthrow an unjust government. You pushed the hardest for the revolution because you wanted social change. You feel that social equality and equal opportunity for you are long overdue. You feel like you have invested the most in this revolution and have the most to gain from it. You do not feel like you need to share this new power and status with those below you, however.

Clergy

You accomplished the mission that the Crown gave you to convert the Indians and integrate them into colonial society. You were rewarded richly for this. You prospered for generations because of the generous gifts left to you by the landed elite and wealthy merchants. You own extensive lands and have many peasants working them for you at very low wages. Your churches are dripping with gold and fancy art, while the peasants starve. You reserved the highest ranks of your leadership to those of European descent because they were your biggest supporters. While some of your members supported the ideals of the revolution, you are fearful now that your former wealth and protected privileges will disappear. Will the radicals try to take your land and privileges away? Will you be taxed for the first time? Will you lose your exclusive status as the official church of the land? Will you be prevented from persecuting non-Catholic minorities? How can you hold on to as much of your prior status and wealth as possible now that the colonial masters are not here to protect you?

Nobles and plantation owners

You were the elites of the former colonial society. You had all the best housing, food, and clothing. You do not mix with those who you feel are your inferiors. You could afford to own slaves or hire servants. You never got your hands dirty. You lived a life of luxury and privilege, but now that is all gone. Some of you supported the revolution because you sympathized with the ideals of the Enlightenment. Many others fled the country to Spain or Portugal when the colonial government collapsed. You have decided to stay and stick it out because you feel that this is your land, and you don't want to give anything up. You welcome reform, but are fearful of what some of the extremists might do to you. Will they try to take your land and privileges away? Will you be taxed for the first time? Will you lose your exclusive access to the officer ranks of the army and higher levels of church leadership? How can you hold onto as much of your prior status and wealth as possible, now that the colonial masters are not here to protect you?

Explorers of Africa

Part 1

Choose one of the following European expeditions that explored Africa in the 1700s and 1800s:

West Africa and the Niger River Area:

Mungo Park, 1795–97
 Mungo Park, 1805
 Major Laing, 1822
 Denham, Clapperton, & Oudney, 1822–25
 Clapperton & Lander, 1825–27
 Richard & J. Lander, 1830
 René Callié, 1827–28
 Heinrich Barth, 1850–55
 Baikie, 1854

East Africa:

Richard Burton & John Speke, 1856–58
 Speke, 1858
 Speke & Captain Grant, 1860–63
 Sir Samuel Baker, 1863–64
 Henry Morton Stanley, 1871

East and Southern Africa:

David Livingstone, 1843–56, 1858–60, 1866–73
 Stanley, 1874–77

Part 2

Research the expedition and summarize it in the form of a newspaper article of 200–500 words, designed to capture the imagination of readers in your home country. The article should include quotes from the explorer about the places he discovered and their importance to Europeans. Highlight any exciting adventures that the explorer had, things that were seen by Europeans for the first time, and their impressions of the exotic lands through which they traveled. Try to persuade the readers that their country should further explore this land. Encourage them to send settlers to develop it. The article must include at least two hand-drawn illustrations of the places the explorer visited, since this was the technology used to illustrate newspapers at the time. Photographs may not be used because the technology to print them did not yet exist. The article should also include the reactions of the people who lived in the lands that were explored when they saw the outsiders for the first time.

Group roles

Explorer: This person tells the story of the expedition from the explorer's point of view. Tell of the exciting highlights of the trip in colorful language that will make good quotes for the newspaper. Remember, your goal is to fund further expeditions to the area, so your accounts must excite your readers and leave them eagerly awaiting the next installment of your journal. Answer all of the reporter's questions thoroughly. Avoid simple yes or no answers. Provide as much detail as needed.

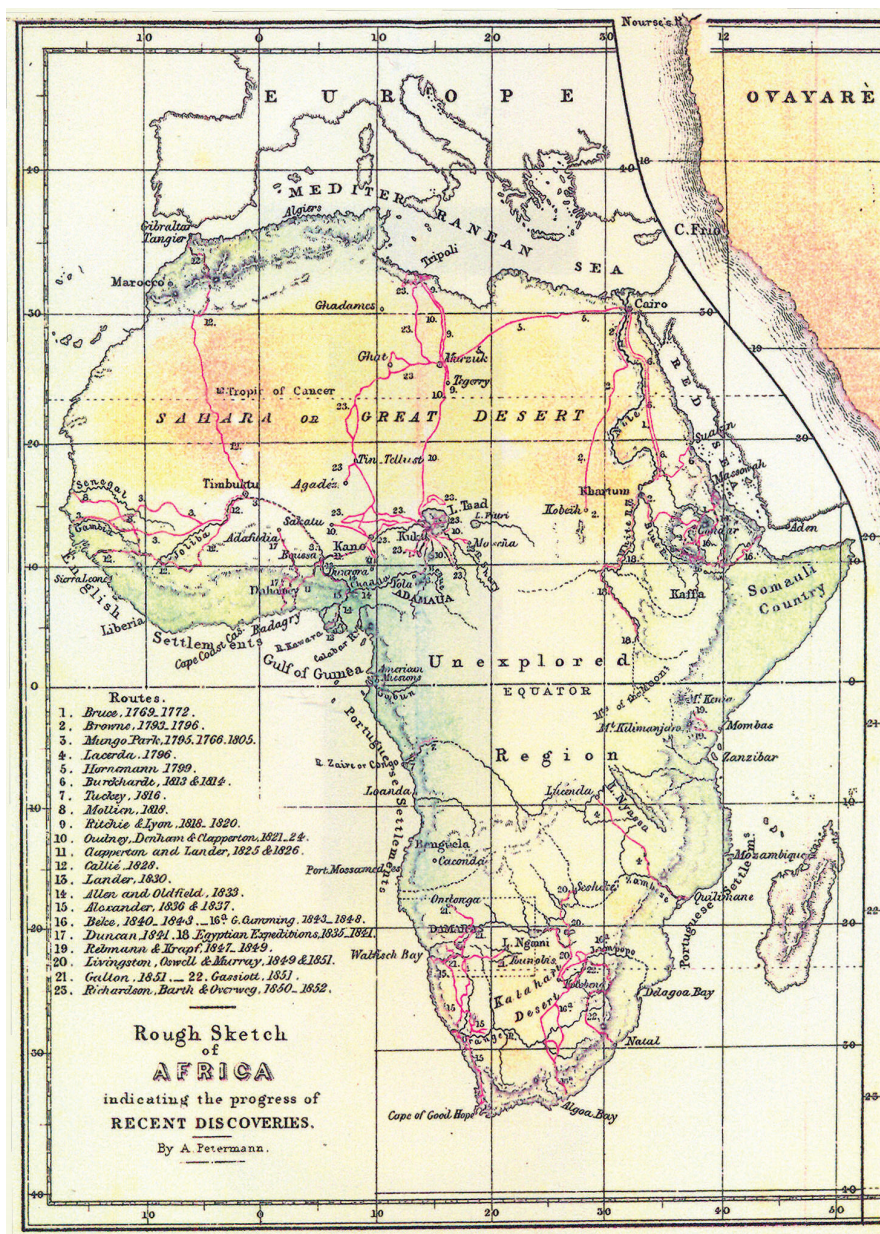
Reporter: You must craft thoughtful questions to get to the heart of the story. Avoid simple yes or no questions. Ask detailed questions and add follow-up questions if you do not get all of the information you need from the explorer. You must get the most important details from the explorer and make it into a very interesting article. You must also include at least one quote from the local Africans. Get their reaction to what has happened.

Illustrator: You must provide two exciting visuals to enhance the story. Remember that your readers have little or no knowledge of the area you are describing. Your illustrations must capture the most exciting moments of the expedition in such a way that the readers can imagine that they are there. Choose images that will best depict the most important and interesting events that happened on the expedition. A picture is worth a thousand words, so really make the expedition come alive for the readers.

Local African: You must play the role of the local person who sees these outsiders for the first time. What are your reactions to them? In what ways do they seem different or strange compared to the people you usually see? Did you give the explorers a warm welcome when you met them or did you greet them with suspicion, or even hostility? How does it make you feel when they claim to have discovered lands that your people have been familiar with for a long time? How did they treat you? What did they ask you to do for them? How will you feel if other Europeans follow in their footsteps?

people you usually see? Did you give the explorers a warm welcome when you met them or did you greet them with suspicion, or even hostility? How does it make you feel when they claim to have discovered lands that your people have been familiar with for a long time? How did they treat you? What did they ask you to do for them? How will you feel if other Europeans follow in their footsteps?

Editor: Your job is to see that the story comes together as a whole. Make sure that every person in your group has done his or her part. Check to see that the article contains all of the required elements listed above. Proofread the final article to be certain that it is free from spelling and grammar errors. The article must be clear, concise, complete, and of interest to the readers. Check the illustrations to ensure that they are easy to understand and directly related to the story.

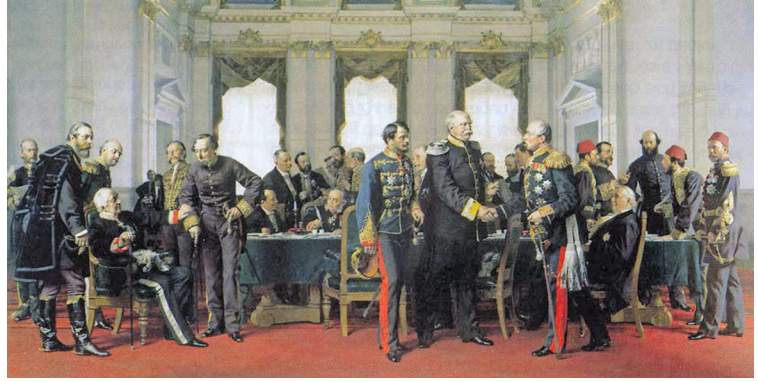


Routes of European explorers in Africa, to 1853

Image source: Public domain, via Wikimedia Commons

Taking Colonies: A World History Writing Assignment

Description: The year is 1878. The Congress of Berlin has just finished and the scramble for colonies is on! Many countries do not yet have colonies or overseas possessions, possibly including yours. You hear a politician give a speech saying that it is time that your country joins other great countries and take overseas lands to rule as their own. He says that this would bring your country wealth through new trade opportunities, new jobs, and a source for goods not found at home. He says that colonies would make your country seem more powerful to other countries and give you the chance to civilize and Christianize the natives of distant lands.



Congress of Berlin, July 13, 1878

Choose one of the people from the list below. Imagine that you are one of these people. How would they feel about taking colonies? How would it affect them? Would they have any special reason why they would think that colonies would benefit their country or them personally, or would they be against it? Perhaps they have mixed feelings or feel that it wouldn't make any difference to them personally. Use your imagination and write in the way that they would think.

- A housewife from Paris, France
- King Leopold of Belgium
- US ambassador to England
- A maid from London, England
- A farmer from Topeka, Kansas
- A shipbuilder from Bremen, Germany
- A banker from Rome, Italy
- A naval captain from Bristol, England
- A sailor from Cadiz, Spain
- A fisherman from Lisbon, Portugal
- A rabbi from Warsaw, Poland
- A recent Italian immigrant to New York City
- A sewing machine manufacturer from Berlin, Germany
- A Protestant minister from Amsterdam, The Netherlands

Image source: Public domain, via Wikimedia Commons

Sepoy Revolt Simulation

Players

There are two teams, the British and the Rebels.

Victory conditions

The British must put down the revolt to win. This means destroying all Sepoy armies by the end of the game. The Hindu and Muslim Rebels win by driving all of the British troops from Northern India by the end of the game. If neither side accomplishes their goal, nobody wins.

Starting pieces

The British begin the game with 3 supply cards and 15 armies (10 are British and 5 are loyal native armies). The rebels begin the game with 2 supply cards and 20 armies.

Turn options

Each turn a team may take one or more of the options described below. In order to do this they must spend 1 supply card for each action. The same action can be done more than once in a turn if a team has enough supply cards for it. Different actions may be taken if the team has more than one supply card. If a team has no supply cards they may not take an action that turn. Discuss among the team members and pick a spokesperson that will tell the teacher the final actions that you have decided upon. There is no way to change the decision once the team has announced it. A team may not do the actions on the other team's list of possible actions.

British Options	
Action #	Result
1	Bring in 1 reinforcement army from home or another colony.
2	Attack and eliminate 2 Sepoy armies.
3	Disband one loyal native army to prevent it joining the mutiny. If the Rebels tried to persuade a loyal native army to join them, their move is nullified, and the army is not created. If the Rebels decide to attack this turn, nothing happens, and the British move is wasted. They have lost a loyal native army for nothing.
4	Recruit 2 new loyal native armies from the Sikhs or Gurkhas. These troops will remain loyal to the British no matter what. They cannot be persuaded to become Sepoy rebels.

Sepoy Options	
Action #	Result
1	Persuade 1 loyal native army under British command to rebel and become a Rebel army. From now on they fight as a Sepoy army under the command of the Rebels. This action may only be used among the original Hindu and Muslim troops which were under British command. It has no effect on any Sikhs or Gurkhas that fight for the British.
2	Recruit a new Rebel army.
3	Attack and destroy 1 British army.
4	Attack and destroy any 2 British loyal native armies.

Resupply

When a new turn begins the British get 3 new supply cards and the Sepoys get 2. This happens every turn. Every time a Sepoy army destroys a British army or gets a loyal native army to defect to the Sepoy army, they get to take a supply card from the British at the start of the next turn. These cards are taken away before the British may decide their options for that turn. Once the supply cards have been distributed and any adjustments are made due to Sepoy advances, a new round begins, and the teams can choose new options for that turn. Keep taking turns until a winner is decided, or time expires and the teacher stops the game.

Special circumstances

The Last Moghul Emperor

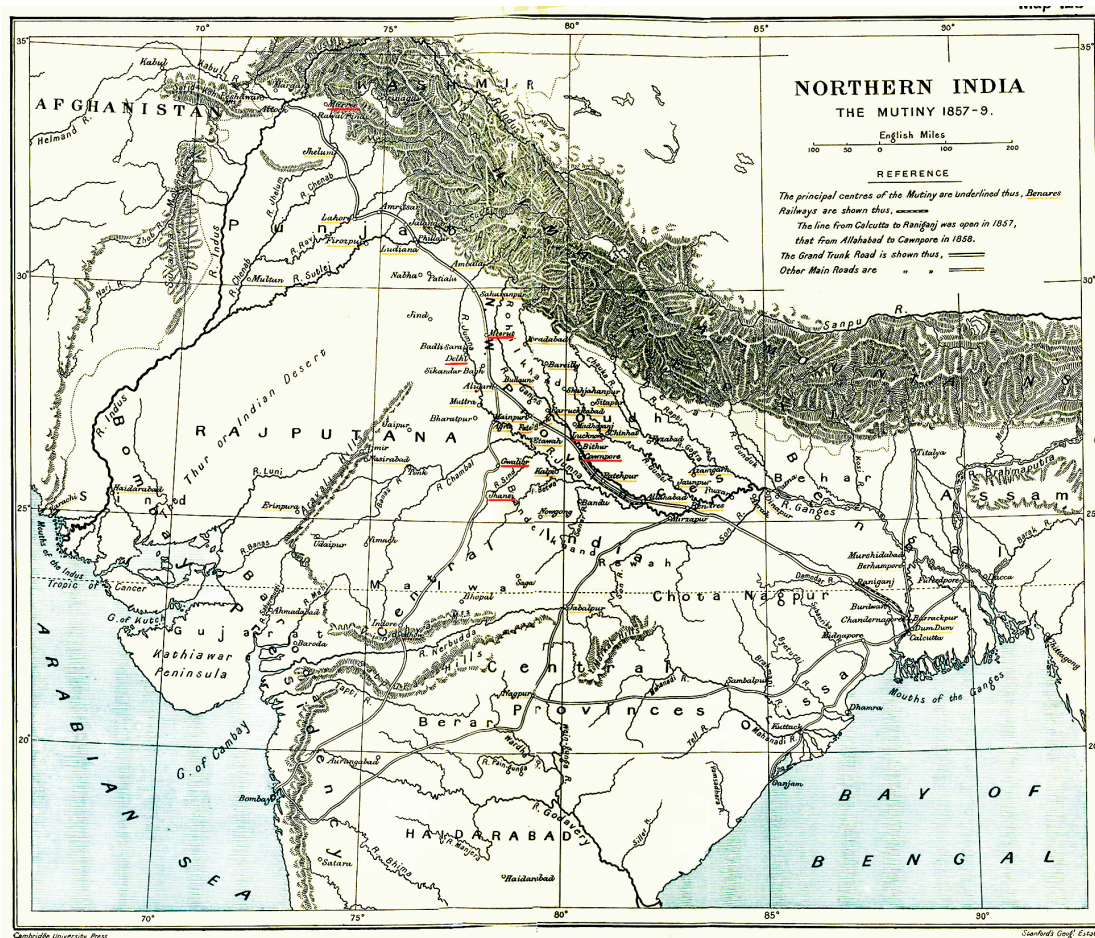
Some of the Rebels looked to Bahadur Shah, the king of Delhi, as a possible leader of the rebellion. They hoped that he would drive out the British and restore the rule of an Indian dynasty, since he was descended from the Moghul emperors. Each time the Sepoys destroy a British army in the game, there is a 10 percent chance that the king will be persuaded to take up the Rebel cause. This likelihood increases by another 10 percent with each successive Sepoy victory. A simple roll of percentile dice, numbered from 1–100, may be used to determine success: Any roll at or below the current percentage means that the king has joined the Sepoy cause. In other words, if there is a 30 percent chance of the king joining the revolt, you must roll 30 or below on the percentile dice. If percentile dice are not available, use playing cards, coins, or any other base-ten counting device. The Rebels enjoy an additional free supply card during every turn that the king supports them. (This card is not taken from the British; it is merely given to the Sepoys from the stock of game pieces). If, at any time, the British defeat 2 or more Sepoy armies, the king will permanently withdraw his support and may not be persuaded to join the Sepoy cause again.

Civilian Rioters

If the Sepoys destroy a British army, there is also a chance of civilian rioters following up the victory with a rampage of looting and attacks on British civilians and their property. There is a 10 percent chance that the riots will occur after each Rebel victory. This likelihood increases by another 10 percent with each successive Sepoy victory. The effect of this is that the British lose yet another supply card on the following turn. (This is in addition to the one they always lose after a Sepoy victory). The rioting immediately comes to a halt upon the next British or loyal native army victory. It may start up again with a successive Sepoy victory, however. The British continue to lose a supply card because of continued rioting and looting on every turn that they have not defeated a Sepoy army.

British Reprisals

If the British are able to win a victory against a Sepoy army after rioting has occurred, they may choose to punish those allegedly involved in the rebellion by executing civilians or even looting the private property of Indians themselves. If they do so, they can take one supply card from the Sepoys each time this happens. This counts as a British action for this turn, but it does not require a supply card to do it.



Centers of the Sepoy Rebellion of 1857

Image source: Public domain, via Wikimedia Commons

Sepoy Revolt Sample Turn

Turn 1

- The British have 3 supply cards. They decide to spend one of them on action #2: **Attack and eliminate 2 Sepoy armies.** The rebel armies are now down to 18 armies.
- Next the British decide to spend a card on action #3: **Disband one loyal army to prevent them from joining the Rebels.** If the Rebels tried to persuade a loyal native army into rebelling against the British, they would be blocked. *(The Sepoys decided not to do this, and there is no change to the number of Sepoy armies due to recruitment. The British move was wasted.)*
- To complete their turn, the British decide to go with action #4: **Recruit 2 new loyal native armies.** This brings the total of British loyal native armies to 7.

Turn 2

- Now it is the Sepoy turn. The Rebels decide to spend a supply card on action #4: **Attack and destroy two British loyal native armies.** This helps their cause by lowering the number of British loyal native armies to 5 but does not gain them any supply cards.
- The Rebels also decide to spend a supply card on action #3: **Attack and destroy one British army.** This not only lowers the amount of British regular armies in India to 9, but also forces the British to give the Rebels a supply card at the beginning of the next turn.

Turn 3

- The British may only execute two actions during this turn.
- The Rebels can execute three actions this turn.

British armies: 14 (9 regular, 5 loyal natives)

Sepoy armies: 18

Sepoy Revolt Turn Record Sheet

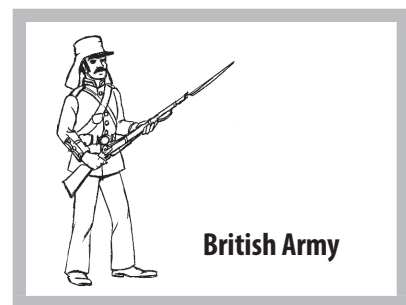
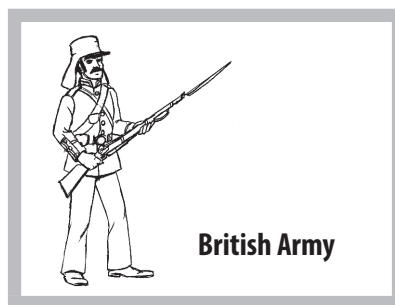
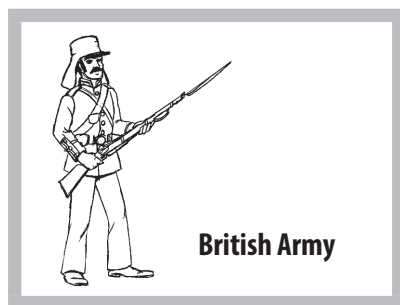
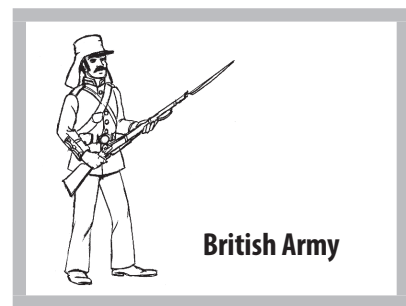
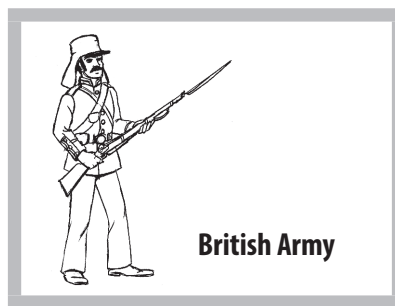
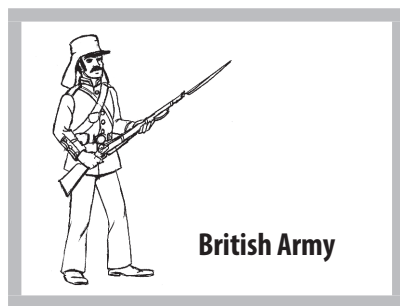
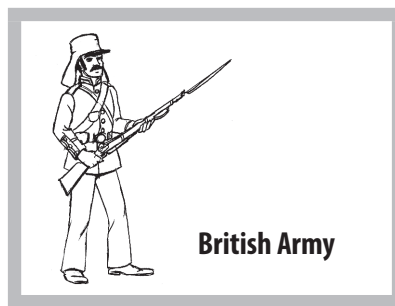
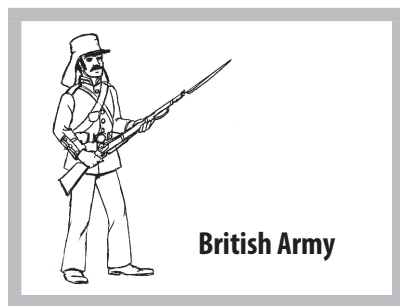
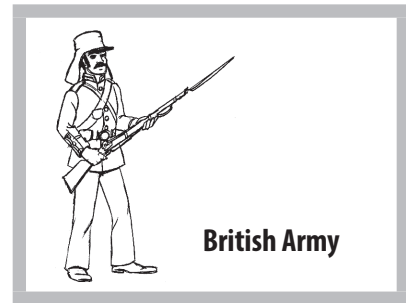
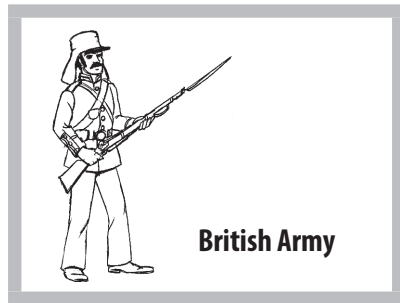
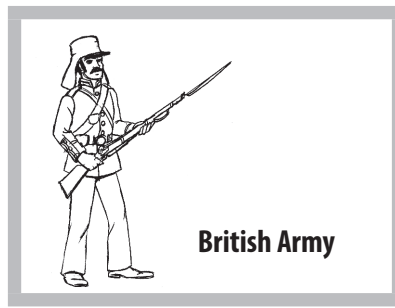
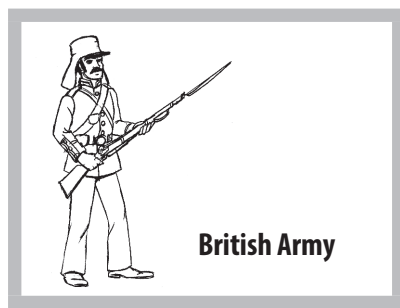
Class period: _____ Date: _____

Directions: Enter the amount of each item in the appropriate box at the beginning of each turn.

Turn #	# of British armies	# of British loyal native armies	# of British supply cards	# of Rebel armies	# of Rebel supply cards
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2					
3					
4					
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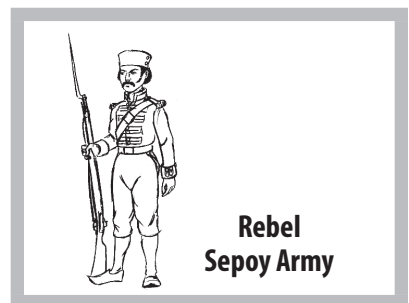
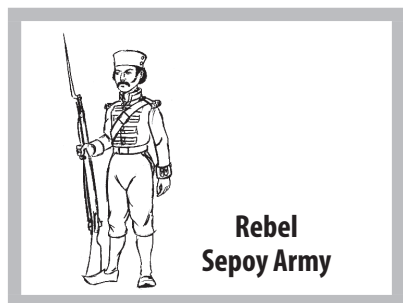
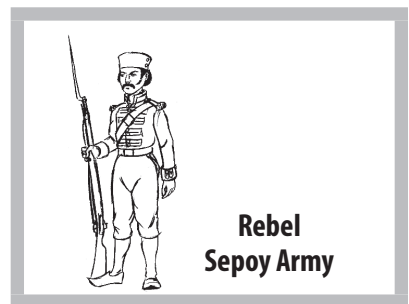
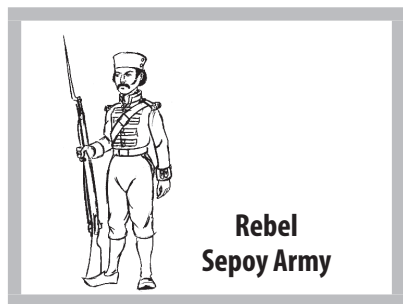
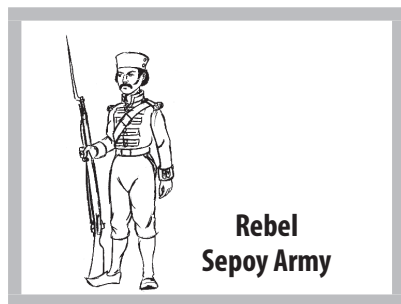
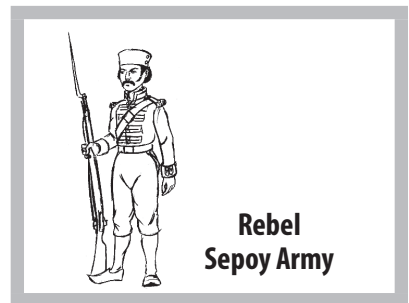
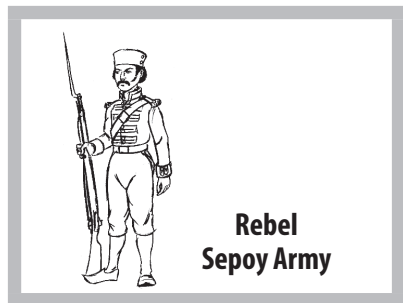
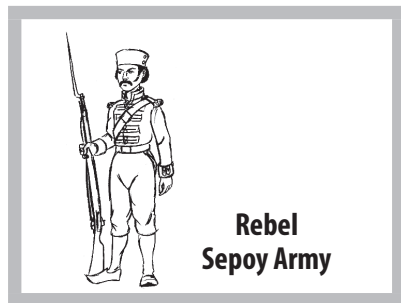
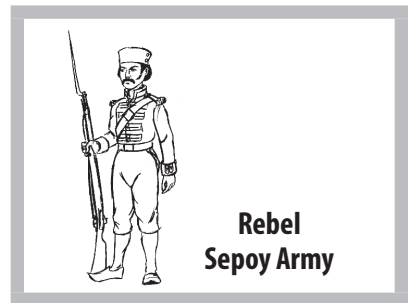
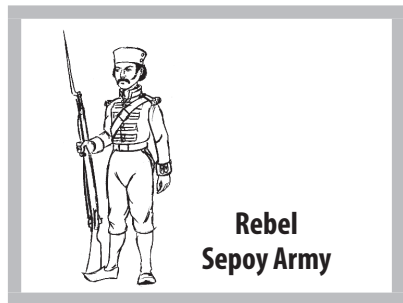
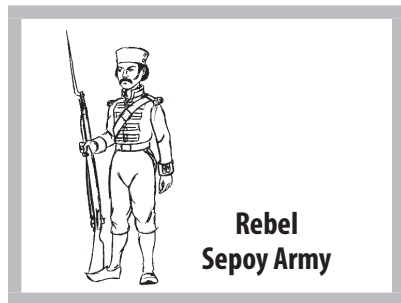
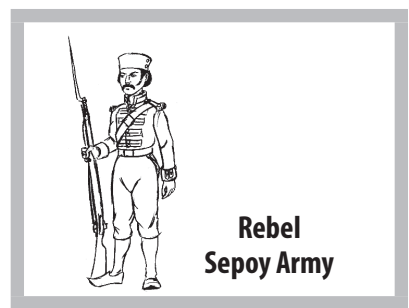
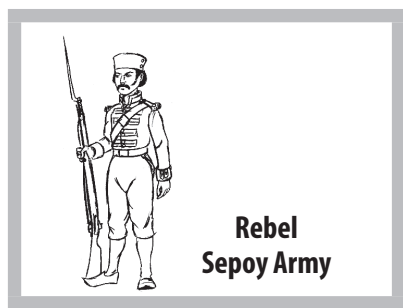
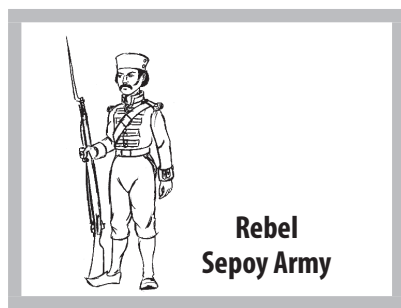
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Sepoy Revolt Playing Cards



 <p>Supplies</p>	 <p>Supplies</p>	 <p>Supplies</p>
 <p>Supplies</p>	 <p>Supplies</p>	 <p>Supplies</p>
 <p>Supplies</p>	 <p>Loyal Native Army</p>	 <p>Loyal Native Army</p>
 <p>Loyal Native Army</p>	 <p>Loyal Native Army</p>	 <p>Loyal Native Army</p>
 <p>Loyal Native Army</p>	 <p>Sikh Loyal Native Army</p>	 <p>Gurka Loyal Native Army</p>

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Great Powers Game

- **Time:** Circa 1900
- **Players:** The Great Powers of Europe; the rising powers of Europe, America, and Asia; and lesser powers who wish they were great.
- **Goal:** Make your country powerful by building industry, gaining colonies, building a strong army and navy, and gaining strong allies. That way if a war breaks out you can win it. The overall winner of the game is the nation with the highest income at the conclusion of the game regardless of how many wars they won or lost.
- **How long the game is played:** Each turn will represent one year. Teams will play until 1920, or until the Great War breaks out—whichever comes first.
- **How the game is played:** Each team will represent one country. You will try to make your country as powerful as possible based on what you have to work with and your ability. Each country has a description sheet stating its strengths and weaknesses at the start. You will try to use the countries' income and your bargaining ability to gain further power and influence. Some countries are naturally bigger and richer at the start. This cannot be helped, so do the best that you can with what you have. Sometimes small countries do very well by growing and making the right friends. There are many nations with which to establish relations, so the team members should split up and go off to talk to each nation separately during the negotiations phase. Leave only one or two people behind at your desk with which other nations can negotiate. If you fail to talk to a country, they may turn out be your enemy. Staying isolated runs the risk of plots being hatched behind your back of which you are unaware. It is best to try and work with everyone, even if you assume they are an enemy. At the very least, it helps to know what they are up to.

You will continue to gain power, wealth, and influence until a war breaks out, and then you must defend it. Try to make as many friends as possible so that you have allies if a war breaks out. Make written treaties whenever possible, because people tend to “forget” what they promised. You can give, take, trade, or promise whatever you want, and you don’t have to tell anyone except the country you sign the treaty with. Be mindful of how you treat people, because “what goes around comes around”—in other words, if you always make threats or bully people, you may find yourself with very few friends when conflict breaks out. Remember, no matter how big you are, you can’t take on everybody!

- **Spending your money:** You may choose each year how to spend your colonial bucks. On the first turn, your nation has some money saved up from previous years that they can spend. This is reflected on your country’s description sheet as the initial income. On the second turn, and every turn after that, your nation’s income is equal to the combined total of the number of colonies and industries that you own at the beginning of the turn. So for example, if your nation had 2 colonies and 3 industries at the beginning of turn two, you could spend 5 new colonial bucks that turn on whatever you like. The income for following turns varies by what purchases you make in the game and by what gains or losses you make in wars. When making purchases, try to keep a balance. For example, don’t spend so much on colonies that

you're left with no army to defend them. Or don't spend so much on your navy that you don't have any industry. Any money that you spend on industry or colonies stays in your economy each year; any money that you spend on the military is gone forever. In other words, if you buy a dollar's worth of industry or 1 colony, your income goes up 1 dollar the next year. If you spend 1 dollar on the army or navy, your income stays the same next year. So obviously, if you spend all your money on the military, your country can never grow, and everyone else will eventually pass you up.

- **Colonies:** Whereas you can buy an unlimited amount of industry or military, there are a limited number of colonies to go around, so try to get them early if you can. There are exactly 120 colonies available, not including the ones that you have at the start of the game. When the colonies are all gone, you will have to fight with someone to take theirs away. However, if your nation has run out of navies, it cannot attack overseas. On the other hand, if your nation is out of armies, you may cash in two navies for one army and proceed to attack by land. Also be aware that certain countries have an interest in certain parts of the world, and that taking a colony there will make that country upset with you. How you settle your disputes with other countries over colonies is up to you.
- **Wars:** When three or more great powers are at war, the war is considered a Great War. This war is fought by all countries that have existing treaties with the countries. War is done simply by counting up the forces of the groups of allies and declaring a winner. Note: a country can break a treaty and change sides or drop out of the war just before it takes place if they want to regardless of what they promised before. The forces in the war are recounted, and then the war is fought. This is not a great way to gain friends and influence in the future, however. (Note: Do not combine your army and navy playing pieces with those of other nations into a single pile when making a treaty or conducting a war. It is too confusing to try to go back and remember who owned what if someone backs out of the alliance or loses pieces during a war. Allow the teacher to decide which countries lost which forces during combat and then give the survivors back to you.)



Signing of the Treaty of Versailles

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Great Powers Game Sample Turn

1. Based upon the initial income stated on each nation's description sheet, the members of each group discuss their options and make purchases of colonies, industries, armies, and navies. In our sample game, France has decided to take a chance that war will not break out soon and has purchased items designed to grow their economy in the long run such as colonies and industries. They have purchased relatively few armies and navies. Germany has characteristically decided to be aggressive and buys mostly armies and navies, gambling that if they are victorious in war they can take the spoils of colonies and industries from the losers. It is a classic dilemma of guns versus butter. Who will be right?
2. Once the purchases are completed and all of the playing pieces are distributed to the teams the negotiations begin. At first talks are tentative as the nations make their way around to every other team to get a feel for where they stand in terms of potential ally or enemy. Knowing that there are many nations with which to establish relations, the team members split up and go off to talk to each nation separately. Soon, however, Germany begins to aggressively recruit allies who have a historical grievance against France. A coalition is formed partly of German allies and lesser powers that are afraid of coming down on the wrong side if Germany wins. Even Russia is able to forget its past differences with Germany and joins the alliance against France. Poor France finds itself isolated with only Great Britain to back them up. The United States, Japan, Italy, and the Ottoman Empire decide to stay out of this war because there is nothing in it for them.
3. The teacher declares an end of negotiations and the war phase begins. He or she asks if there are any declarations of war. Germany enthusiastically says yes. The teacher first asks, "Whom are you declaring war upon?" and writes each faction on the board. Then the teacher asks, "Who is on your side?" and writes down all of the allies that declare for Germany. Then the teacher asks France, "Who is on your side?" and writes down all of the allies that declare for France. Then their current armies and navies are written on the board next to each country's name.

The tally looks like this:

Germany: 6 armies, 3 navies

France: 3 armies, 3 navies

Austria: 4 armies, 1 navy

Britain: 3 armies, 3 navies

Russia: 4 armies, 2 navies

Note: This is a sample turn only. Do not feel that you have to follow the alliance groupings in this example. Please feel free to make any alliances that you wish.

Country Description Sheet #1

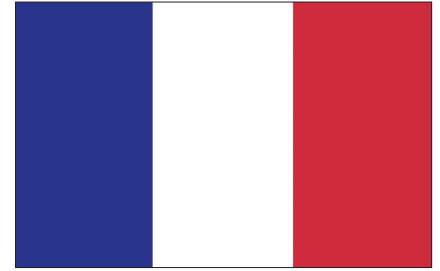
Great Britain



- **Location:** Northwestern Europe
- **Size:** Small
- **Power:** Great
- **Friends:** Great Britain has been an ally of just about every country in Europe at one time or another, but it prefers democracies to monarchies.
- **Enemies:** Great Britain has been an enemy of just about every country in Europe at one time or another, but its most recent war was with Russia. It has been a long time since Great Britain has fought Spain, France, or the United States, and it is hoping that those old hatreds are forgotten by now. There have been some disputes with France and Germany in recent years over colonies, but things seem to be getting better.
- **Goals:** Great Britain's primary goal is to keep a balance of power in Europe. It does not want to let any single power dominate the continent. It has pledged to defend neutral countries like Belgium if any larger country tries to take them over. Great Britain will also try to defend free and unrestricted trade at all costs.
- **Strengths:** Great Britain has the most powerful navy in the world, and everyone knows it. It was also one of the first countries to industrialize, so it has a strong economy. Great Britain also has the biggest colonial empire in the world.
- **Weaknesses:** Great Britain's many colonies require a huge army to keep them under its control. This leaves a very small army to defend Britain or to be used to attack other countries.
- **First Turn Income:** 4 colonial bucks
- **Beginning Setup**
 - a. Army: 1
 - b. Navy: 3
 - c. Industry: 3
 - d. Colonies: 3

Country Description Sheet #2

France



- **Location:** Western Europe
- **Size:** Large
- **Power:** Great
- **Friends:** France has no real allies, but has fought on the side of just about every country in Europe at one time or another when facing a common enemy. France prefers democracies to monarchies.
- **Enemies:** All of Europe remembers when Napoleon's armies tried to conquer the whole continent in the name of exporting France's democratic revolution and overthrowing kings and emperors. This has left most countries resentful of France because they did not like someone else telling them what kind of government to have. There have been some disputes with Great Britain in recent years over colonies, but things seem to be getting better. Germany and France fought a bitter war in 1870 in which Germany stole two of France's provinces. France has sworn revenge and says that someday Alsace and Lorraine will be taken back by force if necessary.
- **Goals:** Defend France at all costs. Stop German expansion and reclaim lost lands. Expand colonial empire to rival that of Great Britain
- **Strengths:** Powerful army that is feared and respected. Good navy. France also was one of the first countries to industrialize so it has a strong economy. France also has the second biggest colonial empire in the world.
- **Weaknesses:** France's many colonies require a large army to keep them under its control. This leaves fewer forces to defend France or to be used to attack other countries.
- **First Turn Income:** 3 colonial bucks
- **Beginning Setup**
 - a. Army: 2
 - b. Navy: 2
 - c. Industry: 2
 - d. Colonies: 2

Country Description Sheet #3

Germany



- **Location:** Central Europe
- **Size:** Large
- **Power:** Great
- **Friends:** Germany has no real allies, but has a certain friendship with Austria because its rulers are of Germanic ancestry. Germany's kaiser is related to the king of England and the czar of Russia. Germany prefers monarchies to democracies. Germany has a lot in common with Italy because both countries unified later than most of their neighbors did, leading to fewer colonies and later industrial development.
- **Enemies:** Most countries resent Germany's claims of superiority and threats to its neighbors. France, Denmark, and Austria have lost territory to Germany in recent years. There have been some disputes with Great Britain and France in recent years over colonies, but things seem to be getting better. Germany and France fought a bitter war in 1870 in which Germany stole two of France's provinces. France has sworn revenge and says that someday Alsace and Lorraine will be taken back by force if necessary. Russia is afraid of German expansion because the Germans have expressed an interest in taking Poland away from Russia because part of it was once German.
- **Goals:** Attack weaker neighbors whenever possible. Prove to the world that Germany is great through quick, decisive use of new military power. Hold on to recent German territorial expansion and add new lands to it if possible. Expand colonial empire to rival that of Great Britain and France.
- **Strengths:** Powerful army that is feared and respected. Strong navy, which rivals Great Britain's for the first time ever. Rapid industrialization with a growing economy.
- **Weaknesses:** Few colonies. Few allies. Army and navy are anxious to try their strength, so they are not very patient or willing to compromise.
- **First Turn Income:** 3 colonial bucks
- **Beginning Setup**
 - a. Army: 3
 - b. Navy: 3
 - c. Industry: 2
 - d. Colonies: 1

Country Description Sheet #4

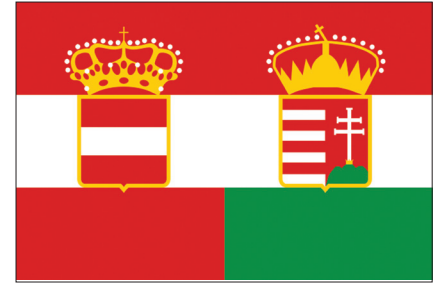
Italy



- **Location:** Southern Europe
- **Size:** Medium
- **Power:** Great
- **Friends:** Italy has no real allies, but has fought on the side of just about every country in Europe at one time or another when facing a common enemy or when it thought that joining the right side would help it gain power and influence. Italy generally prefers democracies to monarchies. Germany has a lot in common with Italy because both countries unified later than most of their neighbors did, leading to fewer colonies and later industrial development.
- **Enemies:** Most countries resent Italy's refusal to commit to long-term alliances as Italy has changed sides many times in the past. Italy hates Austria for controlling large parts of northern Italy before Italy's unification. Austria has lost territory to Italy in recent years, and the Italians still feel that some of the territory under Austria's control should rightfully be theirs. The same is true for Italy's relationship with France, but they do not hate the French as intensely. There have been some disputes with Great Britain and France in recent years over colonies, but things seem to be getting better.
- **Goals:** Italy is jealous of its more powerful neighbors and wants to be like them. Italy will stay out of wars if possible to avoid being on the losing side and losing territory. Italy will join a war if they feel that other countries will reward them for their help. Italy wants to hold on to recent territorial expansion and add new lands to it if possible. Expand colonial empire to rival that of Great Britain and France.
- **Strengths:** Average army and navy that are yet to be proven. Gradual industrialization with a growing economy.
- **Weaknesses:** Few colonies. No permanent allies.
- **First Turn Income:** 2 colonial bucks
- **Beginning Setup:**
 - a. Army: 2
 - b. Navy: 2
 - c. Industry: 1
 - d. Colonies: 1

Country Description Sheet #5

Austro-Hungarian Empire



- **Location:** Central Europe, Balkans
- **Size:** Large
- **Power:** Great
- **Friends:** Austria has no real allies, but has a certain friendship with Germany because its rulers are of Germanic ancestry. Austria prefers monarchies to democracies. Austria has a lot in common with Russia because both countries have conservative monarchies that have joined to fight off the territorial expansion of Germany and France.
- **Enemies:** Austria has lost territory in recent years to Italy and Germany as a result of their unification movements. As a result it has focused its attention on taking over small countries in the neighboring Balkan Peninsula. Austria faces a major challenge because Russia would like to expand into this area as well to gain access to warm-water seaports. The two countries have nearly fought each other in a major war many times by backing up the small country the other was trying to take over. Another enemy is the Ottoman Empire, because many of the small countries Austria is trying to take over once belonged to the Turks, who want them back.
- **Goals:** Attack weaker neighbors whenever possible. Prove to the world that Austria is still great by gaining control of the Balkan Peninsula by standing up to Russia, Germany, Italy, and the Ottoman Empire. Hold on to recent territorial expansion and add new lands to it if possible.
- **Strengths:** Average army that is still strongest in immediate area.
- **Weaknesses:** The army is tied down by trying to keep many ethnic minorities within the empire from breaking away through revolution or foreign intervention on their behalf. Few colonies. Few allies. Many rivals. Small navy and a weak economy.
- **First Turn Income:** 2 colonial bucks
- **Beginning Setup:**
 - a. Army: 2
 - b. Navy: 1
 - c. Industry: 1
 - d. Colonies: 1

Country Description Sheet #6

Russia



- **Location:** Eastern Europe
- **Size:** Large
- **Power:** Great
- **Friends:** Russia has no real allies, but has a certain friendship with Germany and Great Britain because Germany's kaiser is related to the king of England and the czar of Russia. Russia prefers monarchies to democracies. Russia has a lot in common with Austria because both countries have conservative monarchies that have joined to fight off the territorial expansion of Germany and France.
- **Enemies:** Russia is afraid of German expansion because the Germans have expressed an interest in taking Poland away from Russia because part of it was once German. Russia faces a major challenge from Austria because both countries are interested in taking over the Balkan Peninsula. The two countries have nearly fought each other in a major war many times by backing up the small country the other was trying to take over. Another enemy is the Ottoman Empire because many of the small countries Russia is trying to take over once belonged to the Turks, who want them back. Russia also faces competition in eastern Asia from Japan because both countries are interested in taking over parts of China. Great Britain has vowed to contain Russian expansion in Asia. As if this were not enough, revolutionaries at home are threatening to overthrow the czar and form a democratic or communist government.
- **Goals:** Russia would like to expand into the neighboring Balkan Peninsula and take over some small countries, gain access to warm-water seaports, and hold onto its vast empire. Avoiding war whenever possible, Russia wants to prove to the world that it is still great by gaining control of the Balkan Peninsula, standing up to Austria, Germany, Britain, Japan and the Ottoman Empire, holding on to recent territorial expansion, and adding new lands to it if possible.
- **Strengths:** Huge army that is still feared and respected. Vast colonial empire.
- **Weaknesses:** Army weakened by old-fashioned equipment and techniques. Needs to put down rebellions by colonies and revolutionaries. Small navy. Few allies. Many rivals. Weak economy.
- **First Turn Income:** 3 colonial bucks
- **Beginning Setup**
 - a. Army: 3
 - b. Navy: 1
 - c. Industry: 1
 - d. Colonies: 2

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Country Description Sheet #7

Ottoman Empire



- **Location:** Balkans, Western Asia
- **Size:** Large
- **Power:** Great
- **Friends:** Turkey has no real allies, but has a certain friendship with France because they often have the same enemies. It admires Germany's military power and shares some common enemies. Turkey prefers monarchies to democracies.
- **Enemies:** Turkey has lost territory in recent years to Italy, France, Great Britain, Russia, and Austria that it would like to reclaim. Turkey faces a major challenge because Russia would like to expand into its territory to gain access to warm-water seaports. The two countries have fought each other in small wars many times. Another enemy is Austria because many of the small countries Austria is trying to take over once belonged to the Turks, who want them back.
- **Goals:** Turkey would like to hold onto its vast empire and avoid war whenever possible. Turkey would also like to prove to the world that it is still great by regaining control of the Balkan Peninsula and its lost North African colonies. It must stand up to the challenge from the other great powers, which want to conquer the remaining Ottoman Empire and divide it among themselves. Turkey would also like to add new lands to its empire if possible.
- **Strengths:** Average army. Many colonies.
- **Weaknesses:** Army is tied down in trying to keep more colonies from breaking away than already have. Few allies. Many rivals. Small navy and weak economy.
- **First Turn Income:** 2 colonial bucks
- **Beginning Setup**
 - a. Army: 2
 - b. Navy: 1
 - c. Industry: 1
 - d. Colonies: 2

Country Description Sheet #8

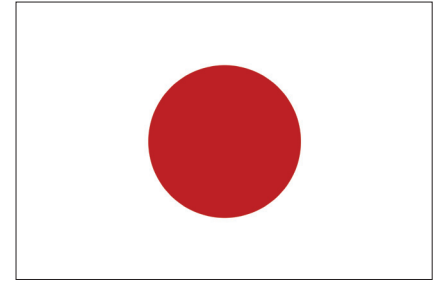
United States of America



- **Location:** North America
- **Size:** Large
- **Power:** Great
- **Friends:** The United States has no real allies, but has a certain friendship with France and Great Britain because of democratic traditions, and because they often have the same enemies. The United States strongly prefers democracies to monarchies.
- **Enemies:** The United States has no real enemies but will fight against an enemy it feels is morally wrong. It has had some minor disputes with Great Britain, France, and Germany over colonies in South America and the South Pacific, but has avoided war every time.
- **Goals:** Although the United States usually stays out of other countries' affairs, it is beginning to be interested in keeping a balance of power in Europe and Asia. It does not want to let any single power dominate either continent. It is eager to demonstrate new power and influence. It will also try to defend free and unrestricted trade. The United States is mostly interested in neutrality, but it will fight with any country that tries to keep it from trading with either side in a war.
- **Strengths:** Strong army and navy. Plentiful resources and rapid industrialization have given it a strong economy.
- **Weaknesses:** Few allies. Reluctance to get involved in foreign affairs, especially wars.
- **First Turn Income:** 4 colonial bucks
- **Beginning Setup**
 - a. Army: 2
 - b. Navy: 2
 - c. Industry: 3
 - d. Colonies: 1

Country Description Sheet #9

Japan



- **Location:** East Asia
- **Size:** Small
- **Power:** Small
- **Friends:** Japan has no real allies but has a certain friendship with Great Britain because they often have the same enemies. Japan usually prefers monarchies to democracies, however.
- **Enemies:** Japan is in direct competition with Russia for domination of the Chinese Province of Manchuria. They have almost gone to war over it several times. Japan has had some minor disputes with Great Britain, France, and Germany over colonies in China, but has avoided war every time.
- **Goals:** Although Japan usually stays out of other countries' affairs, it is beginning to be interested in keeping a balance of power and establishing colonies in Asia. It does not want to let any single Western power dominate Asia. Japan would like to have Asia to itself but is not yet strong enough to try and take it from the Western powers. Japan is eager to demonstrate its new power and influence. Japan is mostly interested in neutrality but will fight with any country that tries to keep it from gaining colonies.
- **Strengths:** Small army and navy. Rapid industrialization is giving it a growing economy.
- **Weaknesses:** Few allies. Reluctance to get involved in foreign affairs, especially European wars.
- **First Turn Income:** 2 colonial bucks
- **Beginning Setup**
 - a. Army: 1
 - b. Navy: 1
 - c. Industry: 1
 - d. Colonies: 1

Great Powers Tokens

 <p>Army</p>	 <p>Army</p>	 <p>Army</p>
 <p>Army</p>	 <p>Army</p>	 <p>Army</p>
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Navy



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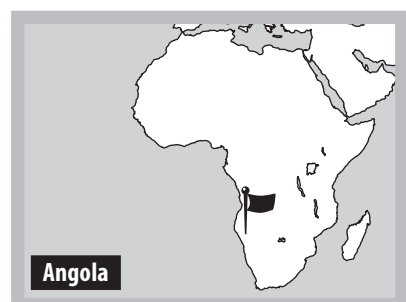
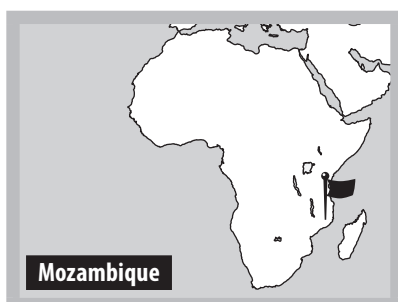
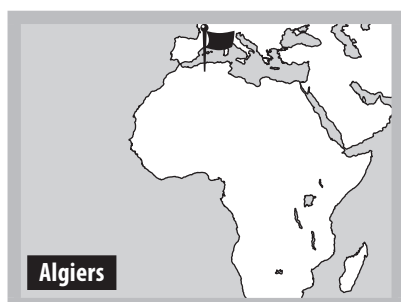
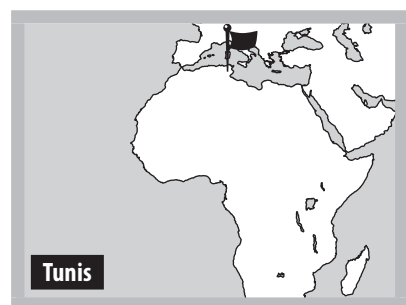
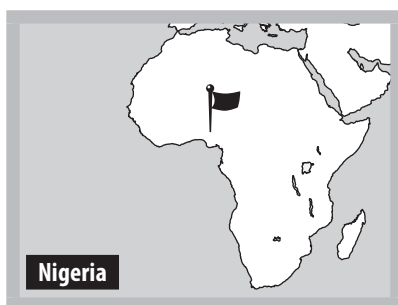
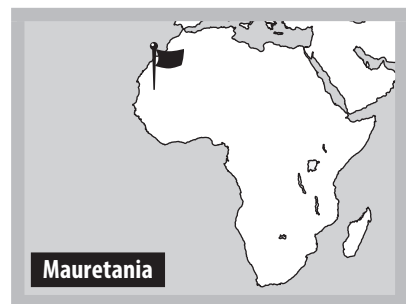
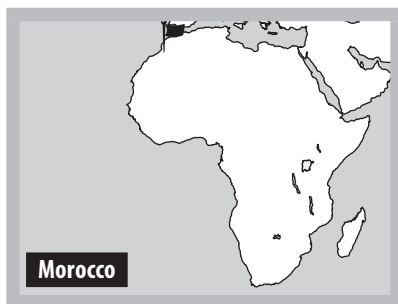
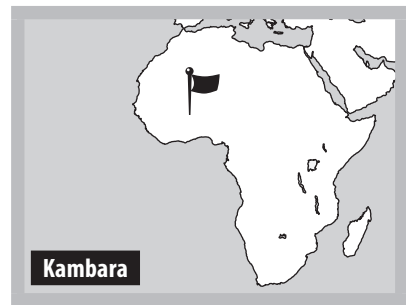
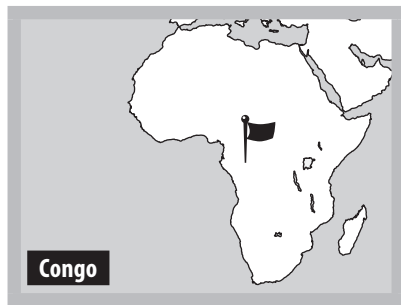
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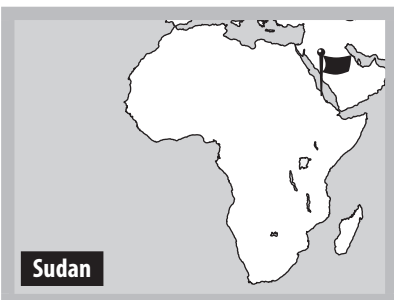
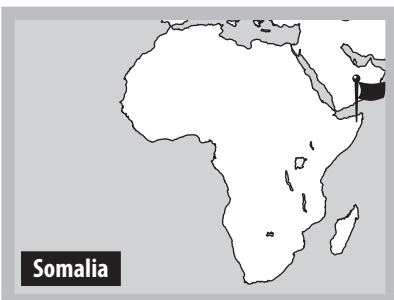
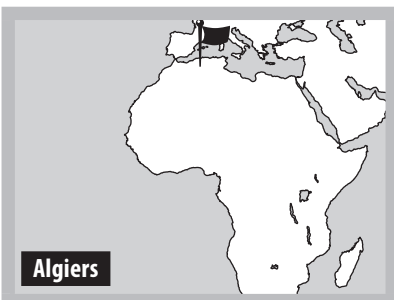
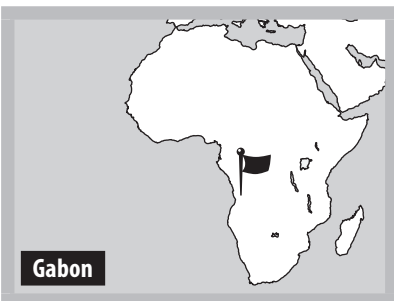
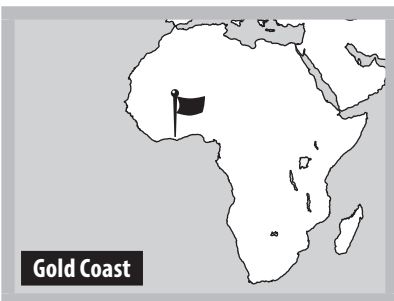
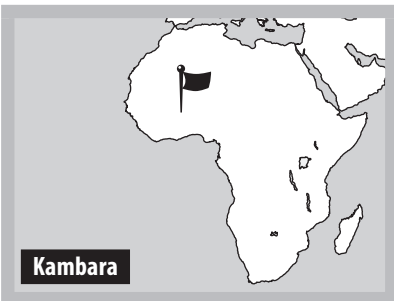
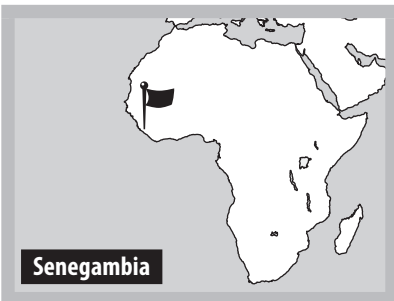
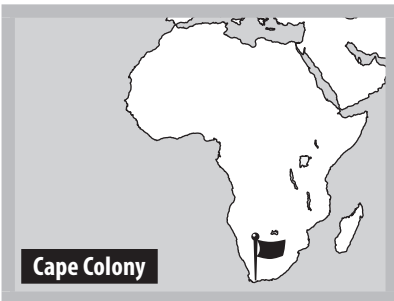


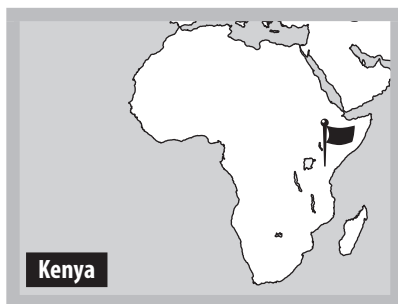
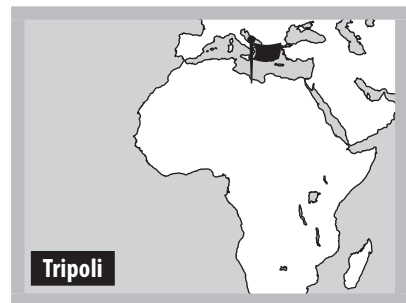
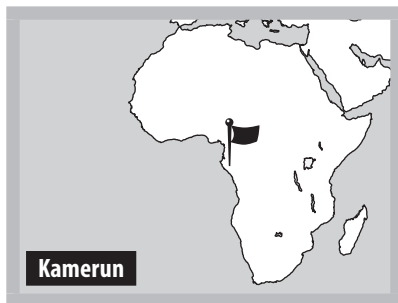
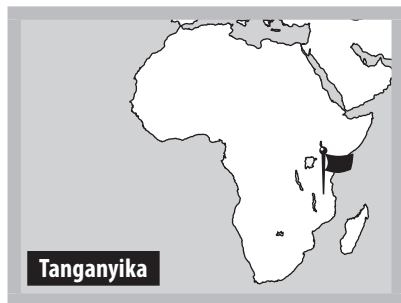
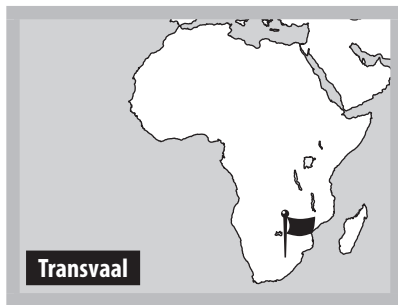
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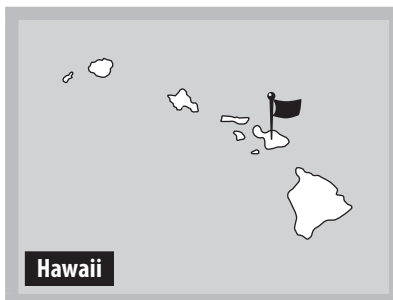
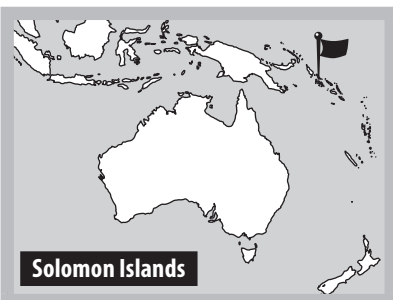
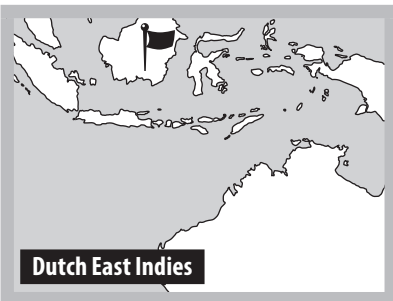
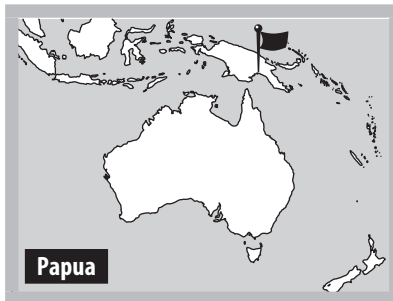
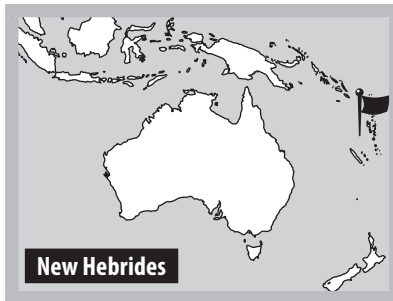


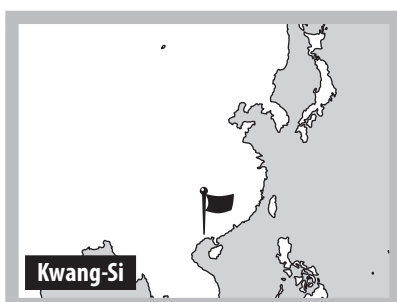
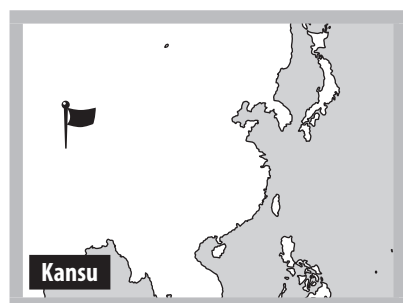
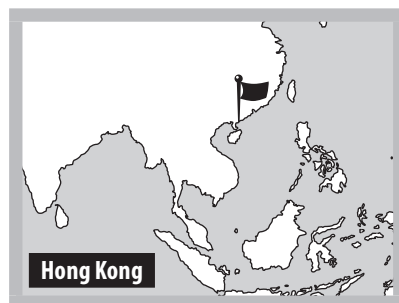
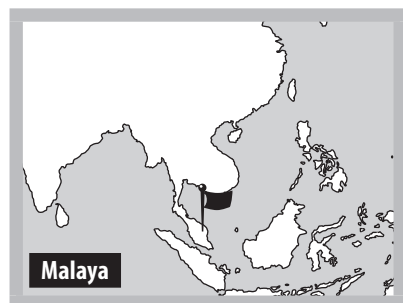
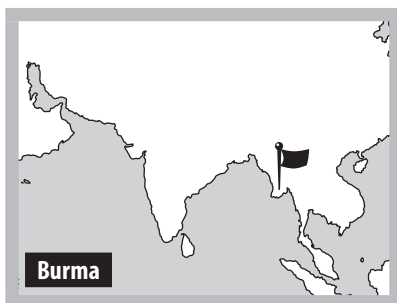
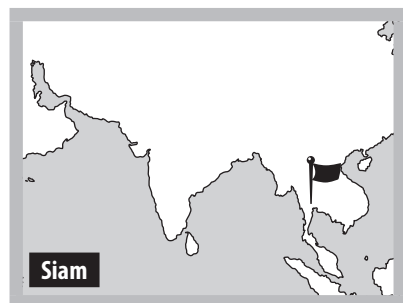
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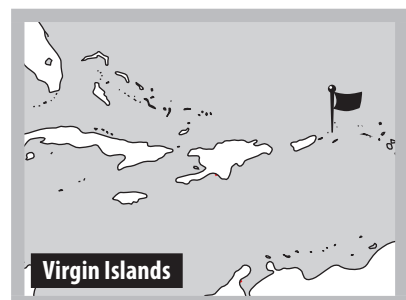
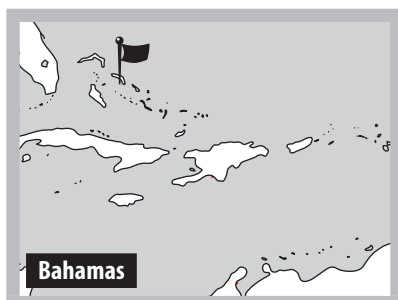
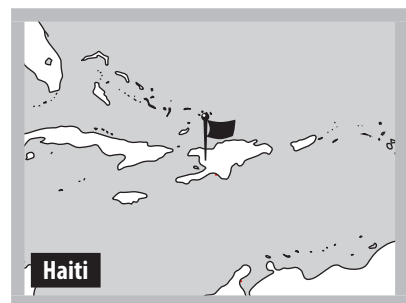
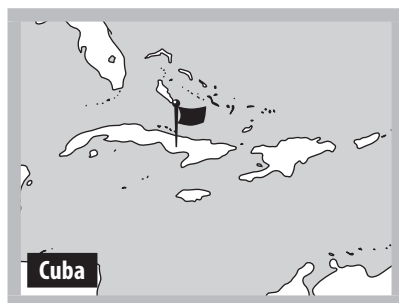
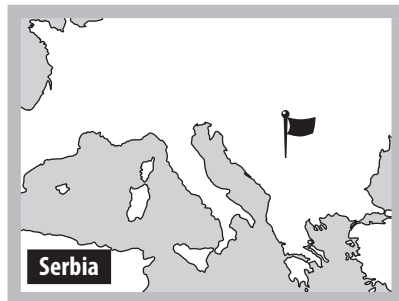
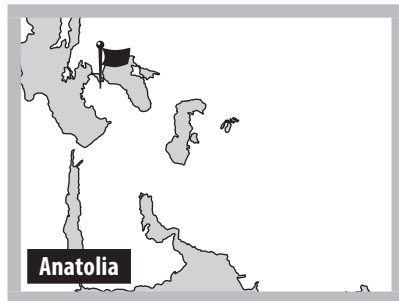
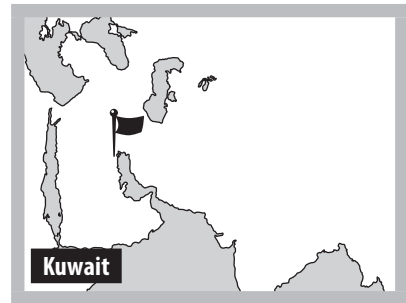


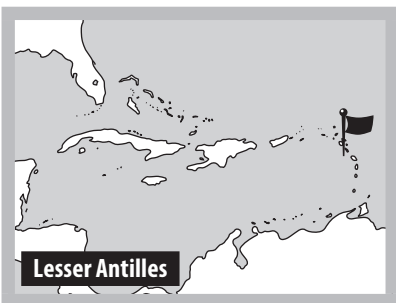
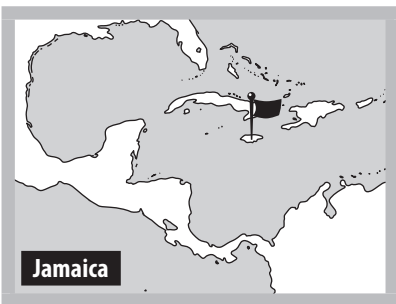














Colonial Buck



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Great Powers World Map

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Great Powers Game Turn Record Sheet

Country played: _____

Class period: _____ Current turn: _____

Players' names: _____

Current # of armies: _____ Current # of navies: _____

Current colonies held: _____

Total # of colonies: _____ Total # of industries: _____ Current income:

Current treaties: _____

Terms: _____

Countries' signatures: _____

Terms: _____

Countries' signatures: _____

Terms: _____

Countries' signatures: _____

World War II Debates

1. Was it really necessary for the United States to enter World War II (WWII)? Could the United States have remained neutral? Were we dragged into the war, or did we enter willingly?
2. Did President Roosevelt conspire to get the United States to enter WWII even though many were opposed to it? What actions did he take to prevent or join the war?
3. Was the Japanese attack on Pearl Harbor truly a surprise attack? Did the United States have any advanced warning of the attack? What could have been done to avoid it?
4. Was it necessary to place Japanese Americans in internment camps during WWII? Should damages be paid to survivors of those camps? What about the Italian and German Americans? Why weren't they detained?
5. Could the United States have done more to prevent the Holocaust from happening in Nazi Germany? Did we act quickly enough or in the appropriate ways?
6. Was it necessary to drop the atomic bombs on Hiroshima and Nagasaki? Could the war have been brought to an end in any other way at that time?
7. Was it necessary to insist upon unconditional surrender from the Japanese at the end of WWII?
8. Was the use of carpet-bombing against our enemies in WWII necessary and ethical?
9. Did the United States treat the Soviet Union as an equal partner in WWII? Did our handling of the demands of the Soviets at the end of WWII lead to the poor relations that would develop into the Cold War? Did Roosevelt and Truman deal with Stalin properly?
10. What happened to the body of Adolf Hitler? How did he really die? Are the bones in the possession of the Russians authentic? What of the conspiracy theories claiming he survived the Fall of Berlin and went into hiding?
11. Should Japan apologize for its actions in WWII? Should compensation be paid to the citizens of its former colonies? Who is responsible and who should pay?



First Iwo Jima Flag Raising

12. Should the personal property and money confiscated by the Nazis from Jews be returned to the survivors of the Holocaust and their descendants today? What if the funds were hidden in secret Swiss bank accounts that no one has claimed in all these years?
13. Should land occupied at the end of WWII by the victorious Allies be returned to the nations that lost them? Should they remain American or be given independence instead? Should Allied forces be completely withdrawn from countries occupied after WWII?
14. Should Nazi war criminals continue to be prosecuted and tried? If convicted, what kind of punishments should they be given?
15. What should be done about the Neo-Nazi movements in Germany and America? What about those who deny that the Holocaust ever took place?

Cold War Simulation

Purpose of the game

- To understand the nature of the competition between the Soviet Union and the United States during the Cold War

Sequence of play

1. The United States starts out with 75 income points and the Soviet Union 65 on the first turn. These are their savings from past development in the years before the game began. These point levels will change during each turn thereafter as the superpowers gain allies and develop their economies. Each turn, the teacher rolls a 20-sided die to determine one random event for each superpower on the random events table and adjusts the map or point totals according to the results of the roll.
2. Each team chooses how their income points will be spent as they change each turn. Deduct the number of income points spent from the total. A superpower may purchase tokens that represent economic, food, or military aid, which can be given away to neutral countries. The superpowers may also choose to spend their income points on domestic spending options (below). Superpowers must spend all of their income points during each turn, but undistributed tokens may be kept and spent on themselves.
3. After discussing with your team your choices for distribution, submit them in writing to the teacher. All moves are turned in simultaneously and take effect immediately as the teacher announces them to the class. Once they are written down, they cannot be changed. Each turn represents one year.
4. As countries declare their alliances, place control markers of the appropriate color on the map and add their strength points to the total income points for each superpower for the following year. This way, the income points go up and down each turn as the superpowers gain or lose allies among the non-aligned countries.
5. Add to the superpowers' income points any bonuses gained from the team's purchases or pledges of alliance from non-aligned countries. This will give the superpowers income for the next turn.

Rules

There are three teams: The United States, The Soviet Union, and the non-aligned countries. The United States and the Soviet Union try to sway the neutral, non-aligned countries to their alliance to achieve world domination. This can be done by giving them economic, food, or military aid, or by military conquest.

The superpowers may designate the number of tokens of each kind that they wish to give to a neutral nation. Those points are no longer part of that nation's total. When a country agrees to become an ally of a superpower, their strength points get added to the superpower's total.

The number of strength points is also printed on that nation or region's card. Each country has a given number of economic, food, or military aid points that it desires before committing to one side or the other. This is printed on that nation or region's card as well. These numbers are merely goals, however, and the nation may agree to commit to one side or the other at any time they wish whether they have received all of them or not.

Domestic spending options for the superpowers

In addition to distributing tokens to neutral countries, if a superpower would like to spend some or all of its remaining economic points on developing its own economy, these are their choices:

1. **Internal Development.** Each point invested in economic power increases the nation's income by one point the following turn and every turn thereafter. This is done by purchasing economic aid cards and spending them on your own country.
2. **The Arms Race.** These conventional military forces are the same as military aid cards but are retained by the superpower for use at home and abroad. They come in two types: armies or navies. A superpower must have at least one navy to deploy forces on another continent. One navy is needed for each new continent that may not be reached from your home country by land.

Military power may be used in a conventional war against any country. If their defensive strength is overwhelmed, the country becomes a satellite. If the other superpower tries to take the same country in the same year, a civil war breaks out, and the forces fight until there is a victor.

New forces may be added by the superpowers during each turn. At any time, a superpower may decide to withdraw or escalate the conflict to a nuclear one. Use of nuclear force removes a neutral country or region from the game permanently and may provoke a nuclear war with the other superpower if it has vowed to protect it.

3. **Nuclear Arms.** Each nuclear arm purchased can be used to destroy the capital city of one country. The destroyed country is then out of the game. The other superpower may choose to retaliate with everything that they have by launching a nuclear attack of any kind, anywhere. If a superpower is the victim of an attack, they may only respond with 90 percent of their forces because some of their forces would have been destroyed in the initial attack.
4. **The Space Race.** A country must invest in the space race if it wishes to build Intercontinental Ballistic Missiles. Each point spent on the space race increases your economy by one point.
 - 1 card = long range bombers. Your country may now drop atomic bombs by air. This means that its planes may still be shot down by the enemy's conventional forces, however.
 - 2 cards = rockets. You may use them to destroy the army of a neighboring country or deliver an atomic bomb to destroy their capital.

- 3 cards = medium range missiles. You may use them to destroy the army of any country on the same continent as you or deliver an atomic bomb to destroy their capital.
- 4 cards = long range missiles. You may use them to destroy the army of any country in the world or deliver an atomic bomb to destroy their capital.
- 5 cards = moon landing. You are the envy of the whole world! Gain one free economic aid card, one free military aid card, and add +1 to your economy.
- 6 cards = missile defense system. You may destroy one incoming enemy missile for each additional space card purchased from now on.

Victory conditions

The first superpower to reach 150 points or eliminate the other superpower militarily wins the game. The neutral countries can win if both superpowers have been wiped out and they are still intact. It is possible for everyone to win if a nuclear war has been avoided, and no countries have been destroyed. It is also possible for everyone to lose if a nuclear war has occurred and all countries have been destroyed.

Cold War Sample Turn

Phase 1: Distribution of points*

- The Soviet Union starts out with 65 economic points. They know that they have a long way to go to catch up with the United States, so they must grow their economy and diplomatic relations in a hurry. First, they get lucky on the random events chart and end up with a result that gives them an additional income point to spend.

Current Income: 66

- The group discusses their options and decides that it would be foolish to challenge the United States militarily this early on in the game, so they decide to spend most of their points on diplomacy and economic development. First, they try to get China to join the Soviet alliance by promising it 5 points of economic aid.

Current Income: 61

- The Soviet Union also tries to gain India's support by giving them 5 points of food aid.

Current Income: 56

- The Soviet Union also decides to spend 40 points to bolster its weak economy. It does this by spending the economic points on itself rather than giving out further aid to non-aligned countries. This will double in points by the next turn.

Current Income: 16

- The Soviet Union does not want to be outdone in the space race, so they spend 1 point on long-range bombers. This will double in points by the next turn.

Current Income: 15

- The Soviet Union does not want to be unprotected in case of an attack, so they spend 5 points on armies, 5 on navies, and 5 on nuclear arms. These expenditures do not help increase their economic strength in the next turn.

Current Income: 0

- When the United States takes its turn, the Soviets find out that they spent their points lavishly on military and foreign aid and got very little in return for it. The total for the United States is now 85 points. Thankfully, there were no wars during this turn. The Soviets begin the second turn of the game on a more even footing with the United States and are increasingly confident that they can eventually reach the goal of 150 points first.

*This is merely a sample turn, please do not feel that you must choose the same spending options for your team.

Phase 2: Negotiations and results

- The alliance with China is successful and Soviet Union adds China's whopping 10 strength points to its economic total.

Adjusted Income: 10

- The Soviet Union is unsuccessful in its attempt to get an alliance with India, so there is no economic gain from this move.

Adjusted Income: 10

- The 40 points spent on the Soviet economy have doubled, adding 80 points to the economic total.

Adjusted Income: 90

- The 1 point spent on the space race has doubled, adding 2 points to the economic total.

Adjusted Income: 92

- The 15 points spent on armies, navies, and nuclear arms have made the Soviet Union more resistant to attacks and capable of invading other regions, but have not added to the country's economic points.

Adjusted Income: 92

To summarize:

Soviet Income, Turn 1: 65

- Random events roll bonus + 1 = 66
- 5 points of economic aid to China – 5 = 61
- Food aid to India - 5 = 56
- Economic development cost – 40 = 16
- Space race cost – 1 = 15
- Purchase of 5 armies, 5 navies, and 5 nuclear arms – 15 = 0

Negotiations

- Chinese alliance gained + 10 = 10
- Economic growth + 80 = 90
- Space race growth + 2 = 92

Soviet Income, Turn 2: 92

Roles on a Team

Individuals on each team will play one of the following roles:

- A. War hawk: pro-military, eager for a confrontation, looking for a showdown.
- B. Doves: believe in peace at all costs; do not like war under any circumstances, especially fearful of nuclear war.
- C. Diplomats: will always try to negotiate a compromise with the other superpower or try to persuade neutral countries to join your side.
- D. Scientists: will try to advance knowledge of space.
- E. Isolationists: are in favor of staying out of other countries' business.
- F. Businessmen: want to have peace to trade with other countries, but like to sell things to the military too. Support whatever helps your nation's income.
- G. Farmers: want countries where they can sell their food. They will sell food to just about any country they can.
- H. Reformers: want to improve things at home first. Feel that wars are a waste of money.
- I. Dissidents: people who are unhappy with their own government. They like the other superpower better and can be persuaded to defect to the other side, but it is usually more fun to stay home and complain all the time.
- J. Patriots: people who love their country and feel that it can do no wrong. They have a hard time understanding why everybody doesn't want to be like them.



The Big Three Allied leaders

Image source: "Yalta Conference, February 1945." Courtesy of the Naval Historical Center, USA C-543
















Cold War Random Events Table

Roll a 20-sided die

1- new invention	+1 economic point
2- technology becomes outdated	-1 economic point
3- bumper crop	gain 1 food aid token
4- crop failure	lose 1 food aid token
5- epidemic	-1 economic point
6- medical breakthrough	+1 economic point
7- revolution in neutral country of teacher's choice	reroll: 1–10 it becomes an ally of the US, 11–20 an ally of the USSR
8- revolt in neutral country or region of teacher's choice	lose 1 ally
9- labor unrest	-1 economic point
10- increase in productivity	+1 economic point
11- civil unrest	lose one military aid token
12- patriotic movement	gain one free military aid token
13- strong leader	+1 economic point and gain one free economic aid token
14- weak leader	-1 economic point and lose one free economic aid token
15- shortages/inflation	-1 economic point
16- surpluses/deflation	-1 economic point
17- scandal	lose one economic aid token
18- reform movement	gain one economic aid token
19- crime/drug problem	-1 economic point
20- law and order movement	+1 economic point

Cold War Playing Cards



 Economic Aid	 Economic Aid	 Economic Aid
 Economic Aid	 Economic Aid	 Economic Aid
 Economic Aid	 Economic Aid	 Economic Aid
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Military Aid



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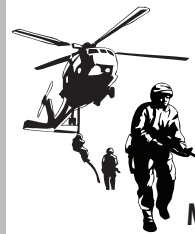
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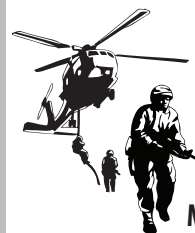
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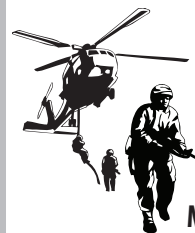
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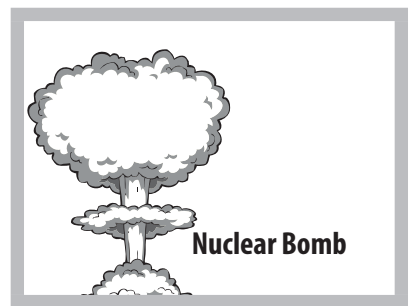
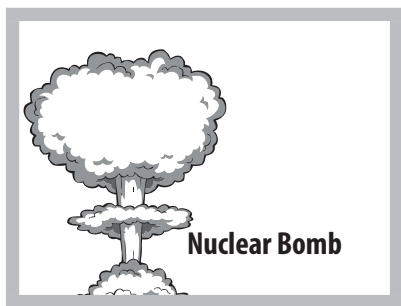
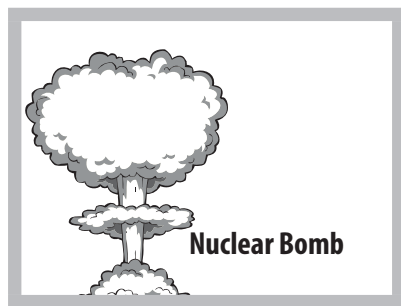
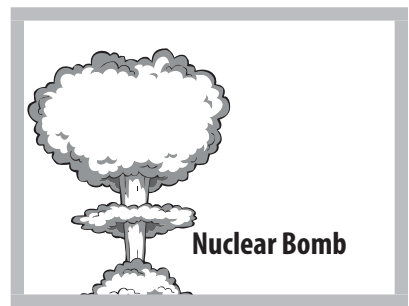
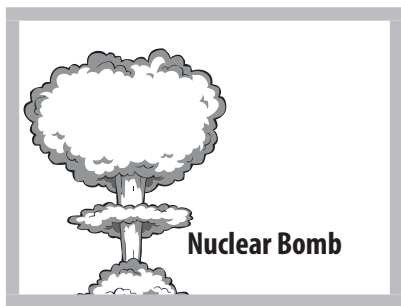
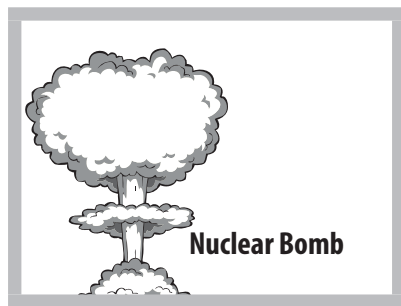
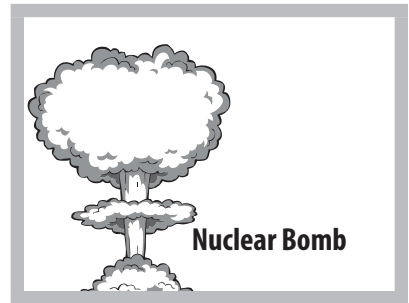
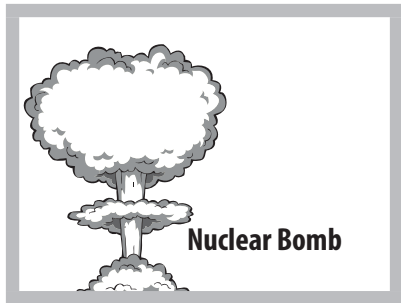
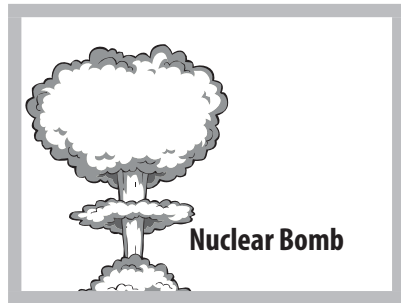
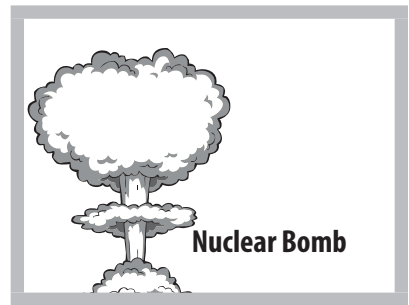
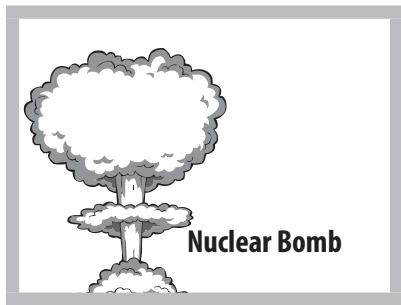
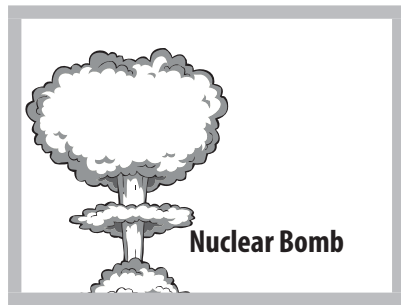
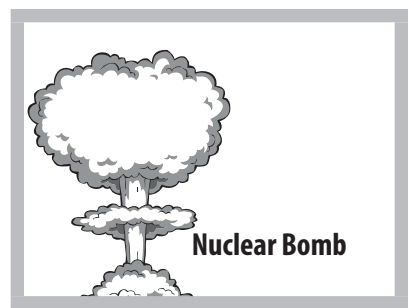
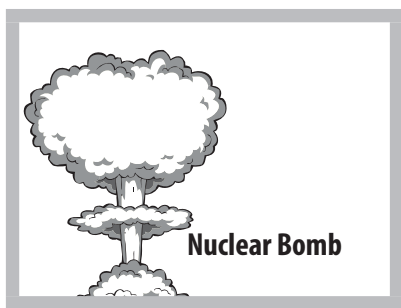
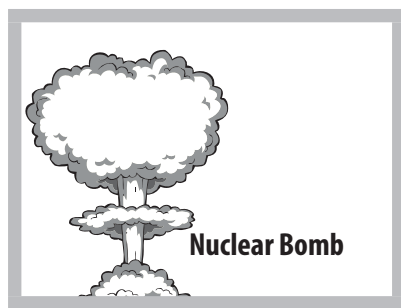
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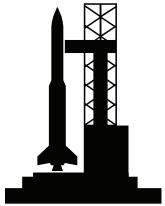
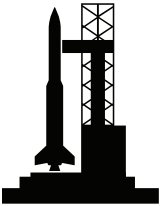
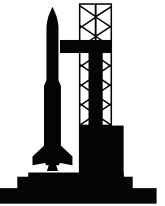
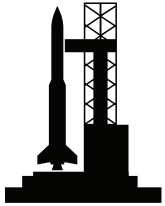
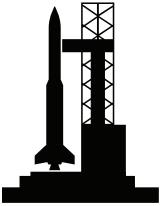
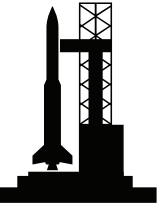
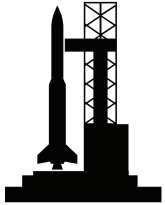
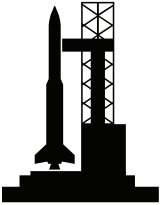
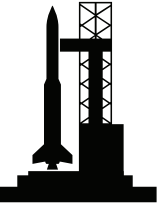
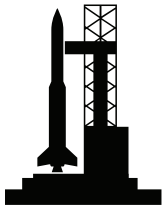
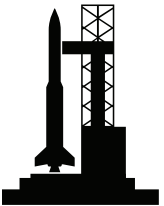
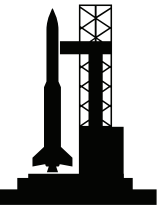
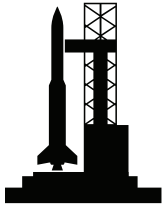
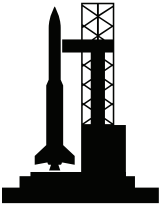
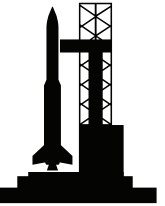


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 Space Race	 Space Race	 Space Race
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Country Points

Country: India Location: Asia Goals: economic: 5 food: 5 military: 5 Strength: 5	Country: Afghanistan Location: Asia Goals: economic: 1 food: 1 military: 1 Strength: 2	Country: Pakistan Location: Asia Goals: economic: 3 food: 1 military: 4 Strength: 4	Country: Iran Location: Asia Goals: economic: 2 food: 1 military: 4 Strength: 4	Country: Iraq Location: Middle East Goals: economic: 2 food: 1 military: 2 Strength: 3
Region: West Africa Countries: Ghana, Nigeria, Dahomey, Upper Volta, Ivory Coast, Liberia, Sierra Leone, Guinea, & others Goals: economic: 5 food: 5 military: 3 Strength: 5	Region: Southeast Asia Countries: Thailand, Malaysia, Singapore, & Brunei Goals: economic: 2 food: 3 military: 1 Strength: 3	Country: Israel Location: Middle East Goals: economic: 2 food: 1 military: 4 Strength: 2	Region: Arabia Countries: Saudi Arabia, Yemen, Oman, Kuwait, Bahrain, UAE, & Qatar Location: Middle East Goals: economic: 1 food: 1 military: 5 Strength: 6	Region: Southern Asia Countries: Burma, Bangladesh, Nepal, & Bhutan Location: Asia Goals: economic: 2 food: 4 military: 1 Strength: 3
Country: Indonesia Location: Asia Goals: economic: 4 food: 3 military: 2 Strength: 2	Region: Indochina Countries: Vietnam, Laos, & Cambodia Goals: economic: 3 food: 3 military: 3 Strength: 3	Region: Oceania Countries: Australia, New Zealand, Papua New Guinea, Fiji, Samoa, & others Goals: economic: 1 food: 2 military: 2 Strength: 4	Region: The Sahara Countries: Morocco, Algeria, Tunisia, Libya, Mali, Chad, Niger, & Mauritania Goals: economic: 4 food: 4 military: 1 Strength: 3	Region: Horn of Africa Countries: Sudan, Ethiopia, Djibouti, & Somalia Goals: economic: 4 food: 5 military: 4 Strength: 4
Country: Philippines Location: Asia Goals: economic: 4 food: 4 military: 3 Strength: 2	Country: Taiwan Location: Asia Goals: economic: 2 food: 1 military: 5 Strength: 3	Region: Central America Countries: Guatemala, El Salvador, Honduras, Belize & Nicaragua Goals: economic: 4 food: 4 military: 4 Strength: 2	Region: The Congo Countries: Zaire, Congo, Gabon, Equatorial Guinea, Sao Tome & Principe, Cameroon, & Central African Republic Goals: economic: 5 food: 4 military: 4 Strength: 3	Country: Egypt Location: Africa Goals: economic: 3 food: 1 military: 5 Strength: 5

Country: Sweden Location: Europe Goals: economic: 1 food: 0 military: 1 Strength: 3	Country: Finland Location: Europe Goals: economic: 1 food: 0 military: 1 Strength: 2	Country: Yugoslavia Location: Europe Goals: economic: 3 food: 1 military: 3 Strength: 2	Country: Spain Location: Europe Goals: economic: 2 food: 0 military: 1 Strength: 2	Country: Portugal Location: Europe Goals: economic: 1 food: 0 military: 2 Strength: 2
Country: Mexico Location: Central America Goals: economic: 5 food: 1 military: 1 Strength: 2	Country: Panama Location: Central America Goals: economic: 3 food: 1 military: 3 Strength: 1	Country: Cuba Location: Caribbean Goals: economic: 4 food: 1 military: 3 Strength: 2	Country: Colombia Location: South America Goals: economic: 3 food: 1 military: 2 Strength: 2	Country: Chile Location: South America Goals: economic: 3 food: 1 military: 2 Strength: 3
Region: Northern South America Countries: Venezuela, Surinam, Guyana Goals: economic: 3 food: 3 military: 1 Strength: 4	Region: Southern Africa Countries: South Africa, Zambia, Mozambique, Rhodesia, Lesotho, & Swaziland Goals: economic: 3 food: 2 military: 4 Strength: 4	Region: Eastern Africa Countries: Madagascar, Tanzania, Kenya, Mozambique, Malawi, Rwanda, & Burundi Goals: economic: 4 food: 4 military: 4 Strength: 3	Region: Caribbean Countries: Haiti, Dominican Republic, Bahamas, Jamaica, & others Location: Caribbean Goals: economic: 4 food: 4 military: 1 Strength: 3	Region: The Levant Countries: Lebanon, Jordan, & Syria Goals: economic: 3 food: 1 military: 4 Strength: 6
Country: Paraguay Location: South America Goals: economic: 1 food: 1 military: 1 Strength: 1	Country: Brazil Location: South America Goals: economic: 4 food: 1 military: 2 Strength: 4	Country: Ecuador Location: South America Goals: economic: 1 food: 1 military: 1 Strength: 1	Country: Peru Location: South America Goals: economic: 2 food: 2 military: 2 Strength: 2	Country: Bolivia Location: South America Goals: economic: 1 food: 1 military: 2 Strength: 2
Country: Argentina Location: South America Goals: economic: 2 food: 2 military: 3 Strength: 3	Country: Uruguay Location: South America Goals: economic: 1 food: 1 military: 1 Strength: 1	Country: China Location: East Asia Goals: economic: 5 food: 6 military: 5 Strength: 10		

Red Guards Simulation

Introduction: Chairman Mao has said that even though the Red Army has won the Chinese Revolution, revolution is a never-ending struggle. Now there are secret enemies within China who have undermined the economic and social advances of the Great Leap Forward. These enemies and saboteurs must be rooted out. As patriotic young students, you have formed groups called the Red Guards to carry out the great Chairman Mao's wishes. The trouble is many other rival groups are also forming. You suspect that they cannot possibly love the Great Leader as much as you do. Some of them must be secretly pretending to be Communists while actually spying for our enemies, the United States and the Soviet Union. Others are still holding on to capitalist or bourgeoisie habits or tastes that must be purged to create a pure Communist workers' paradise. You have taken it upon yourself to find out who is hiding their secret identity and bring these enemies of the people, these revisionist dogs, to justice before the glorious Communist Party. These counter-revolutionary devils and foreign lackeys must be humiliated in order to learn their lesson about the preeminence of the working class in the struggle to overcome their capitalist oppressors.

Directions

1. Read over the complete list of the secret identities that students in your class will be hiding to familiarize yourselves with what kinds of suspicious activity other characters have been doing. That way you will know what to look for when accusing others. Don't forget, everyone has a secret identity in this game that they are trying to hide. Also, remember that you are merely acting out a role to learn from history. Nothing from this game should be taken personally or taken outside of the classroom. Do not take the accusations made about your classmates as if they were real; it is only a learning experience.
2. The class will be divided into teams of 5–8 students. Each team represents a faction of Red Guards who are eager to prove that they are more fervent revolutionaries than all others.
3. Each student will stand and briefly introduce him or herself in character. They will say something like, "I am Cheng Ho. I am a baker. I work hard to supply food for our glorious workers. Long live the great Chairman Mao." You will choose a Chinese name of your own or the teacher will assign one to you.
4. At the teacher's command, students may mill about the room freely for a few minutes and converse with each other in character. You will try to get as much information about others as possible without revealing anything suspicious about yourself.
5. Students then return to their group and discuss likely candidates to accuse of "anti-revolutionary activities". Decide who you will denounce and why.
6. The teacher will choose a group at random to make its denunciations. Choose a spokesperson for your group. The spokesperson will say something like, "The people accuse comrade Yi Low of being an enemy of the revolution. He will stand forward for questioning."

7. The accusing Red Guard group then may pose 5–10 questions to the accused person. (Have some good questions ready in advance). The accused person may answer in any manner that they wish as long as he or she stays in character. He or she must answer the questions put to them. The accused cannot remain silent. The accused can be polite and cooperative, defensive and defiant, or appeasing and repentant. The choice is theirs.



Red Guards on the cover of an elementary school textbook from Guangxi

8. After hearing responses of the accused character, the Red Guard group may pronounce the accused innocent and commend them as a good citizen, let them off with a stern warning, or punish them with an appropriate form of humiliation. See the list of possible punishments for ideas.
9. The accused must then make a choice to defy the judgment of the Red Guard and take their punishment, accuse another person of anti-revolutionary activities, or attempt to flee the country. If the accused accepts the punishment, he or she may not accuse others in future rounds. If he or she accuses another and they are found guilty, the accused may be restored to party membership and take part in future denunciations. If he or she attempts to flee the country, roll on the Flee Red China chart to see if the attempt succeeds. It is not necessary to role-play the punishments doled out by the Red Guards. This would take up too much time.
10. Resolve any counteraccusations in the same way as a regular group denunciation, as outlined above. Finish all of these counteraccusations before moving on to another Red Guard group's turn.
11. The teacher then chooses the next Red Guard group to make accusations, and the process is repeated.
12. Continue this until all groups have had a chance to denounce at least one person. There may not be time for every student to face an accusation, just be prepared if you are called out. Have plenty of good questions ready that will help to determine the guilt of others.
13. Each time a team successfully denounces an accused person and gets them to accept punishment they get one Mao point. The teacher will keep track of Mao points for each team on the board. The team with the most Mao points at the end of the game wins.

Image source: Public domain, via Wikimedia Commons

Flee Red China Chart

Die Roll	Result
1	You make plans but are too scared to carry them out. You decide to submit to punishment from the Red Guards instead.
2	You make plans, but cannot find anyone to help you escape the country. You decide to submit to punishment from the Red Guards instead.
3	You make plans and find someone to help you escape the country, but they are captured. Your escape fails. You are forced to go home and face additional punishment for trying to escape.
4	You are able to leave your home but cannot successfully get out of China. You are eventually forced to go home and face additional punishment for trying to escape.
5	You are able to escape, but the officials in the country you escaped to deny you asylum and return you to China. You are eventually forced to go home and face additional punishment for trying to escape.
6	You successfully escape to a Western country and are granted asylum. You may live the rest of your life free from Communism.

Possible punishments for convicted characters:

1. Public shaming, including being forced to march in parades wearing clothing and tall hats with slogans painted on them announcing the crimes the person has committed. Meanwhile friends and neighbors jeer at him or her, shouting insults about being a traitor and enemy of the Revolution.
2. A person of high rank can be removed from their position of power and replaced by a worthy person of peasant or working class background. The former high-ranking person would then be forced to perform lowly duties for a period of time, such as working in the fields, being a janitor, or cleaning the latrine.
3. Being forced to distribute party propaganda posters, leaflets, or ration coupons for no pay for a long period of time.
4. Physical punishment such as flogging or being locked in stocks for a time.
5. Confiscation or destruction of banned goods.
6. Being forced to host party officials in his or her home at own expense for extended periods.

7. Having to publish lengthy public apologies enumerating his or her crimes in great detail, and then begging for mercy.
8. Given a stern warning and then being closely watched by political officers for a year to make sure that no further offences occur.
9. Being forced to attend “re-education” classes where he or she is relentlessly indoctrinated with communist teachings until accepted.
10. Reduced rations or being banned from buying any products beyond basic necessities.
11. Travel restrictions. The accused may not leave a very small area near the home or workplace.
12. Reduced living space. Losing his or her home and being forced to move into a smaller apartment.
13. Having the accused person’s head shaved, clothing torn, and face slapped by all of his or her friends and neighbors.
14. Being forced to attend a mass criticism meeting and give a long speech stating all of his or her crimes against the people and Chairman Mao. The speech must conclude with suggestions for several appropriate punishments of which he or she is worthy and willing to take.
15. Being forced to become a Red Guard and denounce others.
16. Being forced to carry a copy of Mao’s *Little Red Book* at all times and quote lengthy passages from it by heart.
17. Being forced to denounce a friend or family member.
18. Being forced to shout revolutionary slogans or sing Communist Party songs for an entire day until the person collapses from exhaustion.
19. Prison time or forced labor camps.
20. In rare cases, death.

Other punishments may be suggested by students if they are within the realm of those ordered by the Red Guards and the teacher allows them.

Hidden Identities

1. You are a follower of the Christian faith. All religions have been denounced by Mao as backwards and bourgeoisie. He is particularly suspicious of Christianity because he considers it a corrupting foreign influence.
2. You are a follower of the Buddhist faith. All religions have been denounced by Mao as backwards and bourgeoisie. He is particularly suspicious of Buddhism because he considers it a tool of the pre-revolutionary elites to oppress the people.
3. You are a follower of the Muslim faith. All religions have been denounced by Mao as backwards and bourgeoisie. He is particularly suspicious of Islam because he considers it a corrupting foreign influence.
4. You are a follower of the Daoist faith. All religions have been denounced by Mao as backwards and bourgeoisie. He is particularly suspicious of Daoism because he considers it a tool of the pre-revolutionary elites to oppress the people.
5. You are a follower of Confucianism. All religions have been denounced by Mao as backwards and bourgeoisie. He especially hates Confucianism because he felt that it oppressed him in his youth.
6. You have a number of foreign friends that you have corresponded with in the past. You even traveled overseas and had visits from foreigners in pre-revolutionary times. This is particularly suspicious because you may be under corrupting foreign influences.
7. Your parents have studied under and worked with Soviet advisers in the past. While that may have been acceptable at one time as a way to establish communism in China, Mao has recently denounced the Soviet Union as straying away from true communism because they are willing to back revolutions in other countries that are not really communist. He says that anyone with pro-Soviet tendencies is not a real communist anymore.
8. You have a taste for fine clothes and high fashion. These have been denounced as bourgeoisie tendencies. You should dress more humbly and not show off your wealth with so much pride. This shows insensitivity to the plight of the poor who cannot afford nice clothes.

9. Your father is a doctor. His high level of education means that he was thoroughly loyal to the old order of things before the revolution. You have a level of wealth and influence that is inappropriate in a society where everyone is equal. You should be humbled to show that you are truly a servant of the people.

10. Your father is a lawyer. His high level of education means that you were thoroughly loyal to the old order of things before the revolution. You have a level of wealth and influence that is inappropriate in a society where everyone is equal. You should be humbled to show that you are truly a servant of the people.

11. Your father is a professor. His high level of education means that you were thoroughly loyal to the old order of things before the revolution. You have a level of wealth and influence that is inappropriate in a society where everyone is equal. You should be humbled to show that you are truly a servant of the people.

12. You are a teacher. Your high level of education means that you were thoroughly loyal to the old order of things before the revolution. You helped to brainwash young people to accept their exploitation by greedy capitalists. You have a level of prestige and influence that is inappropriate in a society where everyone is equal. You should be humbled to show that you are truly a servant of the people.

13. Your father is a banker. His high level of education means that he was thoroughly loyal to the old order of things before the revolution. He is a capitalist exploiter of the poor. You have a level of wealth and influence that is inappropriate in a society where everyone is equal. You should be humbled to show that you are truly a servant of the people.

14. You are a successful businessperson. Your high level of success means that you were thoroughly loyal to the old order of things before the revolution. You are a capitalist exploiter of the poor. You have a level of wealth and influence that is inappropriate in a society where everyone is equal. You should be humbled to show that you are truly a servant of the people.

15. Your father is a landlord. His ownership of property means that he was thoroughly loyal to the old order of things before the revolution. You exploited the poor by charging rent. You have a level of wealth and influence that is inappropriate in a society where everyone is equal. You should be humbled to show that you are truly a servant of the people.

16. Your father was an officer in Chiang Kai-Shek's army. His high rank means that he was thoroughly loyal to the old order of things before the revolution. You have a level of power and influence that is inappropriate in a society where everyone is equal. You should be humbled to show that you are truly a servant of the people.

17. You like to collect foreign items such as antiques, artwork, furnishings, coins, etc. This is particularly suspicious because you may be under corrupting foreign influences.

18. You like foreign music. This is particularly suspicious because you may be under corrupting foreign influences.

19. You like foreign movies. This is particularly suspicious because you may be under corrupting foreign influences.

20. You have a taste for Western fashion, makeup, and hairstyles. These have been denounced as bourgeois tendencies. You should dress more humbly and not show off your wealth with so much pride. This shows insensitivity to the plight of the poor who cannot afford foreign styles.

21. You are an intellectual. You have written books and articles criticizing communism or Mao in the past. Mao particularly hates intellectuals. You are a dangerous threat to party ideology. You must be suppressed and humbled at all cost.

22. You are a journalist. You have written books and articles criticizing communism or Mao in the past. You are a dangerous threat to party ideology. Only news that praises the Communist Party and Mao will be allowed. You must be suppressed and humbled at all cost.

23. You buy imported goods. These have been denounced as bourgeois tendencies. This is particularly suspicious because you may be under corrupting foreign influence.

24. You were educated overseas. This is particularly suspicious because you may be under corrupting foreign influence.

25. You are an artist who creates traditional Chinese artwork. This is a throwback to pre-revolutionary times. Mao has said, "Old ideas, old culture, old customs, old habits" must go. Holding on to ways from the old order has been denounced as anti-revolutionary.

26. You are a craftsman who creates traditional Chinese craftwork. This is a throwback to pre-revolutionary times. Mao has said, "Old ideas, old culture, old customs, old habits" must go. Holding on to ways from the old order has been denounced as anti-revolutionary.

27. You are an artist who performs traditional Chinese dance. This is a throwback to pre-revolutionary times. Mao has said, "Old ideas, old culture, old customs, old habits" must go. Holding on to ways from the old order has been denounced as anti-revolutionary.

28. You are an artist who performs traditional Chinese music. This is a throwback to pre-revolutionary times. Mao has said, "Old ideas, old culture, old customs, old habits" must go. Holding on to ways from the old order has been denounced as anti-revolutionary.

29. You own treasures of traditional Chinese artwork. This is a throwback to pre-revolutionary times. Mao has said, "Old ideas, old culture, old customs, old habits" must go. Holding on to ways from the old order has been denounced as anti-revolutionary.

30. Your mother was a household servant of the last Chinese emperor. She was obviously loyal to the old order. You are under suspicion of being an anti-revolutionary.

31. Your mother was a civil service worker for a former colonial power in China. She was obviously loyal to the old order. This is particularly suspicious because you may be under corrupting foreign influences. You are under suspicion of being an anti-revolutionary.

32. You have been secretly planning on leaving the country to escape communism. How is it possible for anyone to not love communism? This is particularly suspicious because you may be a spy under foreign influence. You are under suspicion of being an anti-revolutionary.

33. Your father worked at a foreign embassy. This is particularly suspicious because you may be a spy under foreign influence. You are under suspicion of being an anti-revolutionary.

34. You have been caught cheating on ration coupons; it is unfair to take more than your fair share of food or other commodities. You are effectively stealing from the people.

35. You have been caught selling items on the black market; it is unfair to take more than your fair share of food or other commodities. You are effectively stealing from the people.

36. You have been caught stealing from others; it is unfair to take more than your fair share of food or other commodities. You are effectively stealing from the people.

37. You have failed to meet the production quota at the factory where you work. You have not shown enough patriotic enthusiasm to support the revolution. You must be unpatriotic and secretly opposed to the revolution.

38. You have been caught hoarding resources; it is unfair to take more than your fair share of food or other commodities. You are effectively stealing from the people.

39. You have been caught using too much water or power in your home; it is unfair to take more than your fair share of food or other commodities. You are effectively stealing from the people.

40. You have not shown enough enthusiasm at pro-Mao rallies or purchased any pro-Mao propaganda lately. You must be secretly harboring anti-revolutionary tendencies.

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