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# WORLD

**A simulation of how nations develop  
and become involved in power struggles**

STEVE DENNY, the author of **WORLD**, completed his undergraduate work at Gonzaga University in Spokane, Washington, and received his M.A. degree in education at the University of Portland in Portland, Oregon. Steve teaches English and social studies at Cascade Junior High School in Vancouver, Washington.

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# BEFORE BEGINNING

## PURPOSE

In WORLD students make decisions about a world they build. The simulation gives students problem solving alternatives and invites interaction and creativity. Students continually see similarities between the simulated world they are creating and the real world they are living in. WORLD can be adapted to any unit study involving the development of a group of nations or states; it can also stand by itself. Spies, diplomats, leaders, and citizens function within and among countries until ultimately one country controls the world. In the process, alliances are broken, balances of power are disturbed, and students gain insight into the organization and workings of world politics. Specifically students will experience the following:

### Knowledge

- 1 The growth of civilization is a long, slow process characterized by continual change
- 2 People in all countries are interdependent
- 3 Nations must cooperate with each other
- 4 Different peoples and countries have different problems to solve
- 5 Differences in ways of living are not uncommon, but adaptations to environment are
- 6 Governments have developed differently in different parts of the world

### Feelings

- 1 realization of what systems must function in order for a government to work
- 2 frustration when facing inevitable power struggles
- 3 realization that there are alternative ways to cope when caught up within power struggles
- 4 recognition that leadership requires the ability to listen and cooperate as well as command
- 5 loyalty to a simulated country in which, you are an imaginary citizen

### Skills

- 1 selecting, finding, and evaluating information from a variety of sources for specific purposes
- 2 using many types of maps and charts with skill and understanding
- 3 working effectively with others in selecting, planning, executing, and evaluating group activities
- 4 making individual and small group decisions
- 5 organizing and presenting information clearly and accurately

## OVERVIEW

During the simulation students encounter three phases while developing their world. An optional

SKILLS section has been provided as a preface to the three phases and may be used or omitted as the teacher sees fit.

**Skills** This simulation can be used to *develop* skills (map skills and content skills) or to *reinforce* such skills. The simulation works more effectively if student skills in map and content areas are adequate to perform projects. The extent to which a teacher has his/her class utilize the various skills pages in the STUDENT GUIDE depends upon the teacher's evaluation of the participating class.

**Phase I: Power Point Build-Up** The simulation begins by following a clearly defined set of rules. Students are divided into 4, 5, or 6 groups of 4, 5, or 6 students each. Each group creates its own country by first naming it and then moving on a path of clearly defined steps (e.g., drawing what the country looks like and developing a system of government). After choosing its form of government, each government elects its officials: a leader (president, dictator, king, etc.); a diplomat to carry on negotiations and make alliances; and a spy to carry on the business of spying (trying to determine the strength of other countries by finding out how many points they have). A list of over 25 ways to earn points is given each group, and points are earned by completing and having the teacher approve assigned projects. The introduction of FATE points adds still another dimension to the development of countries.

**Phase II: War** Interest reaches a high point with a war simulation based on the amount of points earned by each country during Phase I. (Each country's point totals have remained a closely guarded secret.) During the war phase countries follow a clearly defined set of rules; eventually one country emerges as *the* world power. What this victorious country does with its acquired power can be a lesson in itself.

**Phase III: Peace Conference** The victorious nation leads the peace conference as all nations struggle with this problem: *What should be done with the world after national conflicts have resulted in war?* The victorious nation decides what to do with the world. If a democracy has conquered the world, a lasting peace should be urged based upon democracy. On the other hand, the unrealistic demands of a dictatorship might prevail. The victorious nation must decide whether the defeated are to be Wiped out of existence or merely weakened and left alive. Final decisions are made such as... Who will get what? ... Which countries will be returned to which nations? ... Which areas of which countries will be ceded to other countries? From this

simulated experience students can learn why the map of Europe today and the map of Europe 500 years ago are so drastically different.

**Evaluation** The simulation concludes when students fill out an EVALUATION sheet that helps them reflect upon how the development of their world strongly parallels the development of the world in which they live.

### SET-UP DIRECTIONS

- 1 DECISION ABOUT TIME** After reading the TEACHER GUIDE and STUDENT GUIDE, determine how much of the skills activities you want your students to work on. Once you have made this decision, you may wish to add or subtract project work days from the UNIT TIME CHART.
- 2 DUPLICATION** Make photocopies of the TEACHER GUIDE pages below and duplicate the following number of copies:
  - for COUNTRY FOLDERS (one for each country) **RUNNING TOTAL SHEET**
  - for TEACHER EVALUATION FOLDER (one for each student) **STUDENT PROJECT RECORD SHEET**
  - for TEACHER EVALUATION FOLDER (one for each country) **RUNNING TOTAL SHEET**
- 3 GROUPING PRIOR TO PHASE I** Decide whether you wish to assign students to groups or allow students to group themselves. Once the students are placed in groups, they remain in the group until the end of the simulation. Place students in groups of 5 or 6 students each.
- 4 ORGANIZING FOLDERS**

**Phase I Group Folders** Prepare a group folder for each group; it should include 1 blank

spirit master, 25 sheets of 8½" x 11" blank printer paper, and 1 RUNNING TOTAL SHEET.

**Phase I Teacher Evaluation Folder** Write each student's name on a STUDENT PROJECT RECORD SHEET and then add 1 RUNNING TOTAL SHEET to each group's 5 or 6 STUDENT PROJECT RECORD SHEETS. Staple together this whole cluster of one group's pages.

- 5 MATERIALS** Gather together any encyclopedias, atlases, and other reference materials that you can bring into your classroom. Also acquire a good supply of poster paper and 8½" x 11" paper, additional spirit masters, felt pens, crayons, scissors, rulers, glue, and other additional supplies you feel your students might use.
- 6 FATES** Prepare an envelope for each group containing 25 small slips of paper, each with a number on it from 1 to 25. During each project work day, a country's fate will be affected when a student draws a FATE NUMBER keyed to 25 FATES found in the STUDENT HANDBOOK. The points gained or lost will be added or subtracted to the group's RUNNING TOTAL SHEET.
- 7 GRADING** In your Teacher Evaluation Folder you will keep a STUDENT PROJECT RECORD SHEET for each student. On each student's sheet you will simply record the number of points the student receives for each project. The student, in turn, will record his/her points on a RECORD SHEET in the country's folder. Depending upon your own grading philosophy, you may want to encourage competition between groups by telling students you will give individual boosts to students grades if they are in countries whose PROJECT RECORD SHEETS have the highest average totals.

### UNIT TIME CHART

(Intended as example; alter as desired)

Weeks	M	Tu	W	Th	F
<b>1</b>	<b>SKILLS PHASE</b> → Work on various SKILLS pages found in STUDENT GUIDE 1	2	<b>PHASE I</b> Read INTRODUCTION and RULES OF PROCEDURE Name the planet 3	Students join groups Each group becomes a country; chooses name, leaders, roles; draws map; organizes country folder 4	Countries work out strategies to earn as many points as possible from various projects 5
<b>2</b>	Project Work Days - Daily work and daily FATE BULLETINS 6	7	8	9	10
<b>3</b>	Project Work Days continue 11	12	13	14	15
<b>4</b>	Project Work Days continue 16	17	18	19	<b>PHASE II</b> Introduce war Countries plan strategies and form secret alliances
<b>5</b>	War → 21	One nation conquers world or has highest points total 22	<b>PHASE III</b> Peace Conference 23	24	PEACE TREATY signed De-Briefing 25

# DAILY LESSON PLANS

## Skills Phase HOURS 1-2 (Optional)

### OBJECTIVES:

- 1 Students will complete certain skills exercises to reinforce or test basic knowledge.

### MATERIALS:

- 1 STUDENT GUIDES pages on various SKILLS you have decided to use

### PROCEDURES:

- 1 Hand out the STUDENT GUIDES and have students examine them. They will likely ask you a number of questions which you may want to delay answering if you intend to spend considerable time on various SKILLS activities at this time. Or you may want to have them read the INTRODUCTION in order to awaken interest in the simulation.

- 2 Have the students work on whatever SKILLS activities you want to use to introduce, reinforce, or test basic knowledge and skills. Here are various comments about the various SKILLS activities:

**SKILLS: WRITING PROJECTS** If your students are unfamiliar with the GS-SD concept, you will have to take some time and demonstrate that a GS (a general statement) is the same as a topic sentence — it is an overall, encompassing statement with a word(s) in it that must be backed with other information. This information, called SDs (specific details), is given in vivid, concrete language that often makes “pictures” in readers’ or listeners’ minds. You can demonstrate this by writing a GS on the board such as “Susie is a lovely girl” Then write several SDs about her hair, eyes, figure, smile, etc. Once your students understand this, have them fill in 4 or 5 good SD sentences for each of the 3 GSs given on the SKILLS: WRITING PROJECTS page. This time have them write about our nation’s natural resources. Later they can redo this sheet for the natural resources for their imaginary countries.

**SKILLS: CONTENT** This sheet can be a valid test of student ability to differentiate topography, climate, history, and occupation. Here is the Answer Key: 1-B; 2-A; 3-C; 4-A; 5-D; 6-D; 7-C; 8-B; 9-B; 10-A; 11-C; 12-B; 13-C; 14-D; 15-B; 16-D; 17-A; 18-D; 19-C; 20-A; 21-D; 22-A; 23-B; 24-A.

**SKILLS: CLIMATIC REGIONS** This sheet can be used along with MAP 3 to reinforce or test students’ map and climate understandings.

**SKILLS: SELF-SUFFICIENCY** You might first pick any country in the world and ask all students to fill in the page’s blanks with information they already know or that they research. Later students could repeat this skill activity;

however, the second time they should fill the sheet with information about their imaginary country.

**SKILLS: COMPARISON CHART FOR YOUR WORLD** Each student might be asked first to research a different real nation in the world. Then later they could fill out this chart on their imaginary countries (and on other nations in the classroom if their spies can get the information).

**SKILLS: MAP SITUATION 1** This exercise aids students in locating key points on a map and discussing why they are located where they are.

#### Solutions:

- 1 No cities are located on the coast near the harbors.
- 2 No connecting river systems link up the ocean harbors and inland cities.

Show students examples on maps of Europe and the U.S.

**SKILLS: MAP SITUATION 2** Working with this sheet helps students determine how major geographic and climatic regions relate.

#### Solutions:

- Region 1 It is unlikely that wheat would be grown in a heavily mountainous area.
- Region 2 It is unlikely that coal would be found in a desert area. There would be little or no rainfall.
- Region 3 It is unlikely that an area with many rivers and lakes would be dry and hot. Also, Region 3 would likely develop industries that would use the river systems as lanes of transportation to the sea.
- Region 4 It would be unlikely to develop auto manufacturing or oil production in a heavily forested region.

**SKILLS: MAP SITUATION 3** As mentioned earlier, this map can be used along with the SKILLS: CLIMATIC REGION sheet.

#### Solutions:

- Region 1 A desert does not exist in a mountainous region.
- Region 2 A mild, moist climate does not exist on a desert.
- Region 3 A polar marine climate is not conducive to a forest region ..
- Region 4 The climate in this region would not be conducive to a growing season.
- Region 5 The climate listed for this region should be in Region 4 with 4 distinct growing seasons.

**SKILLS: TERMS** Point out to students that a list of terms has been provided for them to refer to during the simulation. You may want to devise some test or activity to work with key terms which you feel are particularly important for your students’ age and ability.

## Phase I: Power Points Build-Up

### HOURL 3

#### OBJECTIVES:

- 1 Students will read the INTRODUCTION and RULES OF PROCEDURE pages in their STUDENT GUIDES.
- 2 Students will name their planet.

#### MATERIALS:

- 1 STUDENT GUIDES

#### PROCEDURES:

- 1 If you have an average or lower ability group, you may want to read over the INTRODUCTION section with them, carefully checking to see that they understand. On the other hand, if you have a group that will read overnight, you can have previously assigned both this section and the RULES OF PROCEDURE for overnight study.
- 2 Discuss the material found in the INTRODUCTION. You will not be able to cover the whole simulation; nor will you be able to answer all student questions. Stress that participating in a simulation is like playing, a game: the activities and procedures become clear as you play. Important points to cover during this discussion:
  - a-the importance of organization and strategy;
  - b-role-playing (its excitement and its responsibilities);
  - c-the reasons why you are having the class play WORLD.
- 3 Have students read the 26 items under RULES OF PROCEDURE. At this time study and discuss most carefully only the first 12 items.
- 4 In the time remaining, have students list as many names as they can think of for their imaginary planet. If time allows, have them vote secretly on separate sheets of paper for the best name. (You may have to complete this activity at the beginning of Hour 4.)

### HOURL 4

#### OBJECTIVES:

- 1 Students will join various groups and complete several organizational tasks necessary to organize their new countries.
- 2 Leaders will make sure their countries' folders are labeled and organized.

#### MATERIALS:

- 1 RULES OF PROCEDURE 1-6 in STUDENT GUIDE
- 2 Country folders prepared by teacher (see numbers 2-3 under SET-UP DIRECTIONS in the TEACHER GUIDE)

#### PROCEDURE:

- 1 Place students into 4, 5, or 6 groups of 4, 5, or 6 students each.

- 2 Aid students in selecting names for their countries. Encourage them to use their imagination. Interesting names can be made by combining syllables from all citizens' names. For example, the country named WILLPHYJANANDBERN might be dreamed up by 5 students whose last names are *Wilson*, *Murphy*, *January*, *Andros*, and *Bernstein*. Of course, there are many other clever ways of creating a nation's name.
- 3 Each country's citizens work together to design a simple, skeleton outline of their country's map; then they write it on a blank ditto master in their country folder.
- 4 After you give a brief explanation of the various forms of government (e.g., pure democracy, dictatorship, military rule, monarchy, oligarchy, republic, etc.), have each country select its form of government and leaders, etc. All such information should be recorded inside each country's folder.
- 5 Collect the folders and run off the skeleton maps for the project work days. *Note well:* Each day you must collect the country folders at the end of the period.

### HOURL 5

#### OBJECTIVES:

- 1 Students will examine potential projects on the PROJECT POINTS ACTIVITIES sheet.
- 2 Students will work together within their countries to organize national strategies to earn as many points as possible.

#### MATERIALS:

- 1 PROJECT POINTS ACTIVITIES and PROJECT POINTS STRATEGY WORK SHEET in STUDENT GUIDE
- 2 STUDENT PROJECT RECORD SHEET and RUNNING TOTAL SHEET in country folders

#### PROCEDURES:

- 1 Have students carefully examine the PROJECT POINTS ACTIVITIES sheet in their STUDENT GUIDES. Point out to them how different activities have different point potentials.
- 2 Have students turn to their PROJECT POINTS STRATEGY WORK SHEET and tell leaders to carefully follow the directions at the top of the page. Stress that being organized' and having a strategy will really payoff. Encourage countries to divide work evenly among citizens.
- 3 Go over the STUDENT PROJECT RECORD SHEET, pointing out that 2 copies are to be kept—one in the country folder, one in the teacher's folder.
- 4 Finally, explain that the country's RUNNING TOTAL SHEET (one copy in teacher's folder, one copy in country folder) is to be used to keep a daily record during project work days.
- 5 If time remains, have students begin their projects.

## **HOURS 6 through 19**

(Number of hours = teacher option)

### **OBJECTIVES:**

- 1 Students will complete project work according to their countries' plans.
- 2 Each day fate will influence citizens' lives, simulating events that might occur in the real world.

### **MATERIALS:**

- 1 Appropriate pages in STUDENT GUIDES dealing with projects
- 2 Skeleton map outlines, plain paper, and record sheets in country folders
- 3 Other miscellaneous resources as needed (e.g., felt pens, encyclopedias, butcher paper, etc.)

### **PROCEDURES:**

- 1 Your role is to oversee all classroom activity as students work. Be sure you see that students live up to all RULES OF PROCEDURE from the beginning (e.g., the only persons who can move out of their seats are diplomats and students taking completed work projects to you). *At the very beginning of Hour 6 you can may want to review Phase I's rules (1-12) with the whole class.*
- 2 A set of encyclopedia in the room can be a real help. For example, if a student has trouble determining what his country's culture or constitution is, you could help him/her examine another country's in the encyclopedia so that a model could be followed.
- 3 As you evaluate students' completed projects, insure that they are entering their points on the appropriate sheets in their country's folder and that you are entering the points on the appropriate sheets in your evaluation folder.
- 4 Each project work day have students within a country pick a number from their "fate envelope." The number corresponds to a number found on the FATE BULLETINS page in the STUDENT GUIDE. Fate's points consequences should be entered on countries' RUNNING TOTAL SHEETS.
- 5 Feel free to create other projects yourself or to encourage students to create other projects.
- 6 Consider giving bonuses to countries for the most projects completed or the most points earned within a certain time period.
- 7 When you sense that students' interest in completing work projects is waning, end Phase I and move on to Phase II.

## **Phase II: War HOUR20**

### **OBJECTIVES:**

- 1 Students will examine and discuss the rules of the simulation's war phase.

### **MATERIALS:**

- 1 Phase II rules and WAR STRATEGY SHEETS in STUDENT GUIDE

### **PROCEDURES:**

- 1 Carefully go over the Phase II rules (13-17) in the RULES OF PROCEDURE. If your class is average ability or lower, you should probably read these out loud, stopping regularly to see if students have any questions.
- 2 Allow students sufficient time to plan their strategies within their countries and to establish last minute secret alliances. Students may also wish to cement written alliances at this time, but point out that they can no longer enter into any written alliances.

## **HOURS 21-22**

### **OBJECTIVES:**

- 1 Students will participate as effectively as they can as citizens of a country existing in a world filled with war.

### **MATERIALS:**

- 1 Appropriate pages in STUDENT GUIDE on war

### **PROCEDURES:**

- 1 Begin the war simulation by calling on countries in alphabetical order, asking the countries if they wish to attack or remain neutral.
- 2 Carefully follow the war rules in the RULES OF PROCEDURE until one country wins or until all confrontations cease.

## **Phase III: Peace Conference HOURS 23 through 25**

### **OBJECTIVES:**

- 1 Students will enter Phase III of the simulation as citizens of countries which have "won" or "lost" during Phase III's war.
- 2 Students will participate in a de-briefing on their experiences in WORLD.

### **MATERIALS:**

- 1 Appropriate pages on peace and EVALUATION in STUDENT GUIDE

### **PROCEDURES:**

- 1 Go over rules 18-26 in the RULES OF PROCEDURE. Go slowly enough to enable students to ask questions and understand.
- 2 Proceed with the peace conference, going step by step as outlined in rules 18-26. To make sure that all students follow the conference, have everyone fill out the PEACE TREATY PROPOSALS sheet as the conference progresses. At the end of the conference, have everyone fill out the top 2/3 of the PEACE TREATY form. Of course, only one copy needs to be signed.
- 3 Once Phase III of the simulation ends, you should conduct a de-briefing with your students. Use the EVALUATION page in the STUDENT GUIDE.

# STUDENT PROJECT RECORD SHEET

Name \_\_\_\_\_ Country \_\_\_\_\_

**Each student has 2 copies — 1 to be kept in teacher's folder, 1 to be kept in country's folder.**

[illegible]

## RUNNING TOTAL SHEET

Country's name \_\_\_\_\_

**Citizens' names** \_\_\_\_\_

[illegible]

# Release Form for Photographic Images

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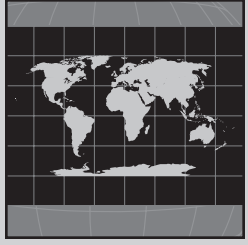
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# WORLD

## Getting Started

You are about to create an imaginary world and make it a reality. You will create your own country, including its geography, climate, and government. You will guide your country through economic, social, cultural, and political development; through a world war; into a peace conference; and then home again. As you move from project to project and from war to the peace table, keep in mind the problems that exist in the real world. How would you change the world? What would you keep the same? Once you have thought about these questions, apply your decisions to your new world. If problems arise along the way in such areas as developing a culture or making a physical features map, consult an encyclopedia or reference book and model your country's culture and map after an existing country. For example, if you decide to become an island nation, you might look at Japan (democracy) or Cuba (dictatorship) as models. Use all resources available to you, always remembering: the world you now live in is your greatest resource.

## Roles

You will fill a specific role in your new nation. A very important part of this simulation is living up to your role responsibility. If you are a country's president, act like a president: allow your country to function like a democracy, seeking input from other members in your decision making. On the other hand, if you are a dictator, demand obedience and work from your country's citizens. If you are not your nation's leader, you will still have responsibilities to meet. For example, a spy should act like a spy and seek to keep his or her identity secret. A diplomat should carry on negotiations with the aim of securing the best possible advantages for the country. But no matter what role you have, try to keep informed of what is going on. Do your best to see yourself as part of a real country, a country you are responsible for.



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## INTRODUCTION

### Rules of Procedure

This simulation includes specific rules and procedures that you must follow. Study the **Rules of Procedure** for Phases I, II, and III. Be sure you understand all procedures before you begin. Ask your teacher to explain any rule or procedure that is unclear. It is better to ask a question early and avoid confusion during the simulation.

### Earning Points

Pages 16 and 17 list **Projects**, each with an assigned point value. These points represent the power you possess. You will need to work closely with your leader in planning who will complete which projects. You also will have to coordinate your projects. For example, if you work on a *climate* map, work closely with the student making a *physical features* map. Or if you are to create the river systems, you will confer with other students creating mountain ranges and major cities. Always remember: you are a country, united in producing a strong and unified system. Therefore, remain united and work together.

### Organization and Strategy

The key to your nation's success is how well you organize yourselves. This booklet has a PROJECT STRATEGY WORK SHEET to help you plan and organize your activities. Read the directions carefully and plan to work together with a common goal of building power points. Use this sheet to help you organize your point power buildup strategy. Then as your group acquires points, plan what you will do with these points once you move into the war portion of this simulation.

### Skills

Making a map or writing a country's history requires careful planning and skill. A list of TERMS and ideas has been included in this booklet to help you in your decision making. Carefully study all **Skills** pages and use their hints to your advantage.

### Facing Hardships

Any country or citizen who fails to comply with the simulation's rules of procedure will receive *penalty points*. *Fate* will also affect your simulated receive *penalty points*. *Fate* will also affect your simulated world just as it affects each person's life in the real world. Page 23 is a list of 25 **Fate Bulletins**. Each project day, a country will draw a Fate Bulletin that will determine your fate for that day.

### Your Country's Goal

Your goal is to complete **Projects** to bring your country through stages of development to its emergence as a world power. The country that reigns victorious over the rest of the world after the war simulation will have in its hands the power to influence world thought and process. Use all your national pride, enthusiasm, organization, and strategy to guide your country each day. At this moment no country has a greater chance to succeed than yours does. Good luck!

## Phase I: Power Points Build-Up

### Grouping

1. Each group forms one country and will occupy one area of the room during the simulation.
2. Each student is to remain loyal to his/her country.

### Role Definitions

#### Leader

3. Each country elects a leader based on your government (president, king, dictator, etc.). The leader always remains seated and never leaves the country's assigned area. This leader is responsible for safeguarding the country's vital information, which he/she keeps inside a folder.
  - a. On the inside of the folder's cover list the names and roles of all the country's citizens and the country's form of government.
  - b. Clearly write the country's name on the outside of the folder, in large letters.
  - c. At the end of each class period hand the folder to the teacher, who will return it at the beginning of the next class period.
  - d. Protect the folder and its information from spies (theft or copying of information).

#### Diplomat

4. Each country appoints a diplomat who leaves the country to negotiate with other diplomats.
  - a. As the representative of the nation, the diplomat makes alliances, establishes treaties, and carries out national policies while abroad.
  - b. The diplomat is the only person who can ask the teacher to come to the country's area if a citizen wishes advice or an explanation.

#### Spy

5. Each country appoints a spy who occasionally tries to take or read from other nations' folders. Spies can only operate during **Project** work days.
  - a. Determine how many points other countries have. Points represent power, and knowing the power of other nations is a bonus in international negotiations.
  - b. If the spy takes another nation's folder, extract information then give the folder to the teacher. The teacher will return the folder and keep the spy's identity secret.

### Citizens

6. All other students are citizens of the country.
  - a. Citizens fill other governmental positions (e.g., vice-president).
  - b. Citizens always remain in their country's assigned area— unless they are presenting a completed **Project** to the teacher.

### Points

7. All citizens complete **Projects** to help their country earn points. A student may be evaluated (graded) by the number of points he/she earns for his/her country.
8. The teacher may penalize individual countries for any citizen's failure to follow the rules.
  - a. The country may lose 5–10 points for any failure to comply with a rule. Example: A leader caught leaving his/her country's assigned area could be fined 10 points.
9. The teacher assigns points for **Projects** based on quality and completeness of work.
10. If two or more students work on the same **Project**, the points will be divided equally among them—unless all students involved determine a different ratio and sign their names to show that they all agree.
11. Each country keeps a folder. The country leader keeps all vital information about the country. The **Running Total Sheets** contain a complete record of all points various citizens have earned, and are particularly important,
12. The teacher also keeps **Running Total Sheets** for each country and a **Student Project Record** for each student. In case of a dispute over points, the teacher's record is the final total.

## Phase II: War

### Attack

13. Countries are called in alphabetical order to determine whether they wish to attack or remain neutral. If a country passes, the choice goes to the next country.

### Procedure

14. When a country attacks another country, its attack must exceed the point total of the country it is attacking or the attack is immediately lost and the attacking country forfeits its attacking points to the country being attacked. The role of the spy is important since each country needs as accurate an estimate of other countries' point totals as possible. (This is the way countries operate in the real world.)

### Sample War Procedure

Country A = 3000 points; Country B = 2500 points; Country C = 2000 points; Country D = 1900 points; Country E = 1800 points.

1. Country A attacks Country E, announcing that it is attacking with 2000 points.
2. 2000 points are then subtracted from Country A, leaving it with 1000 points.
3. Country E is defeated unless it can gather points from other countries with which it has formed alliances. (Country E's counter-attack must exceed Country A's initial 2000 points attack.)
4. If Country E receives 500 points from Country B. Country B subtracts 500 points from its total and gives these points to Country E so that its counterattack of 2300 points now exceeds Country A's 2000 points attack.
5. Country A can now come back with another counter attack, adding its remaining 1000 points to its initial 2000 points attack. Country E's counterattack of 2300 points is then dominated by Country A's 3000 point attack; thus, Country E is in dire straits and must muster over 700 points or it will be defeated and will be controlled by Country A.
6. One of two things can now happen. The first thing might be that Country E cannot raise

701 points to counter Country A's attack.

- a. In such a case Country A leaves its 3000 points as an occupation army inside Country E and takes over Country E. Country E's 2300 points are added to Country A's 3000 to produce a total of 5300 points for attack or defense.
- b. The attack scenario continues in alphabetical order. (Country A cannot attack again until other countries have had opportunities to decide whether they wish to attack anyone.)

**Note well:** All countries now know exactly how many points Country A has and how many points they need to defeat Country A. Students record this information on **War Strategy Sheet II**.

**Also note:** Country B has lost the 500 points it gave Country E for its counter attack.

**Also important:** Countries B, C, and D might rapidly form an alliance to defend themselves or to attack Country A.

7. The second thing that might happen is that Country E does raise the 701 points it needs to make its counter-attack be 3001 to Country A's 3000.
  - a. The 701 points would have to have come from Country B or some other country with which Country E had previously formed an alliance.
  - b. If Country A has no alliance and cannot raise points to overcome Country E's counter-attack of 3001 points, then Country E becomes the winner and takes over Country A's 3000 points.

**Note well:** In order to defeat Country A, Country E has borrowed heavily from Country B and must repay the 1201 points it borrowed. This point return might simply be a return of the 1201 points, or Country B might require double this amount. For example, Country B might set a condition that it would only loan points if it were paid back with 2 points for every point it loaned.

If this latter situation were the case, the new point situation would be this:

- Country E would now own the 3000 points of Country A.
- Country E's points would be 1 800 (original points) plus 1201 (borrowed from Country B) plus 3000 (captured from Country A) = 6001 points.
- Country E would owe Country B  $1201 \times 2 = 2402$  points; Country E's total would shrink from 6001 points to 3599 points.

#### **Alliances**

15. An **alliance** is an agreement by which one country agrees to come to another country's aid in case of war. An alliance is binding if it is made in writing and signed by both countries' diplomats and leaders prior to the beginning of war. Countries cannot make written alliance during war, only secret, unwritten alliances—which are not binding.

**Example of an alliance:** Countries A and B agree to pay back to one another 2 points for any point borrowed in case either country is attacked.

**Note:** Of course, the alliance does not apply if one country betrays the other. That is, if Countries A and B are allied and yet one attacks the other, the attacked country cannot expect a loan from its attacker.

16. Any country offering points to another country that is in trouble can, at any time prior to an actual defeat, withdraw its loaned points without penalty if the loaning country has decided that the situation looks hopeless for the attacked nation.

#### **Goal**

17. One country must become victorious by the end of **Phase II: War**. This may mean that a country will attack a country with which it has an alliance. When all confrontations cease, the country with the largest point total reigns victorious.

### **Phase III: Peace Conference**

#### **What to do with the world after a war?**

18. The victorious nation decides what to do with the world after the war, but it must hold a peace conference.
19. If the world is to be changed the victors can draw a new map, but they may do so only after conferring with all other nations.
20. The countries' leaders sit in a semicircle with the victorious leader in the center. Each leader has his/her country's folder in hand.
21. Each defeated country's leader gives the victorious leader a map of the conquered country's natural resources, military bases, and any other requested information.
22. The victorious nation meets, examines the above information, and draws up a peace treaty, using the **Peace Treaty** on page 22.
23. All countries' leaders meet again in the semicircle and record the victorious nation's demands on their **Peace Treaty Proposal** forms (page 21).
24. Leaders of the conquered countries carry back to their countries the victorious country's demands. Members of defeated nations discuss how these demands will affect their countries' welfare. Defeated nations can devise counterproposals.
25. All countries' leaders meet again in the semicircle and discuss any counterproposals until a final treaty is formed.
26. Once the final treaty has been established, the victorious leader announces the final agreement. The leaders of all countries sign the **Peace Treaty** and the simulation ends.

## SKILLS: WRITING PROJECTS

You will complete several writing Projects about a specific topic (e.g., your country's history, government, or culture).<sup>\*</sup> To make sure that you receive the most points possible for your work, included the following in each writing project:

1. Title
2. Project Number
3. Proper paragraph form
  - a. Begin with an Introduction made up of a Preview Thesis (PT) that explains three important ideas.
  - b. Include three paragraphs, each one beginning with a General Statement (GS) that introduces one of these three important ideas.
  - c. Within each paragraph, support each General Statement (GS) with plenty of Specific Details (SDs)
  - d. Conclude with a Summary Statement that restates your Thesis and your three important ideas in a new way.
4. Proper language and check spelling and punctuation.
5. Write neatly or print
5. Proofread

**Example:** Below are possible ideas or General Statements that would begin paragraphs on Project #16: Natural Resources.<sup>\*</sup> Adapt this GS–SD format to all writing projects.

### Project #16: Natural Resources<sup>\*</sup>

*Natural resources are very important* to the people of: \_\_\_\_\_

(You would back up this General Statement (GS) with Specific Details (SDs). Note the italicized words in the GS and in the GSs below. These are the words that the writer must explain to develop a good paragraph. Strive to use vivid, concrete language that makes pictures in your reader's mind as you write the SDs that back up these emphasized words.)

The people of \_\_\_\_\_ have *many natural resources* that are well located for industry.

There are *some problems in the development of natural resources* in \_\_\_\_\_.  
\_\_\_\_\_ is *preparing for its future needs*.

<sup>\*</sup>See pages 16 and 17 for a description of all Projects.

## SKILLS: CONTENT

The topography, climate, history, and occupations of any country are very important. This activity will provide you with some ideas for your country.

**Directions:** In Column 1 you will find four main topics identified by a letter. In Column 2 you will find sub-topics for these four main topics. Study both columns and then place the correct letter next to each of the 24 sub-topics in Column 2.

<b>A</b>	<b>Land (topography)</b>	1	_____	Polar marine
		2	_____	Forests cover two-thirds of land
		3	_____	Alliance with another country
		4	_____	Glacial ridges
		5	_____	One-third of people make wood products
<b>B</b>	<b>Climate</b>	6	_____	Dairy cattle are raised
		7	_____	Peace treaty
		8	_____	Warmer in South
		9	_____	Extreme winters in North
		10	_____	Lake region in South
		11	_____	First settlers probably from another country
<b>C</b>	<b>History</b>	12	_____	Semi-arid
		13	_____	Gained independence after 1900
		14	_____	Crops raised: hay, oats, wheat, rye, potatoes
		15	_____	Humid continental
		16	_____	One-half of people are farmers
		17	_____	Islands along the coast
<b>D</b>	<b>Occupations</b>	18	_____	Iron, textile, and glass products are manufactured
		19	_____	Foreigners settled there (14th century)
		20	_____	One-eighth of land is covered by water
		21	_____	Copper, nickel, zinc, and iron are mined
		22	_____	Highlands form greater part of the country
		23	_____	Influence of North Atlantic Drift
		24	_____	Lowland area in the South and Southwest

## SKILLS: CLIMATIC REGIONS

Climate is the make-up of weather conditions averaged over a long period of time. It is possible for one climatic region to cover several countries. We can gain knowledge about a group of countries located together by examining various climatic regions. Climatic regions are very important in the history and development of any country on any continent. The climate remains the same even if a change in government occurs. Although governments, languages, and cultures of peoples in different countries are not identical, people living in the same climatic regions are alike in many ways. A given climatic region will sustain similar crops and may lead to similar occupations for people.

**Directions:** Use the **Climatic Regions Chart** to help you draw maps of your country. Before you begin any map, assign a different color to each climatic region and record the color in the **Color Key** column.

**Climatic Regions Chart**

<i>CLIMATIC REGION</i>	<i>COLOR KEY</i>	<i>CLIMATE</i>	<i>CROPS AND OCCUPATIONS</i>	<i>VEGETATION</i>
Polar Marine (tundra)		Short, cool summers, with long, dark, cold winters	Fishing, hunting, trapping	Shrubs, lichens, mosses
Northern Forest (taiga)		Short, warm summers, with long, cold winters with little snow	Lumbering, trapping, herding	Evergreen and broadleaf trees
Humid Continental		Four distinct seasons	Agriculture (grain), dairy farming, livestock, lumber	Forests of evergreen and broadleaf trees
Semi-Arid		Short, mild winters with 10–20 inches of rain	Herding, grazing	Desert scrub plants, short grasses
Marine West Coast		Moist and mild	Lumbering, fishing, dairy farms, shipbuilding	Shrubs, grass, various forests (healthy region)
Mediterranean		Dry, hot summers with mild, rainy winters	Wheat, grapes, olives	Deep-rooted trees with healthy bark and leaves

## SKILLS: SELF-SUFFICIENCY

Will your country be self-sufficient? Will you be able to feed, shelter, and clothe your citizens without depending upon other countries for help? A nation must include a manufacturing industry in order to remain self-sufficient. The **Self-Sufficiency Chart** identifies some of the factors that support a successful manufacturing industry. You could use any country in the real world as a model for your imaginary nation, or rely totally on your imagination.

**Directions:** Fill in the **Self-Sufficiency Chart** to determine if your country is self-sufficient in manufacturing.

**Self-Sufficiency Chart**

<i>Manufacturing</i>	<i>Supply In</i> Country
Raw Materials	
Labor	
Transportation	
Markets (foreign and domestic)	
Energy	
Major Cities	

### Questions:

1. What is *self-sufficiency*?
2. How do each of the items in the manufacturing column relate to a total picture of a country's self-sufficiency?

## SKILLS: COMPARISON CHART FOR YOUR WORLD

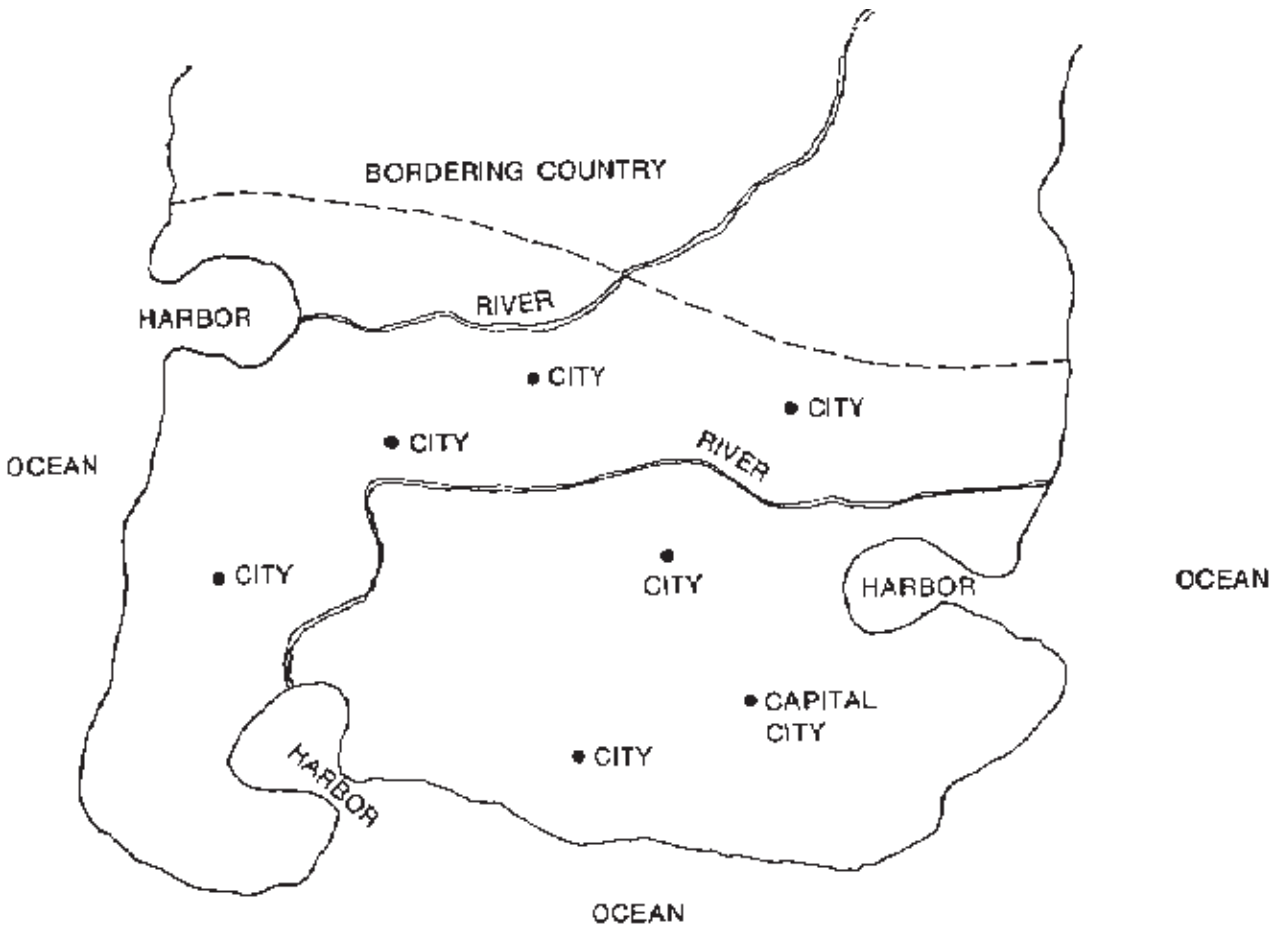
**Directions** Fill in this chart for your country and for other countries in your world to provide valuable insights into the makeup of your continent.

**Note:** A spy should strive to learn this information about other countries.

Country	Area	Type of Government	Natural Resources	Population	Climate

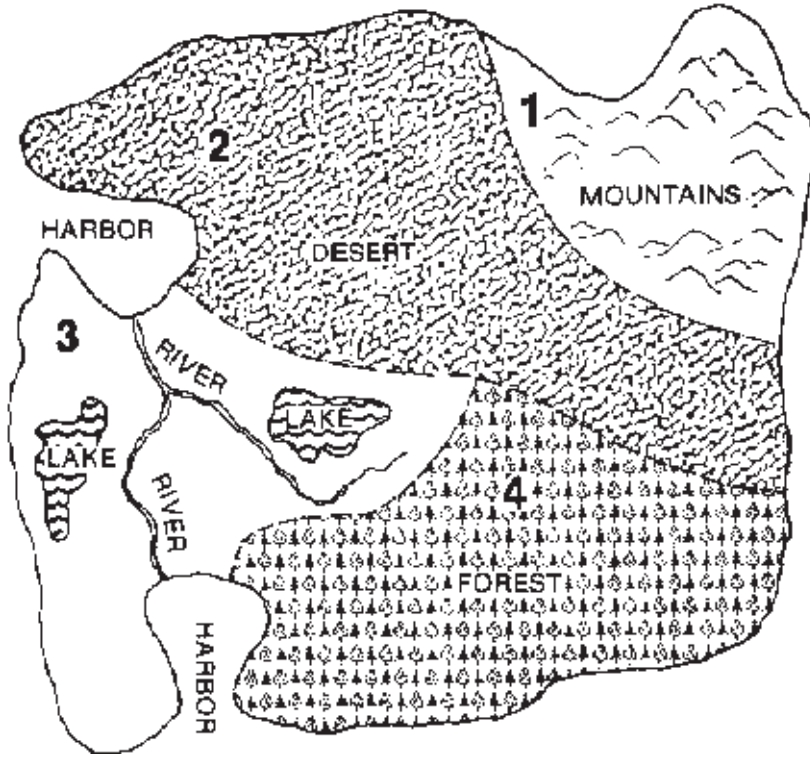
Country	Area	Type of Government	Natural Resources	Population	Climate

## SKILLS: MAP SITUATION 1



**Problem:** What is wrong with the location of this country's cities?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



**Key for 4 Regions**

- 1 = major wheat-producing region
- 2 = coal ... heavy rainfall
- 3 = dry, hot region ... no industry
- 4 = oil ... auto manufacturing

**Problem:** In what way is the **Key** above incorrect for each of the 4 regions?

Region 1 =

---



---

Region 2 =

---



---

Region 3 =

---



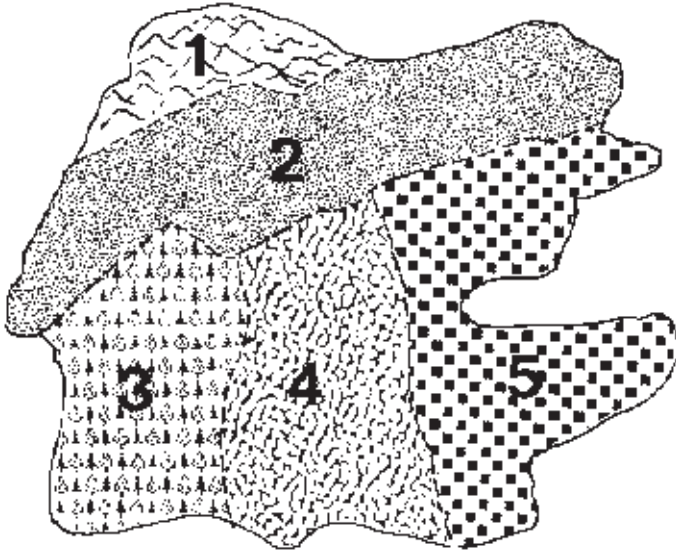
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Region 4 =

---



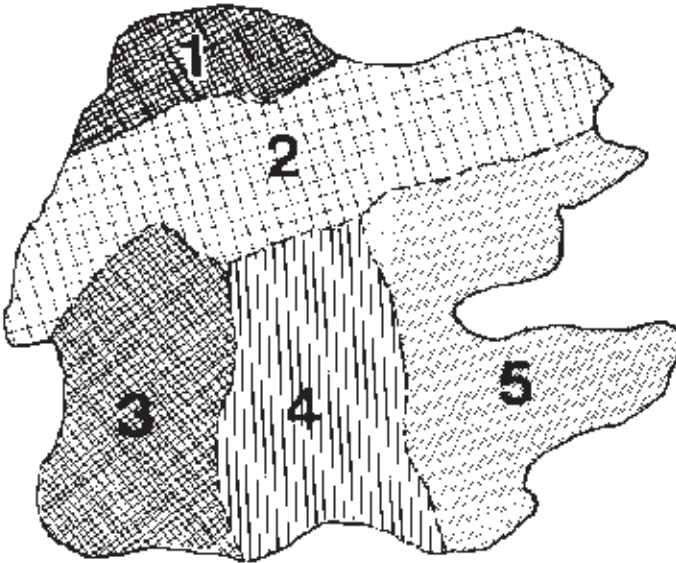
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**Topography map**

**Key for 5 Regions**

- 1 = Mountains
- 2 = Desert
- 3 = Forests
- 4 = Plains
- 5 = Hills



**Climate Map**

**Key for 5 Regions**

- 1 = Semi-Arid
- 2 = Marine West Coast
- 3 = Polar Marine
- 4 = Northern Forest
- 5 = Humid Continental

**Problem:** Using the **Climatic Regions Chart** (page 5) explain why the climate does not fit the topography in these two maps.

Region 1 =

Region 2 =

Region 3 =

Region 4 =

Region 5 =

## SKILLS: TERMS (1)

- ALLIANCE — any agreement between two or more countries to secure economic, cultural, or military advantages
- ARID — very dry; too little rainfall for agriculture (irrigation is needed)
- ARISTOCRACY — hereditary nobility or rule by a small privileged class
- BAY — that portion of a sea or ocean that is partly surrounded by land (See Gulf)
- BUFFER STATE — a neutral state between two larger potentially rival powers
- CANAL — a water passage deliberately cut across land to connect two bodies of water
- CAPITAL — the headquarters of the government of a state or country
- CASH CROPS — crops raised mainly for sale (e.g., cotton, peanuts)
- CLIMATE — the average conditions of temperature and precipitation for an area over time
- COAST — area of land next to or touching a sea or ocean
- COOPERATIVE — marketing organization whose members share the profits of their production
- CULTURE — a characteristic or a group of characteristics which define a unique people or nation
- DELTA — build-up of land created by a river depositing silt as it enters a sea or ocean
- DEMOCRACY — a government in which the people exercise power through a direct or representative system
- DENSITY — the average number of persons per square mile in a given area or country
- DESERT — dry, hot land with little growth
- DICTATOR — an all-powerful authority ruling a nation through force
- DIRECTION — any of the 16 points of a compass as well as up and down
- EQUATOR — line drawn east and west around a globe halfway between the North and South Poles
- EXPORTS — the sending out of a country's products made or grown in that country
- FIORD — an inlet of the sea with hills and mountains rising on each side
- GULF — portion of sea or ocean extending inland, partly surrounded by land
- HEAVY INDUSTRY — industry essential to the growth of other industries (e.g., steel, chemicals)
- HILLS — land not as high as mountains but higher than surrounding land
- HYDROELECTRIC POWER — energy generated by the force of moving water
- IMPORTS — any products for sale in one region or country that are produced in another country
- INFLATION — a rapid rise in prices affecting the cost of living (money drops in value)
- IRRIGATION — the process of supplying water to an otherwise dry area through artificial means
- ISTHMUS — a narrow strip of land connecting two larger bodies of land
- LATITUDE — distance north or south of the equator measured in degrees
- LONGITUDE — distance east or west of the prime meridian, measured in degrees
- LOWLAND — area of land lower than land which surrounds it

## SKILLS: TERMS (2)

METROPOLITAN AREA — a major city and its suburbs

MINERALS — ores and substances extracted from the earth

MINERAL FUELS — substances extracted from the Earth to produce heat and power (e.g., coal)

MONARCHY — a government with a hereditary, live-time leader with absolute or nominal powers

MOUNTAIN — a very steep, elevated portion of land much higher than the land surrounding it

NATURAL RESOURCES — plants, animals, minerals, and fuels used for food, shelter, clothing, power, and to supply other needs

NAVIGABLE RIVER — any river having a channel or passageway wide enough for ships to travel

OCEAN — a body of water containing dissolved salts surrounding the continents of a planet

OLIGARCHY — rule by the few

PLAIN — level land with few hills

PLATEAU — large, level expanse of land raised sharply above adjacent land on at least one side

POPULATION — the number of people in a given area at a given time

PORT — a city near an ocean, river, sea, or lake handling the importing and exporting of goods

PRIME MERIDIAN — line drawn north and south around a globe from which all east and west locations are determined

RAINFALL — amount of precipitation that falls in an area in a given year (10" snowfall = 1" rain)

RANGE — a low strip of hills or mountains that are connected

RAW MATERIALS — any substance in its natural state used in producing other goods

REGION — portion of a continent or country which is alike in some way(s) (e.g., climatic regions)

REPUBLIC — a state or country where citizens elect governing officials to represent them

SAVANNA — grassland, some trees

SEA — smaller part of an ocean, usually partly surrounded by land

SEASON — portion of the year in which the weather is the same

SELF-SUFFICIENT — having the ability to operate independently of others

STEPPE — semiarid land region usually with poor water resources (can sustain grazing of herds)

STRAIT — naturally-occurring narrow waterway connecting two larger bodies of water

TABLELAND — level land slightly higher than a lowland area

TARIFF — tax placed on imported or exported goods

TEMPERATURE — how hot or cold it is, measured in degrees, at any given place at a given time

TRIBUTARIES — streams or rivers flowing into another, larger (and longer) river

VALLEY — low area between hills or mountains

WATERSHED — area that drains into or supplies rainfall to a river or lake

## PROJECTS (1)

The more points your country earns, the more powerful your country will be! Countries earn points by completing projects. The number in parentheses indicates the maximum points each activity can earn.

**Directions:** Examine how many points each **Project** will earn and estimate how much time each project might take. Organize your country's work so that each member will always have an interesting, challenging **Project** to work on. Record assignments on the **Project Points Strategy Work Sheet** (page 18).

1. (50) FLAG — Make a flag for your country. Use color. You can draw this flag on 8.5" x 11" paper, or make a cloth flag and hang it in or over your country's assigned area. Cloth flags will earn extra points.
2. (25) GOVERNMENT — Write three or more paragraphs to describe the government in your country. Does your country stand for something (war? peace? neutrality?).
3. (100) CONSTITUTION — Write a constitution. This document will indicate if your country's government is a dictatorship, a democracy, an oligarchy, or a monarchy. Include a list of citizen or individual rights.
4. (50) PLEDGE OF ALLEGIANCE — Write a pledge of allegiance to your country and recite it for the class.
5. (75) NATIONAL ANTHEM — Write a three-stanza national anthem using a current tune. Sing it for the rest of the class or play it with a musical instrument.
6. (100) HISTORY — Write a 3–4 page essay recounting your country's greatness. Make up a history of your country. Tell who your great men and women have been and their accomplishments. Tell of past wars. You might coordinate an oral report with the person in your country who does Project 7.
7. (100) TIME LINE — On a long piece of paper, trace a time line from the beginning of your country to the present day. Include important events. You might coordinate an oral report with the person in your country who does Project 6.
8. (50) MAP (Size of Country) — Draw a map of your country. On a key tell the size in square miles. Include a map of an existing country on your map for reference.
9. (50) MAP (Rivers) — Draw a map of your country and on it locate and name major rivers. Remember, major industrial cities are usually found on great rivers used for transportation.
10. (50) MAP (Mountains) — Draw a map of your country and locate and name major mountain ranges and mountain peaks.
11. (50) MAP (Cities) — Draw a map of your country and on it locate major cities and your capital.
12. (150) MAP Draw a map of your country and on it show the location of major rivers, cities, and mountains. This project can be done only after your country has completed Projects 9, 10, and 11. Be sure your locations don't change.
13. (50) MAP (Climate) — Draw a map of your country and on it show the major climate regions in your country. Check map of real countries for examples. Be careful where you place climate regions. Use a key to indicate climate areas and relate climate regions to important geographic and agricultural regions.
14. (50) MAP (Physical Features ... Land forms) — Draw a map of your country and on it show the location of major geographic regions (flat lands, mountains, etc.). Make certain your climate areas go along with your land form map. Use a key to make areas clear.
15. (100) CULTURE — In 8–10 paragraphs, discuss the culture of your country from its historic beginnings. Include religion, sports, art, and language.

## PROJECTS (2)

- 16 (75) NATURAL RESOURCES — List your country's resources (coal, oil, iron, etc.). In 6–7 paragraphs, tell how these resources are important in your country's makeup. What do you export and import? Include a map of industrial regions for 25 extra points.
- 17 (50) AGRICULTURE — Draw a map of your country and on it show the location of major agricultural regions. Be sure they go along with your climate regions. Do the people in your country earn their living mostly from farming? Identify major cash crops.
- 18 (75) TRADE — Draw up trade agreements with other countries. Include a list of what you will export and what you will import. Secure trade alliances and trade agreements.
- 19 (25) TRAVEL POSTERS — Make 1–3 travel posters to attract tourists to your country.
- 20 (125) SPEECH — Have your diplomat approach your teacher to secure permission for you to deliver a speech about your country. You can sing your national anthem and recite your pledge of allegiance. Use your travel posters and talk about your country's history. See Projects 4, 5, 6, 7, 19.
- 21 (50) ALLIANCES — Form military alliances with other countries. Two copies must be presented to the teacher signed by the leader of each country and the diplomat and kept in the folders. Keep your alliances secret; your strength depends on their secrecy.
- 22 (50) FOREIGN AID — Describe any formal programs your country has to help other countries.
- 23 (300) LARGE MAP — If your spy is able to secure a map from each of the other countries, make a large map on poster paper of the continent of your world.
- 24 (100) RELIEF MAP — Make a salt and flour relief map of your country and display it in the room.
- 25 (assigned) OTHER IDEAS — Use the ideas below or come up with your own ideas for projects. Confer with your teacher in advance about your idea and its points potential.
 

• Alliance for Progress	• Army bases
• Baking; national foods	• Collages
• Common markets	• Courts and law
• Crime prevention	• Currency system
• Dress	• Education
• Ethnic backgrounds of citizens	• Graphs (economic profile, population, climate)
• Highways	• History of art
• History of music	• Hope
• Industrial history	• Inventions
• Magazines	• Map districts of country
• Mobiles	• National defense sites
• Naval installations	• Newspapers
• Peace Corps	• Railroads
• Science history	• Space program
• Sports history	• Stock markets
• Tariffs	• Taxes
• United Nations	• Urban renewal
• VISTA	• World's Fairs

**Hint:** Consult encyclopedias, text books, atlases, and other reference resources for models and examples of the information you need.

## PROJECT POINTS STRATEGY WORK SHEET

**Warning:** Do not get so wrapped up in Projects that you forget to have an *alliances* strategy. A country with low power points and solid alliances can be as strong as a country with many points and no alliances.

**Citizen 1** \_\_\_\_\_

Role \_\_\_\_\_

Project(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Citizen 2** \_\_\_\_\_

Role \_\_\_\_\_

Project(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Citizen 3** \_\_\_\_\_

Role \_\_\_\_\_

Project(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Citizen 4** \_\_\_\_\_

Role \_\_\_\_\_

Project(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Citizen 5** \_\_\_\_\_

Role \_\_\_\_\_

Project(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Citizen 6** \_\_\_\_\_

Role \_\_\_\_\_

Project(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WAR STRATEGY SHEET 1

**Directions:** Use pencil as you plan your strategy. If you plan to attack, make certain you understand Rules of Procedure 14, Phase II: War (page 14). If you are not the first nation to attack, be sure you record any information you gather on **War Strategy Sheet 2**.

Country \_\_\_\_\_ Leader \_\_\_\_\_

Diplomat \_\_\_\_\_ Spy \_\_\_\_\_

Current Power Points Total \_\_\_\_\_

Current Alliances \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Secret Alliances \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Strategy Plan \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WAR STRATEGY SHEET 2

**Directions:** Use pencil to enter information you learn from: your spy and from attacks made by other countries.

<p><b>Country 1</b></p> <p>Leader _____</p> <p>Diplomat _____</p> <p>Spy _____</p> <p>Points (approximate) _____</p> <p>Alliances _____</p> <p>Attacks _____</p> <p>Attacked by _____</p> <p>Outcome (new point totals) _____</p>	<p><b>Country 2</b></p> <p>Leader _____</p> <p>Diplomat _____</p> <p>Spy _____</p> <p>Points (approximate) _____</p> <p>Alliances _____</p> <p>Attacks _____</p> <p>Attacked by _____</p> <p>Outcome (new point totals) _____</p>
<p><b>Country 3</b></p> <p>Leader _____</p> <p>Diplomat _____</p> <p>Spy _____</p> <p>Points (approximate) _____</p> <p>Alliances _____</p> <p>Attacks _____</p> <p>Attacked by _____</p> <p>Outcome (new point totals) _____</p>	<p><b>Country 4</b></p> <p>Leader _____</p> <p>Diplomat _____</p> <p>Spy _____</p> <p>Points (approximate) _____</p> <p>Alliances _____</p> <p>Attacks _____</p> <p>Attacked by _____</p> <p>Outcome (new point totals) _____</p>
<p><b>Country 5</b></p> <p>Leader _____</p> <p>Diplomat _____</p> <p>Spy _____</p> <p>Points (approximate) _____</p> <p>Alliances _____</p> <p>Attacks _____</p> <p>Attacked by _____</p> <p>Outcome (new point totals) _____</p>	<p><b>Country 6</b></p> <p>Leader _____</p> <p>Diplomat _____</p> <p>Spy _____</p> <p>Points (approximate) _____</p> <p>Alliances _____</p> <p>Attacks _____</p> <p>Attacked by _____</p> <p>Outcome (new point totals) _____</p>

## PEACE TREATY PROPOSALS

**Directions:** Record the victorious nation's demands and the defeated nations' counter-proposals. Keeping a careful record of what nations want can help you secure the best peace for your nation and your world.

**Victorious Country** \_\_\_\_\_

Leader \_\_\_\_\_ Diplomat \_\_\_\_\_

Demands \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Other Country** \_\_\_\_\_

Leader \_\_\_\_\_ Diplomat \_\_\_\_\_

Counter proposals \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Other Country** \_\_\_\_\_

Leader \_\_\_\_\_ Diplomat \_\_\_\_\_

Counter proposals \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Other Country** \_\_\_\_\_

Leader \_\_\_\_\_ Diplomat \_\_\_\_\_

Counter proposals \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Other Country** \_\_\_\_\_

Leader \_\_\_\_\_ Diplomat \_\_\_\_\_

Counter proposals \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Other Country** \_\_\_\_\_

Leader \_\_\_\_\_ Diplomat \_\_\_\_\_

Counter proposals \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# PEACE TREATY

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[illegible]

Leader	Country

## FATE BULLETINS

Each **Project** work day a representative of your country will draw a number from an envelope. Read its corresponding **Fate Bulletin** below. Add or subtract points from your country's **Running Total Sheet**.

- |  |   |
|--|---|
| <p>1 A violent hurricane and resulting tidal wave have hit your country. Subtract 75 points.</p> <p>2 A new scientific element has been discovered in your country. It is an excellent new source of power. Add 100 points.</p> <p>3 Inflation is a serious problem in your country. Prices are soaring. Subtract 125 points.</p> <p>4 Your latest harvest has produced a wheat surplus which you sell to other countries. Each country will subtract 25 points from its running total and add them to your total.</p> <p>5 A serious flood has caused your major river to overflow, causing extensive damage. Subtract 100 points. (Receive 100 points from any country with whom you have a disaster aid alliance.)</p> <p>6 You have landed an explorer spacecraft on Mars, placing your country in the lead in the space race. Add 200 points.</p> <p>7 Crippling strikes have left your nation's industries and transportation systems at a standstill. Subtract 175 points.</p> <p>8 Your nation has developed a national health plan guaranteeing a healthy nation. Add 100 points.</p> <p>9 A tragic earthquake has left areas of your country in virtual ruin. Rebuilding will be costly and time-consuming. Subtract 125 points.</p> <p>10 You have just completed a new hydroelectric dam facility with four powerhouses, the largest in the world. Add 150 points.</p> <p>11 Recurring racial unrest has caused severe riots in your cities. Subtract 75 points.</p> <p>12 You have just secured an economic alliance with other countries. Your nation will oversee its operations. Receive 75 points from each country.</p> <p>13 A government scandal requires that your election system be totally revamped. Subtract 50 points.</p> | <p>14 A great scientist has discovered a cure for a deadly disease. Receive 50 points from each country.</p> <p>15 A destructive tornado has ravished your inland city area. Subtract 100 points.</p> <p>16 You have signed a new nuclear test ban treaty with all nations putting you in the lead in nuclear limitations. Add 125 points.</p> <p>17 Your country has been attacked by terrorists attempting to overthrow your government. Subtract 100 points.</p> <p>18 Your government has passed an equal rights law guaranteeing equal protection for men and women. Add 150 points.</p> <p>19 A severe draught is affecting hydroelectric plants and caused an energy crisis. Give 25 points to each country to buy needed resources to produce alternate power.</p> <p>20 A new mass transit system facilitates trade and commerce throughout the nation. Add 100 points.</p> <p>21 A massive crop failure has forced you to seek other food markets. Give 50 points to each country to buy food.</p> <p>22 Diplomats in your country have just completed negotiations on a nuclear test ban treaty. Add 300 points.</p> <p>23 Student unrest has caused severe cultural disorders in your society. The split between young and old will take many months to heal. Subtract 125 points.</p> <p>24 Scientists and engineers have developed a supersonic transport plane capable of crossing continents in a matter of minutes. Add 200 points.</p> <p>25 Forest fires have seriously depleted your lumber industry, essential to your economy. Subtract 225 points.</p> |
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## EVALUATION

**Directions:** Your teacher will ask for oral or written answers to the following questions. If you write answers, your teacher will ask you to use your own paper.

1. Discuss instances in the world you created which might happen or which already have happened in the real world. Give examples.

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2. After having completed this simulation what would you change in the country you developed? Why? What things would you leave the same? Why?

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3. Is there much of a difference between the imaginary world you created and the real world? To answer this question list those things both worlds have in common and those things they do not have in common. Compare both lists and discuss similarities and differences.

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4. What things would you leave the same? Why?

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5. Did you learn anything about yourself while participating in WORLD?

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6. Should next year's students participate in this simulation? Why or why not?

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