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# WORLD



© A Simulation of How Nations Develop and Become Involved  
in Power Struggles



# WORLD

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

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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 HANDBOOK, 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 25 sheets

of blank 8" x 11" 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, assorted colored pencils, 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 GUIDE. 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> →<br>Work on various SKILLS pages found in STUDENT GUIDE<br>1 | 2  | <b>PHASE I</b><br>Read INTRODUCTION and RULES OF PROCEDURE<br>Name the planet<br>3 | Students join groups<br>Each group becomes a country; chooses name, leaders, roles; draws map; organizes country folder<br>4 | Countries work out strategies to earn as many points as possible from various projects<br>5   |
| <b>2</b> | Project Work Days - Daily work and daily FATE BULLETINS →                         |    |  |  |   |
| <b>3</b> | 6   | 7  | 8  | 9  | 10  |
| <b>4</b> | Project Work Days continue →  |    |  |  | 15  |
| <b>5</b> | 11  | 12 | 13   | 14   | 15  |
| <b>4</b> | Project Work Days continue →  |    |  |  | <b>PHASE II</b><br>Introduce war<br>Countries plan strategies and form secret alliances<br>19 |
| <b>5</b> | 16  | 17 | 18   | 19   | 20  |
| <b>5</b> | War → One nation conquers world or has highest points total<br>21                 | 22 | <b>PHASE III</b><br>Peace Conference → →<br>23                                     | PEACE TREATY signed<br>De-Briefing<br>24   | 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 student 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 HOUR 3

### OBJECTIVES:

1. Students will read the GETTING STARTED 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.)

## HOUR 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 sheet of paper 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.

## HOUR 5

### OBJECTIVES:

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

### MATERIALS:

1. PROJECTS 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 PROJECTS 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 pay off. 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 HOUR 20

### 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.

| # | ACTIVITY    | Points Desired | Points Received + | Extra Points Received + | Penalty Points | TOTAL POINTS EARNED |
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