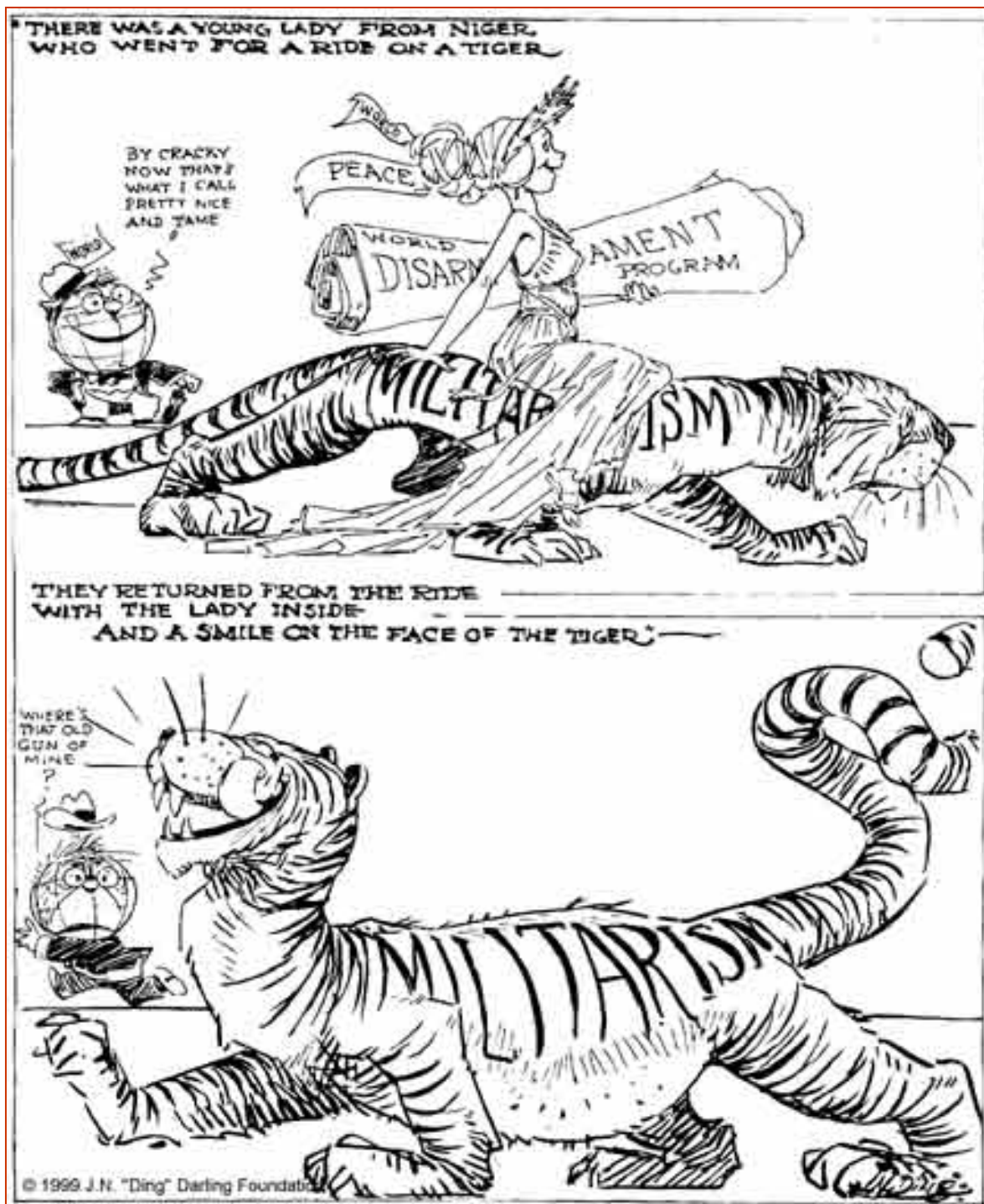


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**Written by:**

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**Published by:**

H. M. S. Historical Games  
<http://multimedialearning.org>

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hsarnoff@lausd.k12.ca.us

## GAME TITLE: CAUSES OF WORLD WAR II

OBJECTIVES: By playing this game, students will:

1. Become familiar with the events, leaders, and decisions of the years 1919-1933.
2. Become familiar with world geography.
3. Appreciate the many factors influencing decisions made by world leaders.
4. Gain practice in group decision-making and discussion.
5. Have fun while participating in a learning experience.

NOTE: Instead of using the materials as a game, they may be used as a class or homework assignment. To do this, distribute all students to complete the TEAM RECORD SHEET and MAP B. Instruct students to complete the TEAM RECORD SHEET and MAP A as a class or homework assignment. Students do not fill in the right half of the TEAM RECORD SHEET.

INSTRUCTIONS:

1. Duplicate the following pages in the quantities indicated:
  - a. QUESTION pages, one per student
  - b. TEAM RECORD SHEET, one per student
  - c. ANSWER CARD SHEET, 18 to 20 pages (see instructions on the ANSWER CARD SHEET)
  - d. MAP SHEET A, one per student
  - e. MAP SHEET B, one per student
  - f. STUDENT UTILITY SHEET, one per student
2. Read the GAME SUMMARY. Inspect each game item as it is mentioned.
3. Read the HOW TO PLAY section. Play out an actual turn or two to familiarize yourself with the game and procedures.
4. Appropriate pages in the class textbook may be assigned for student reading. The game covers the period from 1919 (Treaty of Versailles) to 1933 (end of Hoover's administration).
5. Give each student a copy of MAP A one or two days before beginning the game. Tell the students they should become familiar with the locations listed at the bottom of MAP A. This may be assigned as either class or homework. The locations may be found in most United States history textbooks.
6. Distribute the STUDENT UTILITY SHEET several days before playing the game. Researching the information will aid students in playing the game.

GAME SUMMARY: (See the HOW TO PLAY section for details)

Divide the class into teams of "Presidential Advisors" whose task is to suggest options to the President on world crisis situations. For each turn, teams will be given a QUESTION and three possible answers.

Teams must decide which one of the three answers is the correct historical alternative chosen at the time. Teams selecting the correct answer receive points. The team with the most points at the end of the game is the winner.

OPTIONAL RULERS are included. The first OPTIONAL RULE requires teams to estimate the direction of U.S. defense spending ( up, down, or same). The second involves identifying Presidents, Secretaries of State or foreign leaders in office at the time of the event. The third option asks students to select the correct location on the lettered map where the event took place.

NOTE: Each turn (QUESTION) may use one, two, three or none of the OPTIONAL RULES.

## HOW TO PLAY:

### A. ORGANIZATION

1. Divide the class into 3 to 7 teams. The more teams the longer play will take.
2. Assign each team an identifying letter (Team A, Team B, etc.) to use on all game materials.
3. Distribute the following game materials to each team in the quantities indicated: (a large envelope for storage should be provided for each team)
  - a. ANSWER CARDS, 30
  - b. QUESTION PAGES, 2 or more per team
  - c. MAP B (lettered map), 2 or more per team
  - d. STUDENT RECORD SHEET (for recording totals and correct answers) one per student. Each student should turn in a completed RECORD SHEET at the end of the game
  - e. STUDENT UTILITY SHEET, one or more per team
4. Use the TEACHER RECORD CHART to record the teams' answers taken from their submitted ANSWER CARDS. The TEACHER RECORD CHART may be copied onto a chalkboard or made into an overhead transparency. See the TEACHER RECORD CHART for more details.
5. A teacher may decide not to use the ANSWER CARDS and TEACHER RECORD CHART if he deems the class will record and score themselves honestly. If this is the case, the teacher will read the answers after teams have filled in the left-hand portion of the STUDENT RECORD SHEET and each team will fill in the right portion of their STUDENT RECORD SHEET. Teams then total their points and play proceeds to the next QUESTION.

### B. GAME RULES

1. Teams sit together.
2. The first QUESTION is read to the class.
3. Teams discuss the OPTIONS collectively and select one they agree was the actual historical choice made at the time.
4. Teams fill in one ANSWER CARD as follows:
  - a. On LINE 1, write their team letter
  - b. On LINE 2, write the QUESTION number (#1, #2, etc.)
  - c. On LINE 3, write the letter of the OPTION selected as the team's answer

NOTE: (d, e and f below are used only if the OPTIONAL RULES are employed).

- d. On LINE 4, teams must decide what the course of U.S. defense spending will be in the light of the world situation at the time of the QUESTION. If they believe defense spending will go up, they write "up" on LINE 4. If they believe defense

spending will go down, they write “down” on LINE 4. If they believe defense spending will neither go up or down from the previous turn (QUESTION), they write “same” on LINE 4.

- e. On LINE 5, teams write the correct location name (from MAP B) where they believe the event(s) described in the QUESTION took place. See the TEACHER’S CONFIDENTIAL SHEET for each Question’s map #. If no map # is given, there is no map question for that turn.
- f. On LINE 6, teams write the name of either the United States President, Secretary of State, foreign leader, etc., at the time of the QUESTION. See the TEACHER’S CONFIDENTIAL SHEET to determine which category is asked for. The teacher informs the teams at the beginning of the turn which title is called for on LINE 6.

NOTE: Not all OPTIONAL RULES (LINES 4, 5 and 6) are played in each turn. A turn may use one, two, three or no OPTIONAL RULES. See the TEACHER’S CONFIDENTIAL SHEET for which ones to use for each turn.

- g. Each student fills in Part I of their RECORD SHEET with the answer(s) their team has chosen.
  - h. Teams give their completed ANSWER CARDS to the teacher or assistant.
5. Copy the information from the ANSWER CARDS onto PART I of the TEACHERS RECORD CHART to the right of each team’s letter.
  6. Fill in PART II of the CHART using the information for the current QUESTION from the TEACHER’S CONFIDENTIAL SHEET which gives the correct answers.
  7. The teacher (or aide) then awards points to each team using the following procedure:  
(\*NOTE: b, c and e are optional)
    - a. For choosing the correct OPTION, a team receives 20 points.
    - b. \*For choosing the correct direction of defense spending, a team receives 5 points.
    - c. \*For choosing the correct map location, a team receives 5 points.
    - d. \*For naming the correct President, Secretary of State or foreign leader, a team receives 5 points.
    - e. Teams receive no points for incorrect answers.
  8. Total each team’s points and record them under the FINAL TOTAL column for the current QUESTION. This FINAL TOTAL is also recorded in the FIRST TOTAL column for the next turn (QUESTION).
  9. Students fill in part II of their STUDENT RECORD SHEET using the information from the TEACHER RECORD CHART.
  10. This ends one QUESTION (turn). Play proceeds to the next turns QUESTION.

#### EXAMPLE:

It is QUESTION “EXAMPLE”. The QUESTION is read aloud. The teacher tells the class they should write in the name of the president on LINE 6. Each team discusses the QUESTION and OPTIONS. They select on e OPTION. The team fills in LINES 1 and 2 on the ANSWER CARD. On LINE 3, they write the letter of the OPTION they have chosen. If the OPTIONAL RULES are being used, they will fill in LINES 4, 5 and 6. Next, they give the ANSWER CARD to the teacher who, after all the ANSWER CARDS have been turned in, copies the team’s responses from the ANSWER CARD to PART 1 of the TEACHER RECORD CHART.

In this example, the team chose OPTION B for LINE 3, “up” for LINE 4, France for LINE 5, and HOOVER for Line 6. The correct answers (from TEACHERS CONFIDENTIAL SHEET—See EXAMPLE) are:

LINE 3...B

LINE 4...same

LINE 5...France

LINE 6...HOOVER

This turn would be scored as follows:

1. The team would receive 20 points for the correct “B” option.
2. The team would receive no points for the incorrect “up” answer.
3. The team would receive 5 points for the correct “c” answer.
4. The team would receive 5 points for the correct “HOOVER” answer.

The team would gain a total of 30 points (out of a possible 35) for this TURN. Add the 30 points to the teams FIRST TOTAL and write it in the FINAL TOTAL for this TURN and the FIRST TOTAL for the next TURN. The team would start the next turn with 50 points.

Repeat the above steps for each turn of the game. The team with the most points at the end of the last QUESTION is the winner.

TEACHERS CONFIDENTIAL SHEET CAUSE OF WORLD WAR TWO PART ONE

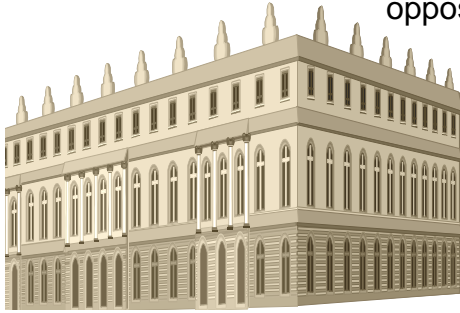
Decision 1 : Column F answer is ... President			Map #11
B	DOWN	FRANCE	WILSON
Decision #2: Column F answer is .. American Lawyer who was the chief framer of the statue of the League of Nations			
A	NONE	NONE	ELIHU ROOT
Decision # 3: Column F answer is ... President			Map #1
A	DOWN	EASTERN EUROPE	HARDING
Decision # 4: Column F answer is...Secretary of state			Map #9
B	NONE	HAWAII	CHARLES EVANS HUGHES
Decision # 5: Column F answer is ...None			Map #17
A	NONE	PACIFIC OCEAN	NONE
Decision # 6: Column F answer is ...None			Map #15
C	NONE	CHINA	NONE
Decision # 7: Column F answer is ...None			
B	DOWN	NONE	NONE
Decision # 8: Column F answer is ...None			Map #8
C	NONE	GREAT BRITAIN	NONE
Decision # 9: Column F answer is ...None			Map #11
C	DOWN	FRANCE	NONE
Decision # 10: Column F answer is ...President			Map #4
A	DOWN	GERMANY	COOLIDGE
Decision # 11: Column F answer is ...None			Map #13
C	NONE	SOUTHERN EUROPE	NONE
Decision # 12: Column F answer is ...President			Map #2
B	UP	NICARAGUA	COOLIDGE

Decision # 13: Column F answer is ...Secretary of State Map #16			
A	NONE	CARIBBEAN SEA	FRANK B KELLOGG
Decision # 14: Column F answer is ...Ambassador Map #5			
A	SAME	MEXICO	DWIGHT W MORROW
Decision # 15: Column F answer is ...French Foreign Minister Map #11			
B	UP	FRANCE	ARISTIDE BRIAND
Decision # 16: Column F answer is ...None Map #10			
C	UP	CUBA	NONE
Decision # 17: Column F answer is ...None			
A	UP	NONE	NONE
Decision # 18: Column F answer is ...President			
B	UP	NONE	NONE
Decision # 19: Column F answer is ...None			
B	NONE	NONE	NONE
Decision # 20: Column F answer is ...Secretary of State Map #3			
A	SAME	MANCHURIA	HENRY L STIMSON
Decision # 21: Column F answer is ...President Map #6			
A	NONE	JAPAN	HOOVER
Decision # 22: Column F answer is ...None			
A	NONE	NONE	NONE
Decision # 23: Column F answer is ...None Map #14			
A	SAME	EL SALVADOR	NONE
Decision # 24: Column F answer is ...None Map #2 and Map #7			
B	DOWN	HAITI NICARAGUA	NONE

## DECISIONS FOR CAUSES OF WORLD WAR II PART I

### QUESTION #1: TREATY OF VERSAILLES, 1919-1920

Approval of the Treaty of Versailles is not going well in the Senate. A faction of Senators oppose the treaty. A majority of the Senators will approve the treaty with changes they believe will protect our rights. What should the President do?



- A. Agree to the changes and sign a modified treaty.
- B. Refuse any changes. The treaty must be adopted exactly as agreed to in Versailles.
- C. Return to Europe and negotiate a new treaty that will be acceptable to the Senate.

### QUESTION #2: JOINING THE WORLD COURT, 1920'S

Should the President(s) work to have the United States join the World Court?

- A. The President(s) should support joining the World Court.
- B. The President(s) should take no position on joining the World Court.
- C. The Presidents) should leave the matter up to the Senate and take no position.

### QUESTION #3: IMMIGRATION POLICY, 1921

Several groups are putting pressure on Congress to restrict the number of aliens entering the nation yearly. Currently immigration is unrestricted. It now appears that great numbers of people are planning to leave Europe and make their home in America. Many of these people are from Eastern and Southern Europe, and are dissimilar from previous immigrations that came primarily from Northern Europe and the British Isles.



The new law would be an Emergency Quota Act, which would reduce the number of aliens allowed to enter from unlimited to 350,000. The act has the support of factory owners and construction companies as well as labor unions that fear cheap labor. Others support the act because they do not like the fact that these new immigrants are from Eastern and Southern Europe, and are from different "racial stock" than the majority of Americans. What position should the President take?

- A. Support the Emergency Quota Act.
- B. Do not support the act.
- C. Support the act if the number of immigrants allowed in is raised to 700,000.



THE FOLLOWING STATEMENT APPLIES TO THE NEXT THREE DECISIONS:

## WASHINGTON NAVAL CONFERENCE, 1921-1922



Problems with Japan, our ally in the Great War, have led to a naval construction race between US, Britain and Japan. A conference is taking place in Washington D.C. to resolve the problems and halt the warship construction race.

Japan has also violated our Open Door Policy by occupying China's Shantung Province. This is another issue being discussed by the nine nations at the Washington Conference.

The following three questions concern proposed agreements being discussed at the conference. What positions should the President support?

### QUESTION #4: LIMITS ON BATTLESHIP AND AIRCRAFT CARRIERS (FIVE POWER TREATY)

A ratio of 5-5-3 will be set up. This will allow Britain and the United States to have 5 battleships and aircraft carriers to every three the Japanese have. Also, we and the British agree not to fortify any Pacific colonies with the exception of Hawaii. Do you advise the President to:

- A. Reject the proposal. It will force us to scrap over twenty of our warships.
- B. Accept the proposal.
- C. Accept the proposal with one modification. The United States shall be allowed to fortify bases in its Philippines colony.

### QUESTION #5: RIGHTS IN THE PACIFIC, FOUR POWER PACT

Should the President:

- A. Agree to consult with Britain, France and Japan over any problems in the Pacific area?
- B. Form an organization with the three nations which meets on a regular basis and determines the fate of all the current Pacific colonies.
- C. Agree only to respect each other's rights in the Pacific, and to discuss any actions undertaken by any nation.

### QUESTION #6: CHINA, NINE-POWER TREATY

Something needs to be done about the weakened condition of China. Her government is unable to protect its citizens from foreigners who desire her territory. An international solution to preserve China's sovereignty is suggested. Which proposal do you recommend to the President?



- A. Japan and Britain will be allowed to dominate their protectorates in China with the U.S. given the right to trade in those areas.
- B. The U.S. should abandon the Open Door Policy in China and let the other nations treat China as they wish.
- C. The U.S. should guarantee the territorial integrity of China and continue the Open Door Policy.

### QUESTION #7: FORDNEY-MCCUMBER TARIFF, 1922

This proposed tariff will eliminate previous reductions and set higher rates on hundreds of goods. It will also give the President the power to raise or lower tariffs 50%. It is expected that the majority of changes will be higher. This law will help some of our businesses, but may cause nations to retaliate with their own higher tariffs on our exports. The President should:

- A. Support a bill lowering tariffs. This will stimulate world trade and benefit some of our businesses.
- B. Support a bill that removes previous tariff reductions and allows the President to raise or lower tariffs by 50%.
- C. Keep the present system of tariff reductions.

### QUESTION #8: WAR DEBTS

What should the United States do about the enormous amounts of money our former allies borrowed during and after the war? Very little money has been repaid.

- A. We should cancel all the debts our former allies incurred as a result of the World War. They suffered from many more killed and wounded than we did.
- B. We should cancel all our former allies' war debts. They borrowed additional sums since the war ended, and that money should be paid back.
- C. We should insist that all money borrowed from us, must be paid back. They borrowed the money, and it is their duty to pay it back.



### QUESTION #9: FRENCH OCCUPATION OF THE RHINELAND, 1923



French troops have occupied the Rhineland, historically a part of Germany, because Germany did not make a reparation payment. This threatens the peace in Europe. What should the President do?

- A. Do not insist on France repaying her war debts, as France will have no need to punish Germany.
- B. Strongly warn France to withdraw from the Rhineland, and threaten economic retaliation if she fails to withdraw.
- C. Do nothing except protest. We must remain isolated from events in Europe.

#### QUESTION #10: DAWES PLAN, 1924

Under this proposed plan, the U.S. would loan Germany the money to pay reparations to the Allies who in turn would repay their war debts to us. This might rescue Germany from economic ruin. What do you suggest to the President?

- A. U.S. banks should be allowed to loan money to Germany. The Germans can then repay their reparations to the Allies. The Allies can then repay their war debts to us.
- B. Money should be loaned by our banks directly to our Allies, who then repay their war debts to us.
- C. The war debts should be cancelled. This way Germany will not be pressured to pay reparations by the Allies who need the money to repay us. This will have the added benefit of creating goodwill in Europe toward the United States.

#### QUESTION #11: IMMIGRATION QUOTA LAW, 1924

Under this proposed act, the immigration laws would be made even more restrictive. The yearly quotas would be reduced and the base year pushed back to 1890. This will severely limit the number of immigrants allowed from Southern and Eastern Europe. The President should ask Congress to:

- A. Do away with the restrictive Emergency Quota Act. It has severely limited the number of aliens allowed in the U.S., and discriminated against people from Southern and Eastern Europe.
- B. Keep the present immigration law as it is. It has been successful in preventing mass immigration.
- C. Make the current immigration laws even more restrictive. Include a provision that will limit the current number of immigrants from Eastern and Southern Europe.

#### QUESTION #12: NICARAGUA, 1925-1926

We have withdrawn our troops from Nicaragua, where they had been since 1912. A new crisis has now developed over a disputed election. Should we send our troops back to ensure a free election? This might damage our attempts to improve our image in Latin America. What do you recommend to the President?



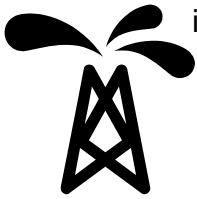
- A. We should not intervene with soldiers ever again. The Nicaraguans must learn to deal with their own problems.
- B. We should return in force, but only to ensure a free election. Once the situation is stabilized, we should withdraw our forces.
- C. We should return and stay. The Nicaraguans are unable to rule themselves. We should consider the same sort of protectorate relationship with them that we have with Puerto Rico.

### QUESTION #13: ARMED INTERVENTION IN LATIN AMERICA

Which general policy do you suggest to the President?

- A. The United States should, as a matter of policy, declare that we are abandoning our policy of armed intervention in Latin America.
- B. Armed intervention is a necessary evil in our dealings with Latin American and Caribbean Nations. If we abandon it, we risk other nations intervening in our own “backyard”.
- C. We should de-emphasize armed intervention, but not totally abandon it. We cannot predict the future, and we shouldn’t tie our hands by closing our options.

### QUESTION #14: MEXICO, 1927



Mexico has passed a law limiting U.S. ownership of Mexican oil resources. American investors want our government to protect their property, and prevent Mexico from confiscating it. What do you suggest the President do?

- A. We should appoint a qualified ambassador and try to work out a deal.
- B. We should threaten Mexico with economic retaliation if they take over American businesses.
- C. Troops should be sent to the U.S. – Mexican border. We cannot allow Mexico to steal American property and get away with it.

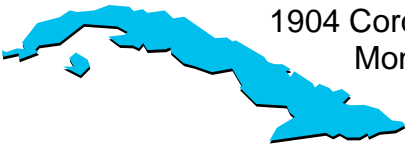
### QUESTION #15: KELLOGG-BRIAND PACT, 1928



There is a great world wide demand to outlaw war. Should our Secretary of State sign an international agreement outlawing war as an instrument of national policy? This agreement, being negotiated in Paris, contains no enforcement provisions. Your recommendation?

- A. We should refuse to sign the Pact. It contains no provisions for enforcing the outlawing of war.
- B. We should sign the Pact.
- C. We should refuse to sign the Pact. It will only get us more deeply involved in world affairs, and that’s what got us into the World War.

### QUESTION #16: PAN AMERICAN CONVERENCE, CUBA, 1928



At this inter-American Conference, it has been proposed that the United States renounce the 1904 Corollary to the Monroe Doctrine. If we do this, we can no longer use the Monroe Doctrine to justify intervention in Latin America. We would be giving up our right to be the “policemen of the Western Hemisphere”. Which position do you suggest the President take?

- A. We should declare that the 1904 Corollary to the Monroe Doctrine will continue being enforced.
- B. We should encourage other Latin American nations join us in becoming a united “policemen of the Western Hemisphere”.
- C. We should renounce the 1904 Corollary and declare that we will no longer be the “policemen of the Western Hemisphere”.

## QUESTION #17: NATIONAL ORIGINS ACT, 1929

There are increased calls for again modifying immigration laws. Should the President support the modification?

- A. Yes! Instead of the current 350,000 allowed, only 150,000 immigrants per year should be permitted.
- B. The number of immigrants allowed in the U.S. should be raised. The current number of 350,000 is too low.
- C. Leave the current law as it is.

## QUESTION #18: MONROE DOCTRINE STATEMENT, 1930



There have been calls for the United States to renounce the use of the Monroe Doctrine to justify intervention. How should the President respond?

- A. Refuse totally to give up our right to intervene in the internal affairs of Latin American nations. We have maintained this right since the Monroe Doctrine was announced over a hundred years ago.
- B. Because our relations are improving with Latin America, the President should announce that we no longer claim the right to intervene in the internal affairs of nations under the Monroe Doctrine.
- C. To improve our relations with Latin America, we should declare that we will only intervene in emergencies.

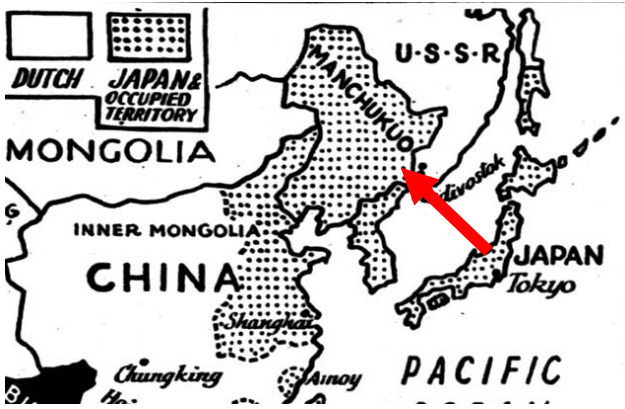
## QUESTION #19: HAWLEY-SMOOT TARIFF, 1930



The world wide depression has increased pressure for higher tariffs to protect our domestic markets. In Congress, a bill is being debated which would raise tariffs to the highest rates in our history. A petition has been sent to the government, signed by one thousand economists, stating that the proposed bill would hurt both our, and the world economies. What do you suggest the President do?

- A. We should oppose this call for higher tariffs. The thousand economists are right.
- B. The depression has ravaged our economy. These higher tariffs will protect businesses from cheap imports. Support the bill.
- C. Support the bill, but insist that several changes be made. The most important, is, if any nation lowers their tariffs, we will lower ours.





#### QUESTION #20: MANCHURIA (CHINA), 1931

Japan has invaded and occupied Manchuria, a northern province of China. China has petitioned the League of Nations for help. The League has decided on an economic boycott of Japan. Should the President support the League boycott?

- A. Do not join the proposed League of Nations economic boycott of Japan. Involving ourselves in this type of action could lead to war with Japan. Japan is one of our largest trading partners.
- B. Insist that the League of Nations take harsher actions. Japan should be warned that if she does not withdraw, the League will take military action to force her out of Manchuria.
- C. Join the economic boycott of Japan. This will serve as a lesson to all dictators that the world will not stand by when a weak nation is invaded.

#### QUESTION #21: PROPOSED STATEMENT BY THE SECRETARY OF STATE, 1931

Should a statement be released showing how displeased the United States is over Japanese aggression in China? This might anger the Japanese who feel they have a right to provide for their growing population. Your recommendation?



- A. The Secretary of State should issue a statement stating that we will not recognize any Japanese territorial claims in China.
- B. Japan is doing what our own nation did in the 19<sup>th</sup> Century—expanding at the expense of a weaker neighbor. We cannot condemn them without condemning ourselves and many other imperialist nations.
- C. The Secretary of State should warn the Japanese that if they do not pull their troops out of Manchuria, we will refuse to sell them oil and other goods.

#### QUESTION #22: MORATORIUM ON WAR DEBTS, 1931

Almost all the nations that owe us money from the Great War have refused to make payments. They say the world depression prevents them from paying. Given the current world economic situation, should we forgive payments for one year?

- A. The President should declare that for one year, no debtor nation need make a payment on their war debts.
- B. The President should cancel all outstanding war debts. Because of the world wide depression, almost all nations have suspended payments anyway.
- C. The President should insist that nations pay back their debts. If nations are short of cash because of the depression, they can make interest payments only.

QUESTION #23: EL SALVADOR, 1932

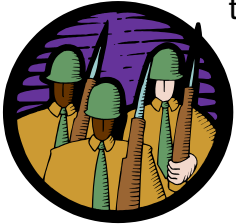
The nation of El Salvador had failed to repay its international debts. This could cause problems in the hemisphere. Should the United States send in troops to ensure repayment?



- A. Do not send in troops. This would reverse our current attempts to become a better neighbor.
- B. El Salvador must pay back their debts. We should not act alone. Consultations with other Western Hemisphere nations should begin, leading to a joint intervention.
- C. The U.S. must act. If El Salvador does not pay its debt, American investors will suffer. We must support our business people, who invest in nations believing our government will protect them.

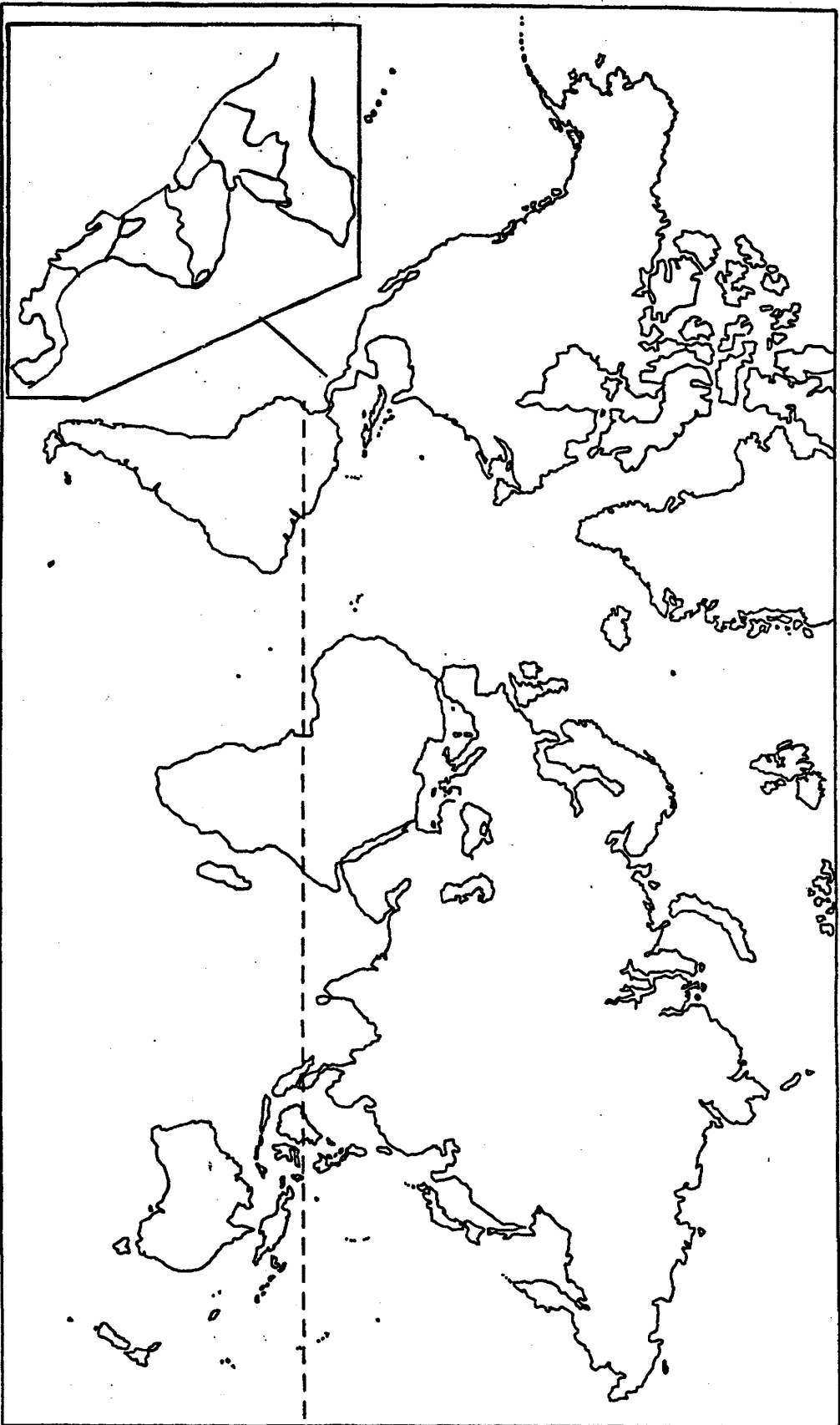
QUESTION #24: HAITI AND NICARAGUA, 1932-1933

Should the United States withdraw its troops from Haiti and Nicaragua? This would be a sign that we are backing up our promise not to intervene in the internal affairs of Latin America. How do you advise the President?



- A. We should not withdraw our troops just to prove we have abandoned intervention. These nations have serious problems, and pulling out our troops may aggravate these problems.
- B. We have begun a new policy of non intervention. We should prove our good intentions by withdrawing our troops.
- C. We should pull out because the situation in the two Caribbean nations has stabilized. We should make it clear that troops will return if conditions warrant.

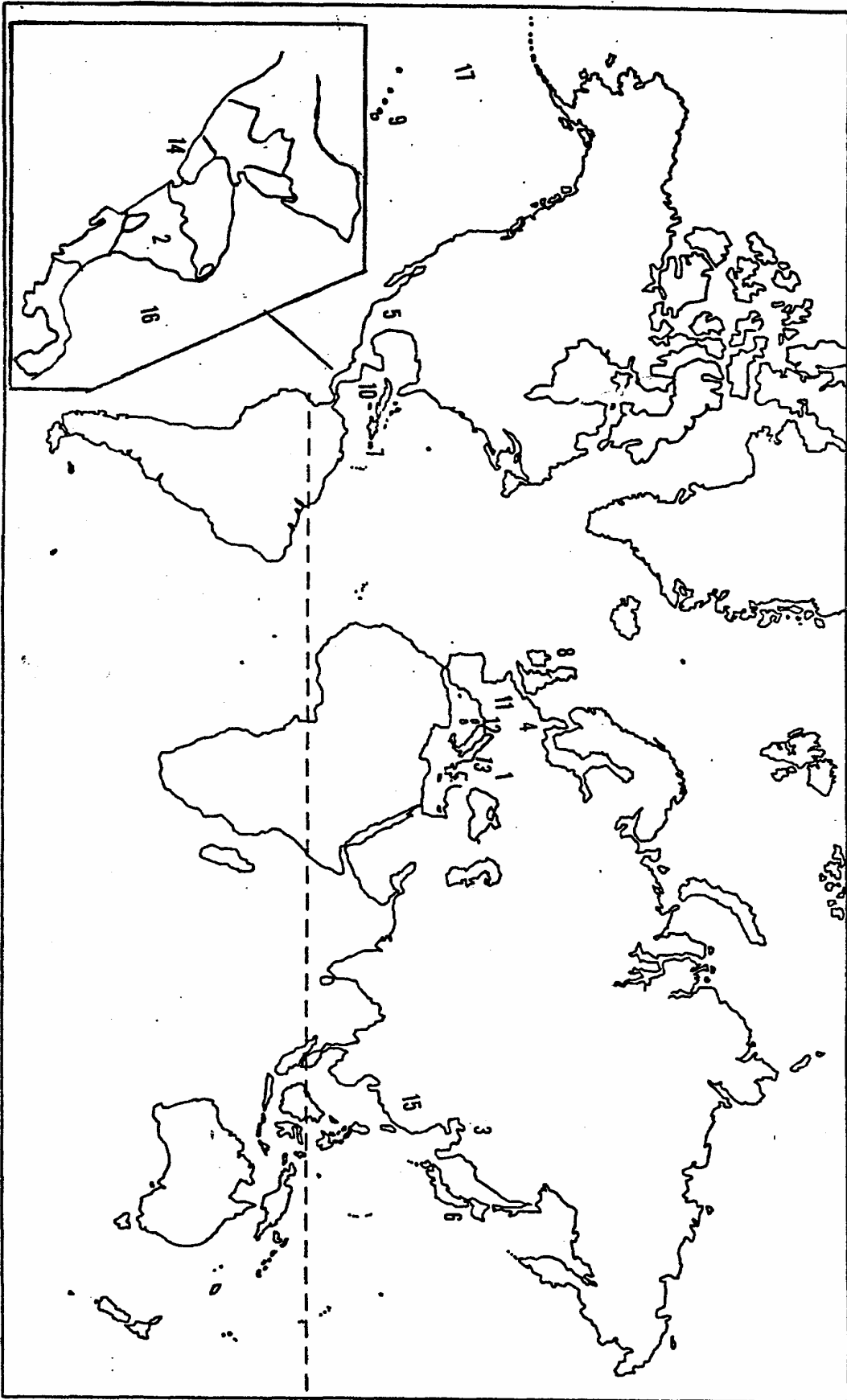
# MAP SHEET A



**FIND THE FOLLOWING PLACES ON THIS WORLD MAP:**

1. Pacific Ocean
2. Caribbean Sea
3. Eastern Europe
4. Hawaii
5. Nicaragua
6. Manchuria
7. China
8. Germany
9. Mexico
10. Japan
11. Great Britain
12. Haiti
13. Cuba
14. France
15. Southern Europe
16. El Salvador





**MAP SHEET B**



## STUDENT UTILITY SHEET FOR CAUSES OF WORLD WAR II GAME #1

Research the items on this page in your textbook, encyclopedia, or other source of information. Your school or public library is a good source of information. These items will be used in the activity you will be participating in.



### PEOPLE:

1. Henry L. Stimson
2. Woodrow Wilson
3. Aristide Briand
4. Warren G. Harding
5. Frank B. Kellogg
6. Herbert Hoover
7. Dwight W. Morrow
8. Elihu Root
9. Calvin Coolidge
10. Charles Evans Hughes

### EVENTS:

1. Treaty of Versailles
2. Joining the World Court
3. Emergency Quota Act
4. Washington Naval Conference
5. Five Power Treaty
6. Four Power Treaty
7. Nine Power Treaty
8. Fordney-McCumber Tariff
9. Allies war debts
10. Rhineland (French Occupation)
11. Dawes Plan
12. Immigration Quota Act
13. Armed intervention in Latin America
14. Kellogg-Briand Pact
15. Pan American Conference
16. National Origins Act
17. Monroe Doctrine, used as justification for intervention

### PLACES:

1. Pacific Ocean
2. Caribbean Sea
3. Eastern Europe
4. Hawaii
5. Nicaragua
6. Manchuria
7. China
8. Germany
9. Mexico
10. Japan
11. Great Britain
12. Haiti
13. Cuba
14. France
15. Southern Europe
16. El Salvador










- 18. Hawley-Smoot Tariff
- 19. Japanese invasion of Manchuria
- 20. Stimson Declaration, 193

TEACHER RECORD CHART

PART I						PART II (RIGHT)					
QUESTION #	FIRST TOTAL	OPTION	\$\$\$	MAP	PERSON	XX XX	(20) *OPTION	(5) \$\$\$	(5) MAP	(5) PERSON	FINAL TOTAL
TEAM A						XX XX					
TEAM B						XX XX					
TEAM C						XX XX					
TEAM D						XX XX					
TEAM E						XX XX					
TEAM F						XX XX					
TEAM G						XX XX					

CHART NOTES

1. Copy only enough team letters for the number of teams playing.
2. the XX's separate Part I from Part II.
3. Optional: Each team starts with 20 points.
4. Write the current QUESTION number in the QUESTION BOX.
5. Number in ( ) are the points for the correct answer.
6. Use a new TEACHERS RECORD CHART for each QUESTION by erasing answers after recording the FINAL TOTAL

<p>ANSWER CARD</p>  <p>1. TEAM NAME: _____</p> <p>2. TURN # _____</p> <p>3. OPTION(LETTER) _____</p> <p>4. UP, DOWN, SAME _____</p> <p>5. LOCATION(NAME) _____</p> <p>6. PERSON _____</p>	<p>ANSWER CARD</p>  <p>1. TEAM NAME: _____</p> <p>2. TURN # _____</p> <p>3. OPTION(LETTER) _____</p> <p>4. UP, DOWN, SAME _____</p> <p>5. LOCATION(NAME) _____</p> <p>6. PERSON _____</p>	<p>ANSWER CARD</p>  <p>1. TEAM NAME: _____</p> <p>2. TURN # _____</p> <p>3. OPTION(LETTER) _____</p> <p>4. UP, DOWN, SAME _____</p> <p>5. LOCATION(NAME) _____</p> <p>6. PERSON _____</p>
<p>ANSWER CARD</p>  <p>1. TEAM NAME: _____</p> <p>2. TURN # _____</p> <p>3. OPTION(LETTER) _____</p> <p>4. UP, DOWN, SAME _____</p> <p>5. LOCATION(NAME) _____</p> <p>6. PERSON _____</p>	<p>ANSWER CARD</p>  <p>1. TEAM NAME: _____</p> <p>2. TURN # _____</p> <p>3. OPTION(LETTER) _____</p> <p>4. UP, DOWN, SAME _____</p> <p>5. LOCATION(NAME) _____</p> <p>6. PERSON _____</p>	<p>ANSWER CARD</p>  <p>1. TEAM NAME: _____</p> <p>2. TURN # _____</p> <p>3. OPTION(LETTER) _____</p> <p>4. UP, DOWN, SAME _____</p> <p>5. LOCATION(NAME) _____</p> <p>6. PERSON _____</p>
<p>ANSWER CARD</p>  <p>1. TEAM NAME: _____</p> <p>2. TURN # _____</p> <p>3. OPTION(LETTER) _____</p> <p>4. UP, DOWN, SAME _____</p> <p>5. LOCATION(NAME) _____</p> <p>6. PERSON _____</p>	<p>ANSWER CARD</p>  <p>1. TEAM NAME: _____</p> <p>2. TURN # _____</p> <p>3. OPTION(LETTER) _____</p> <p>4. UP, DOWN, SAME _____</p> <p>5. LOCATION(NAME) _____</p> <p>6. PERSON _____</p>	<p>ANSWER CARD</p>  <p>1. TEAM NAME: _____</p> <p>2. TURN # _____</p> <p>3. OPTION(LETTER) _____</p> <p>4. UP, DOWN, SAME _____</p> <p>5. LOCATION(NAME) _____</p> <p>6. PERSON _____</p>