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ROLE-PLAYING SIMULATIONS



Reconstruction to 20th Century

Role-Playing US History

Reconstruction *to* 20th Century

Seventh Edition

By Richard Di Giacomo



CULVER CITY, CALIFORNIA



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First edition published 1999. Seventh edition 2015.
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Printed in the United States of America

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This edition replaces the sixth edition published by Magnifico Publications in 2012. Alterations to the original include modifications in style, illustration, and moderate revision of content.

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ISBN: 978-1-56004-944-9
e-book ISBN: 978-1-56004-950-0
Product Code: INT144

Welcome to Role-Playing US History

This book is an exciting collection of role-playing simulations for Social Studies classrooms.

Eleven open-ended simulations involve students in reenacting certain world-changing events from Reconstruction to the twentieth century.

Students are actively engaged in assuming the roles of decision makers at crucial junctures in history, using critical thinking and group decision-making skills to resolve conflicts. Although most of the simulations are written for US History, some of them would work equally well in other social studies classes.

All of these simulations will work in classes ranging from junior high to high school and at ability levels ranging from sheltered classes to honors.

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National Curriculum Standards for Social Studies

Simulation Title	National Standards Number	Description
Reconstruction	Era 5 Standard 3	How various reconstruction plans succeeded or failed
Taking Colonies	Era 6 Standard 4B	Roots and development of American expansionism
Great Powers Game	Era 7: 2B	The causes of World War I and why the United States intervened
STRIKE!	Era 6: 1A Standard 3B	Analyze the causes and effects of escalating labor conflict
Dust Bowl	Era 8: 2A	Explain renewed efforts to protect the environment during the Great Depression in response to the Dust Bowl
WWII Debates	Era 8: 3C	Analyze the effects of World War II
Cold War	Era 9 Standard 2A, 2B	American foreign policy during the Cold War; nuclear politics, containment policy
Cuban Missile Crisis	Era 9 Standard 2A, 2B	American foreign policy during the Cold War; nuclear politics, containment policy
Hippie Day	Era 9 Standard 2C Standard 4A, 4B	How the Vietnam War continued to affect postwar politics and culture; the struggle for racial and gender equality
Vietnam Peace Talks	Era 9 Standard 2C	Explain the provisions of the Paris Peace Accord of 1973, the legacy of the Vietnam war.
20th Century Slang	Eras 7-9 Several standards	Explores the impact of events on society or social change
US History Counterfactuals	All eras	"What if...?" questions covering all eras of US History

Common Core Standards

Simulation Title	Common Core Standards Number	Description
Reconstruction	CCSS.ELA-Literacy.SL.11-12.1.c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
Taking Colonies	CCSS.ELA-Literacy.SL.11-12.1.d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Great Powers Game	CCSS.ELA-Literacy.SL.11-12.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STRIKE!	CCSS.ELA-Literacy.SL.11-12.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
Dust Bowl	CCSS.ELA-Literacy.SL.11-12.1.d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
WWII Debates	CCSS.ELA-Literacy.SL.11-12.1.d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Cold War	CCSS.ELA-Literacy.SL.11-12.1.d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Cuban Missile Crisis	CCSS.ELA-Literacy.SL.11-12.1.d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Hippie Day	CCSS.ELA-Literacy.SL.11-12.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
Vietnam Peace Talks	CCSS.ELA-Literacy.SL.11-12.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
20th Century Slang	CCSS.ELA-Literacy.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
US History Counterfactuals	CCSS.ELA-Literacy.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Introduction

What is a role-playing simulation?

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

How are these activities different from other simulations?

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

How are the simulations used?

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

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

Complexity Levels

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

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

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

What do students have to say about these simulations?

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

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

How did this book come to be?

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

Acknowledgements

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

FAQ's

Why should I do these activities?

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

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

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

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

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

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

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

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

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

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

Who wins the game?

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

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

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

Lesson 1

Reconstruction

Objective

- To appreciate the complexity of issues that the nation faced in its attempt to reunify and rebuild after the Civil War
- To have empathy for those who had to make difficult decisions about changing race relations, social structure, and civil rights

Duration and Complexity

- 1–2 class periods
- Level 2: Simple

Materials

- One copy of the **Reconstruction Simulation** handout per student
- One copy from **Group A–D** handouts for each corresponding group

Procedure

1. Divide up the class into the four social groups.
2. Conduct negotiations and discussion according to the rules on the student handout.
3. Stop the simulation and collect the written responses from each group.
4. Conduct the debriefing.
5. Evaluate students' responses based on completeness and understanding of the issues.

Teacher Recommendations

1. This simulation involves more discussion than bargaining. Consensus need not be reached because in reality not all members of a social class would react to a given problem in the same way.
2. Actively monitor students' discussion to see that they are not introducing anachronisms like welfare or federal income taxes into the 1860's.
3. Stress to students the importance of thinking as people would have thought in the late 1860's. Tell them not to insert their own modern ideas of what is right. They must be faithful to the role they are playing, even if they disagree with the views of the group they are representing.

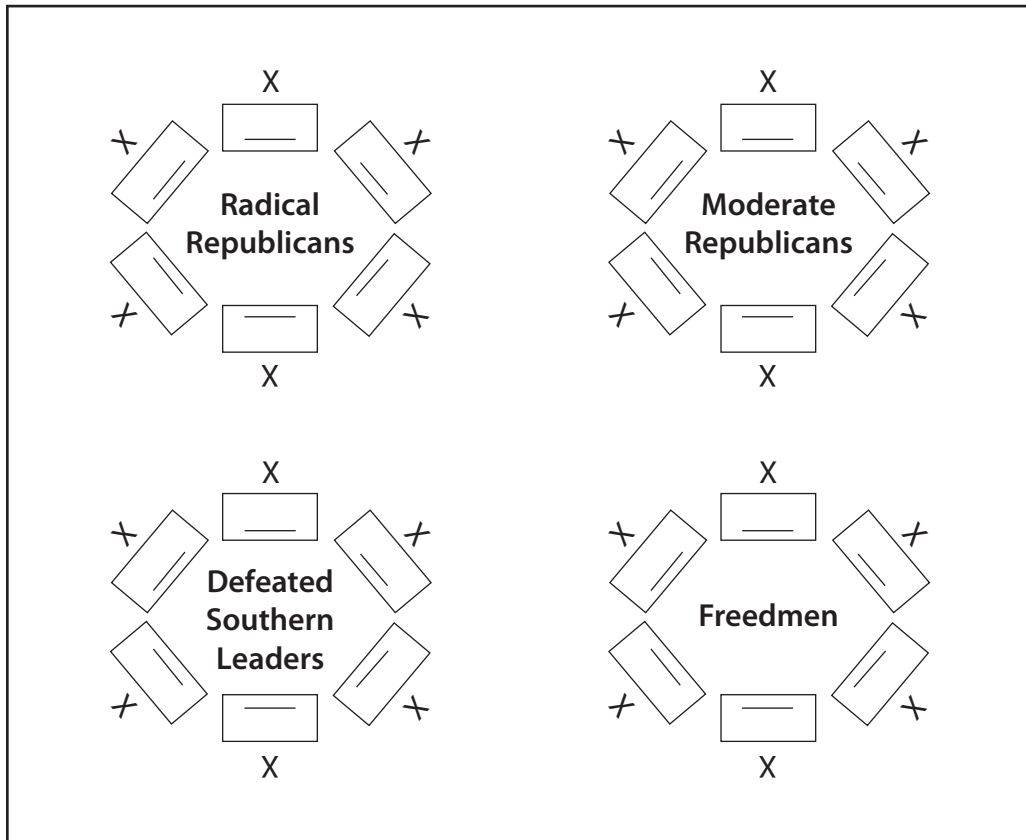
4. Review students' written responses before they turn them in. Check for inaccuracies and incompleteness. When grading take off points for anything incomplete or not fully explained.

Debriefing

Read each group's plan aloud and discuss the following:

1. How realistic is this plan? Which aspects would work and which ones would not?
2. Was anyone a part of a group that felt differently than how they feel personally about these issues? How did it feel playing the role of someone different than you?
3. Knowing what you do now, why do suppose these groups reacted to these challenges as they did? What does it tell you about the difficulty of and resistance to reform? Do some of these problems still have ramifications today?
4. Was there anyone who disagreed with the majority of your group? Do you suppose that happened in real life? Why do different people react to the same challenges differently? What effect do you think that this had on party politics in the years after the Civil War?

Reconstruction Seating Chart



Lesson 2

Taking Colonies

Objective

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

Duration and Complexity

- 1 class period
- Level 2: Simple

Materials

- Hand out a copy of the **Taking Colonies: A US History Writing Assignment** handout to everyone

Procedure

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

Teacher Recommendations

1. Remind them to stay within the proper time period and avoid anachronisms.
2. Also point out that a person might have had mixed feelings about taking colonies. They might have liked it for some reasons and not liked it for others. They also might not have felt like taking colonies mattered to them one way or another.
3. Tell your students that most of all they should be honest and write as that person would have felt not as a modern person would feel.

Lesson 3

Great Powers Game

Objective

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

Duration and Complexity

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

Materials

- A copy of the **Great Powers Game** and **Sample Turn** handouts for each student
- At least one copy of the **Great Powers Game Turn Record Sheet** and corresponding **Country Description Sheet** for each group
- Printed cutouts of the **Great Power Game Tokens** to distribute among groups
- Optional copies of the world map on page 88 for each student

Procedure

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

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

Teacher Recommendations

1. The teacher should act as the timer on each turn phases, allowing no more than ten minutes per phase. Setting an artificial time limit forces the students to get their treaties signed faster and prevents students from getting off track.
2. Encourage students to do the best they can even if they have a weak country. Weak countries can still win the game if they have the right allies. If the class is very large make up additional statistic sheets for small countries that remained officially neutral in World War I, such as Mexico, Portugal, or Spain.
3. Use the **Great Powers Game Turn Record Sheet** to make the record keeping easier. Run the tokens off in different colors and cut them up. Make a large amount of armies, navies and industries, but only one of each colony. Appoint students to sell and collect the pieces. They should hand out the starting pieces for each country and then sell them to nations during each turn's purchasing phase. These "bankers" should give the nation team a playing piece only after they have given them a colonial buck for each army, navy, colony, or industry purchased. The "bankers" also collect up dead armies and navies after a war. Watch for cheating! Teams should guard their pieces at all times, so no one else is tempted to take them.
4. Use the **World Map** (page 88) and **Great Powers Game Turn Record Sheet** to help students keep records and take notes throughout the game.
5. Remember that at the beginning of each turn, nations make purchases based upon their current income. This is the combined total of their industries and colonies at that moment. Have your "bankers" give each team that number of colonial bucks to spend at that time.
6. It is very important to tell the alliances NOT to combine their stacks of pieces because all too often alliances fall apart and it is too hard to go back and figure out who had what at the beginning.
7. If a war is declared, simply list on the board the country that started it and the country that is being attacked. Then ask who would like to declare for each side. Allow a few minutes to allow reluctant stragglers to commit or stay neutral and for some countries to change sides at the last minute if they wish. (This often happens in real wars.) Once the

numbers are tallied, eliminate forces on both sides until there is a clear victor. Armies cancel out other armies, and navies cancel out navies. The countries that started the war should always take the heaviest losses.

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

Debriefing

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

Great Powers Game Seating Chart

WHITEBOARD											
Great Britain				Italy				USA			
×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×
×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×
France				Austro-Hungarian Empire				Japan			
×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×
×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×
Germany				Russia				Ottoman Empire			
×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×
×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×	×	<div></div>	<div></div>	×

Lesson 4

STRIKE!

Objective

- To learn about collective bargaining and the strike tactics of labor and management

Duration and Complexity

- 2–5 class periods
- Level 3: Average

Materials

- Run off enough copies of the **STRIKE! Simulation** sheet for everyone
- Make copies of the **Workers' Needs, Employer's Needs, or Special Characters** handouts for each corresponding group
- Calculator and scratch paper

Procedure

1. Divide the students into groups representing labor, management, and if desired, special interests.
2. Conduct planning sessions, bargaining, and contract negotiations.
3. Role-play the contract approval or consequences of a strike.
4. Complete calculations to see if both sides are still profitable.
5. Repeat the above steps as necessary until there is a clear winner, a signed contract, or a hopeless stalemate.
6. Debrief.

Teacher Recommendations

1. This is a lively simulation that involves planning, bargaining, and good old-fashioned number crunching.
2. Be careful not to tell the students too much in advance about how to resolve their conflicts. They will learn far more by working it out for themselves. After the simulation is over bring up any tactics that may have been left untried such as hiring scabs, blacklisting, walkouts, sit-downs, sick-ins, sabotage, hiring thugs or security forces, lockouts, company unions, closed and open shops.

3. This simulation may be played by two or three groups depending upon the size and ability level of the class. Special characters can be brought in as needed, but they are not a permanent part of the game. If they are a type of worker they can try to get the company to give them a separate contract and negotiate in competition with the miners. The Coal and Iron Police or hoodlums can be called in on a one-time basis to mess things up for the striking workers. The Interborough Rapid Transit Company of New York can make difficulty for the company by changing the price of coal or turning to another supplier if their source of coal is disrupted. If either team commits a crime against the opposite team like kidnapping, murder, theft, or vandalism, the teacher can step in as the legal authorities and mete out punishment. The teacher could even represent a corrupt official who takes bribes to ignore a crime or issue a favorable verdict. As long as what the students suggest is within the realm of the possible, the teacher should rule on its permissibility and effectiveness. As always, it is up to the teacher whether or not to introduce these special players as needed in the game.
4. It is very important to stress the need for good record keeping for this activity. Lazy groups that don't do their record keeping are usually taken advantage of by the sharp-eyed accountants of the other group. Have students turn in their records and any contracts signed as a part of the grade for the assignment.
5. While it is true that anything could and did happen when a strike occurred, try to keep a lid on the violent actions that students may suggest as a way out of their deadlock. These can make the simulation interesting, but are sometimes a bit difficult to role-play. You don't want to stifle their creativity, but remind them that violent actions have serious repercussions. While violence was often a part of real strikes, remind them that their primary goal is to negotiate a contract and that anything that distracts from that is bound to only make things worse.
6. Use your judgment as to how far you let students go with their role-playing depending upon their maturity and your comfort level. A truly open-ended simulation is the most fun, but are you really prepared to handle playing the police, courts, etc.? (Keep in mind that the authorities usually sided with the company in a dispute whether they had been bribed to do so or not because of class similarities and the pro-business nature of the law in those days.) What about how this will affect the relationships of students in your class? The payoff can be great, but are you willing to take the associated risks?

Debriefing

1. What were the tactics used by each side in the simulation? How are these similar to those described in your textbook or those that the teacher has told you about?
2. How successful was your group? What worked well? What might you have done differently? What benefits were earned for the workers? Are there any that you could have asked for given more time? (Health care, hourly pay, minimum wage, holidays, weekends, paid vacations, childcare, profit sharing, accident insurance, better working conditions, competition for the company store, etc.)
3. How good was your leadership? What could they have done better? Could you do better?
4. How did this strike compare to the real strike in 1921? In the real strike, the only thing agreed to after over a year on strike was the right to unionize.
5. How did this simulation compare to other labor disputes in your own area or time?
6. How do you think that you might react if you are caught in the middle of a labor dispute in the future?

STRIKE! Seating Chart

	TEACHER'S DESK					
MINERS	X	<div></div>	X	<div></div>	<div></div> X	<div></div> X
	X	<div></div>	X	<div></div>	<div></div> X	<div></div> X
	X	<div></div>	X	<div></div>	<div></div> X	<div></div> X
	X	<div></div>	X	<div></div>	<div></div> X	<div></div> X
	X	<div></div>	X	<div></div>	<div></div> X	<div></div> X
	X	<div></div>	X	<div></div>	<div></div> X	<div></div> X
						COAL COMPANY

Lesson 5

Dust Bowl

Objective

- To understand the long-term impact that the Dust Bowl disaster had on ordinary American families

Duration and Complexity

- 45 minutes to 1 hour
- Level 3: Average

Materials

- One copy of the **Dust Bowl Simulation** handout for everyone
- One copy per group of a corresponding handout from **Dust Bowl Oral History 1–6**
- Dice for each group

Procedure

1. Divide the students into teams of six students.
2. Each team reads aloud to the class their **Dust Bowl Oral History**—a fictional account of a person who lived through the Dust Bowl. (Approximately 5 minutes)
3. One member from each team rolls a six-sided die on the corresponding chart to see what happens to the person after they choose their destination. (Approximately 5 minutes)
4. Continue for a few rounds if necessary until each fictional person has reached their ultimate destination and their fate is clear. For example, those who must return home to the Dust Bowl area after the first round of play may decide to leave and try a different destination. (Approximately 10–15 minutes)
5. Debrief. (Approximately 5–10 minutes)

Teacher Recommendations

1. This game is best used as a culminating activity after students already have a basic idea of what the Dust Bowl was and its part in exacerbating the Great Depression. Some prior research about the Dust Bowl by

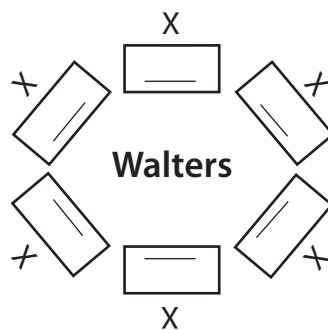
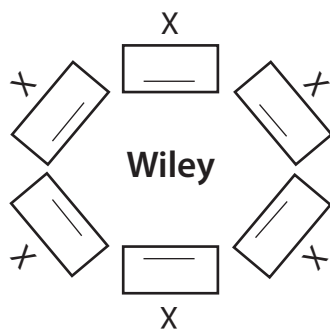
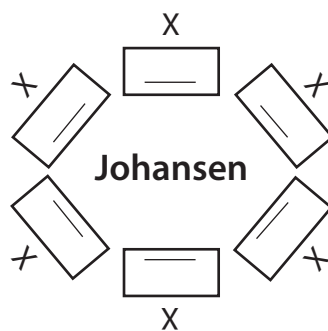
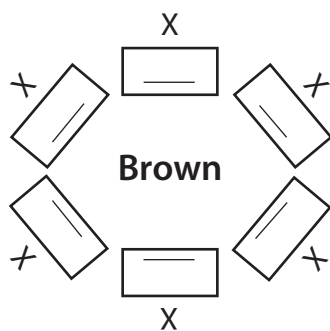
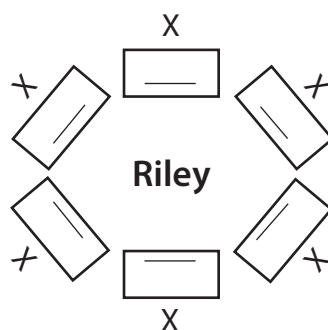
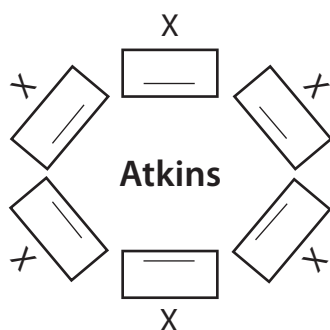
students could enhance the game. There are many good books and websites available that contain oral histories from Dust Bowl survivors.

2. The groups are created by teacher's choice or randomly depending upon your students' ability levels and needs.
3. Try to get students to think like the person they are role-playing. Coach them to avoid anachronisms like, "Why don't we just jump on a plane and get out of here?" in their discussions of where to go after the Dust Bowl hits. They must do what they think is best for the future of the family that they are role-playing. They must try to keep their own feelings out of it. The students cannot use the advantage of foreknowledge to help the families by saying something like, "Let's have them go to California so they can get jobs in Silicon Valley."
4. Debrief the students using the questions below.

Debriefing

1. How real did this feel? Are you glad the game turned out the way it did or are you disappointed with its outcome?
2. If the fate of the family that you represented had turned out like it did in the game, what would their life be like today?
3. What were the causes of the Dust Bowl? Why didn't someone do something to prevent it?
4. Which of these alternatives were tried in the actual Dust Bowl and why? Which ones were most successful?
5. What kinds of strategies did the government use to combat the Dust Bowl? Did they work?
6. What would happen if another event like the Dust Bowl occurred today?

Dust Bowl Seating Chart



Lesson 6

World War II Debates

Objective

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

Duration and Complexity

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

Materials

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

Procedure

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

Teacher Recommendations

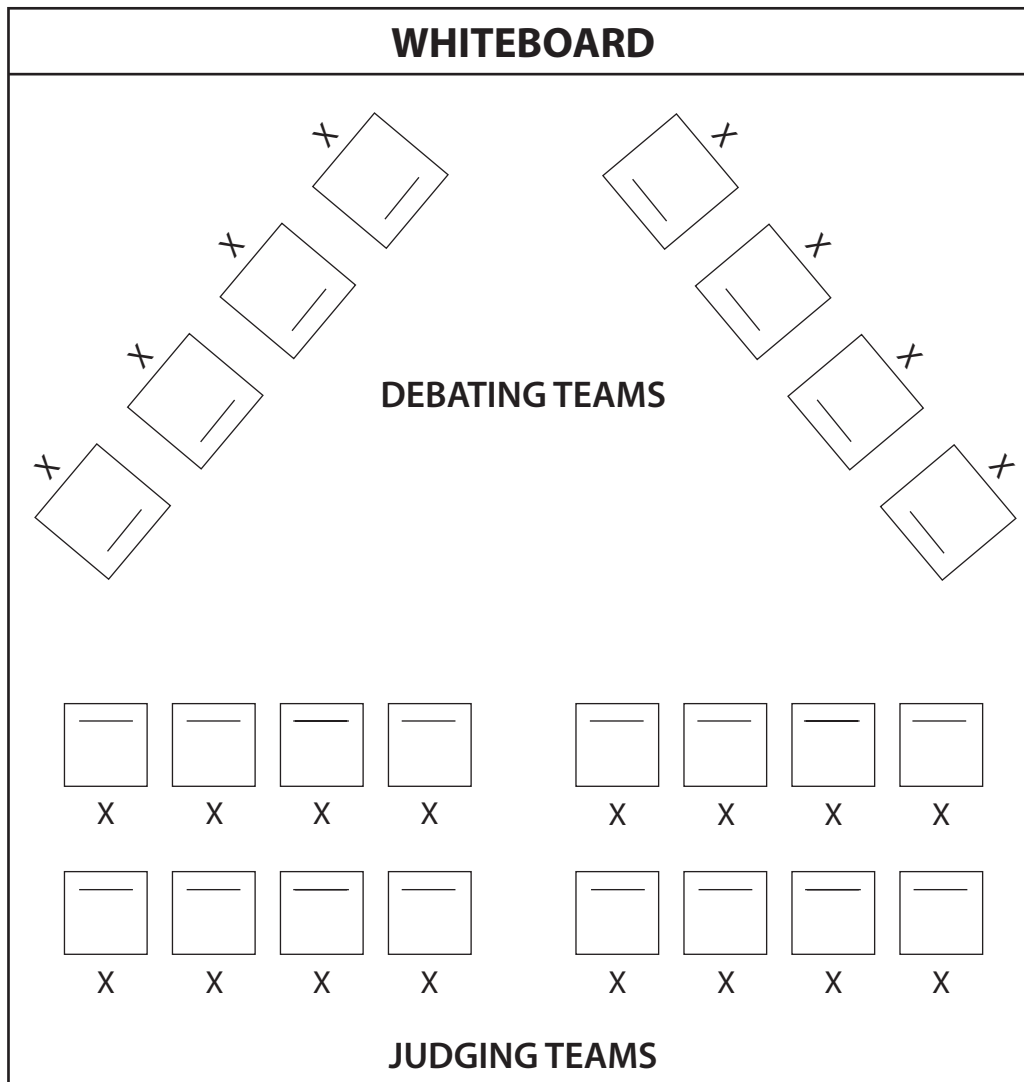
These debates require research and a great deal of preparation. What makes them a role-playing experience is that the debate team members must argue one side of the issue even if they disagree with it. Historical roles may be assigned to the students, which they must act out in character. In that case,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

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

Debriefing

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

World War II Debates Seating Chart



Lesson 7

Cold War

Objective

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

Duration and Complexity

- 1–3 class periods
- Level 5: Advanced

Materials

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

Procedure

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

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

Teacher Recommendations

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

4. Caution students that the point of the game is to gain as much advantage over the other side as possible without being dragged into a war. If the Cold War turns into a "hot war" then everybody loses.
5. Coach the students on the various roles they can play within the group. This will help those less familiar with role-playing know what to do. Make sure everyone understands terms like "hawk" and "dove" before you begin. If you would like to simplify the game a bit, you can eliminate these individual roles. They are optional and not critical to the game play. You may also wish to eliminate the random event roll by the teacher. Random events make the game more unpredictable and fun, but are also not necessary to play the game.
6. The pace of the game will advance quickly once everyone grasps the concept. There are many ways to beat your opponent. Waging war is only used as a last resort.
7. Should a war actually break out, then the superpower that starts it must state whether it is a conventional war or a nuclear war. Simply list the country that started the war on one side of the board, and list the country that is being attacked on the other side of the board (even if it was a neutral country that attacked another neutral country). Then ask if any other countries would like to declare for each side. Allow a few minutes to allow reluctant stragglers to commit or stay neutral and for some countries to change sides at the last minute if they wish. (This often happens in real wars.) Once this is done, count up the number of armies, navies, and nuclear bombs committed to each side and write them on the board in separate columns.
8. The first force to be dealt with in a war is the nuclear bombs. The defender takes the first hits and then the attacker takes theirs. (See rules for nuclear combat.) The country whose capital is destroyed is immediately out for the rest of the game as well as any other allied countries that were subsequently attacked. Sometimes this will shock others into making peace, but sometimes nations will fight on to the bitter end to seek revenge, even if they know it means their own destruction.
9. The next step, after any nuclear conflicts have been resolved, is to resolve the rest of the combat with conventional forces. To do this, simply remove forces from each column one at a time as they cancel each other out. The side with the most forces remaining wins. If no side has a clear victory, the conflict goes on for another turn. If one side has only navies left and the other side has no forces left, the navies may be converted into marines and they may invade in the same way as armies. However, these forces count only as half strength. In other words, every 2 navies may be converted into 1 marine.

Scenario

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

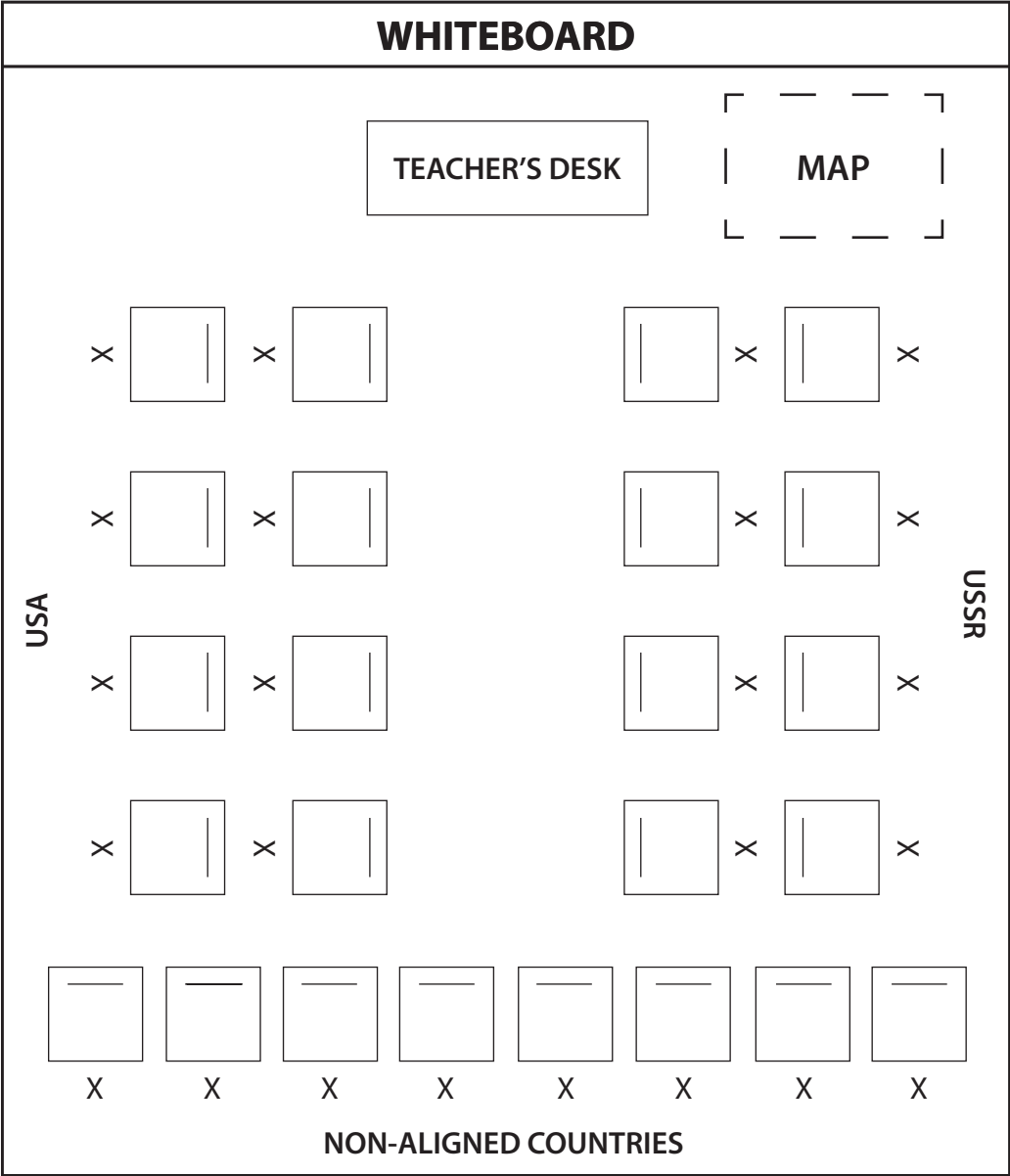
1. India decides to invade Pakistan. India has strength of 5 and Pakistan has strength of 4.
2. However, the United States has secretly given India 2 points of military aid and the Soviet Union has given Pakistan 1 point of military aid. Therefore, the adjusted military strength of India is now 7 and the adjusted military strength of Pakistan is now 5.
3. Neither superpower decides to escalate the conflict and use nuclear weapons on either India or Pakistan or on the other superpower.
4. India wins the war and in gratitude to the United States, pledges to join the US alliance on their next turn. They add their strength points to the US total, thus boosting the economic points of the United States by 9 points at the end of that turn.

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

Debriefing

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

Cold War Seating Chart



Lesson 8

Cuban Missile Crisis

Objective

- To understand the intense bargaining that was necessary to avoid a nuclear catastrophe during the Cuban Missile Crisis

Duration and Complexity

- 1–2 class periods
- Level 3: Average

Materials

- One **Cuban Missile Crisis Simulation** handout per student
- One copy of the corresponding **Country Description** sheet per group
- Cutouts of **Cuban Missile Crisis Tokens** (as many as needed)

Procedure

1. Sides may be chosen in whatever way the teacher chooses, but it is usually better to give them out at random. The Cuban group should be the smallest since they have the least input in the decision-making process.
2. Go over the rules with the students.
3. Students read their **Country Description** sheet and plan their strategy for resolving the crisis.
4. The team picks one of the three tokens they will play that turn, along with a corresponding course of action from the charts.
5. The teacher determines and announces the results of any actions taken.
6. Conduct negotiations as necessary.
7. The teacher awards prestige points to any country that earned them and records the current score for each team on the board.
8. The game continues with as many rounds as necessary to determine a winner. Start each team with 10 prestige points and the first to reach 20 points is the winner.
9. Debrief.

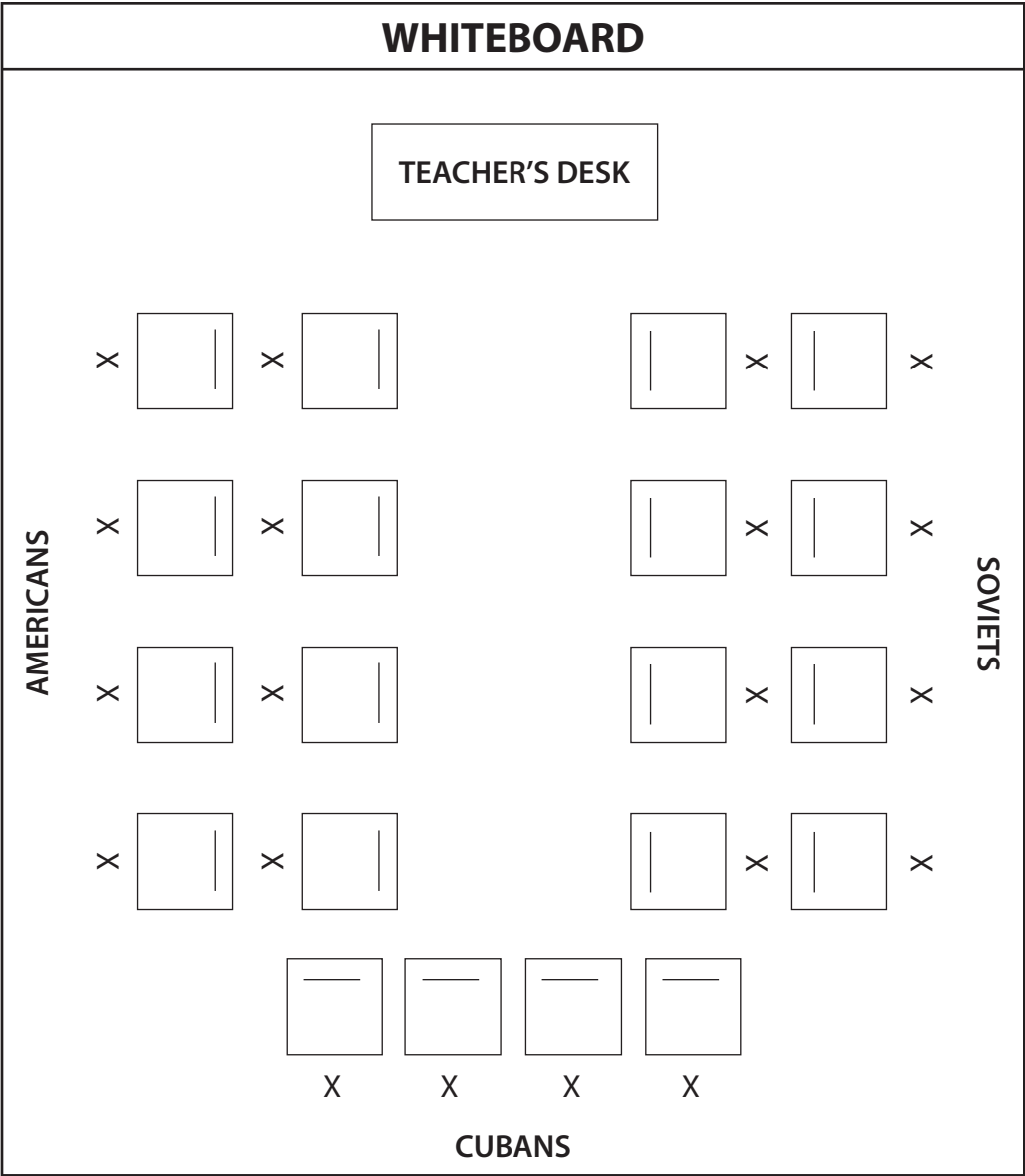
Teacher Recommendations

1. Carefully read the options charts for each nation in advance. Be prepared to define the terms contained in them such as “air strike,” “ABM’s,” “retaliation,” etc.
2. Separate the groups far enough apart so that they may discuss their policy options in private. The Cubans may or may not choose to sit near the Soviets.
3. Remind students not to discuss diplomacy with the opposite side unless they have played a compromise card first, otherwise the simulation may degenerate into the two groups shouting at each other across the room, or only a few active students participating while others remain idle. Insist that all moves be discussed by the entire group and that only one policy card be turned in per turn: escalation, de-escalation, or compromise. Do not reveal the teams’ choices until you have received a card from both teams.
4. In order to resolve any conflicts that may arise from the escalation options, the teacher should estimate a percentage chance of success depending on the complexity of the action taken. To determine success, roll percentile dice (available in most game stores). If the number rolled is less than or equal to the number listed, the endeavor is successful. For a slightly more difficult version of this game, do not reveal the percentages to the students in advance! If you cannot find percentile dice, any reasonable element of chance such as drawing an ace from a deck of cards may be substituted. Simply adjust the probability in relation to what you believe are the option’s chances of success.
5. The teacher may have to do a bit of role-playing to represent other nations that get dragged into the conflict, such as Turkey or Panama. These roles may also be assigned to a student if desired. The ramifications of some of the options may have to be invented by the teacher and explained to the students. For example, what would you tell your students might happen if they decided to blockade the Panama Canal or assassinate Castro? Consider the possibilities; this is the beauty of an open-ended simulation. It leads to a great discussion of “what if . . . ?” questions in the debriefing.
6. Continue the simulation until there is a clear victor and then move on to the debriefing.

Debriefing

1. How did it feel to come so close to the brink of disaster? How do think it felt for the leaders of the time? Why did they ever let the situation get so bad in the first place?
2. Which country had the advantage at the beginning of the game? Why?
3. In the long run, which was better: escalation, de-escalation, or compromise? Why?
4. What did you do well? What do you wish you had done differently?
5. How did the simulation compare to the real Cuban Missile Crisis? How would the world be different today if the crisis had been resolved the way you resolved it?

Cuban Missile Crisis Seating Chart



Lesson 9

Hippie Day

Objective

- To get a feel for what life was like in the sixties and bring up issues like generational conflict, pop culture, and reform movements in an unconventional way

Duration and Complexity

- 1 class period
- Level 1: Easy

Materials

- Student-created costumes, posters, artwork, news clips, and music from the 1960s

Procedure

1. **Preparation:** Announce to the students that on a date one week from now there will be our annual Hippie Day. Students are encouraged to come in costume as much as possible. Explain to the students the guidelines for dressing “cool,” and explain how to acquire costume items from their parents, thrift stores, and theater departments. Make sure your costume is a surprise to build excitement for the big, upcoming event.
2. Come early to school on Hippie Day and decorate the room with appropriate sixties posters, slogans, etc. Push the chairs back and tell students to sit on the floor. Students will notice that things are not as they normally are immediately and will be taken aback by it. Tell them to “Let it all hang out” and “get with the groove” (i.e., play along with it, you will catch on soon). As students come into the room make appropriate comments about their costumes like “far out,” “groovy,” and “out of sight!”

Classroom Activities

Play a movie with scenes from the sixties with the sound turned down. Provide your own narration, reflections, and personal remembrances. Play sixties music and discuss how much impact music had on the youth culture. Explain the generation gap created by music and the Vietnam War, the history of rock and roll from underground to mainstream music, and the role of fashion in defining a generation. Compare what was viewed as shocking and rebellious in the sixties to what is viewed as shocking today. Which slang words are still

popular today? Finally discuss their own family's role in the sixties. Were their grandparents hippies? Were you or your parents? Would your students be hippies if they had lived in the sixties?

Teacher Recommendations

1. Hippie Day can be a refreshing break from end-of-the-year pressures. It has a deliberately laid back style in the manner of the Hippies, and setting the proper mood is everything. The object of the simulation is to make the students feel that they have stepped back in time to the sixties for a day by experiencing its sights and sounds.
2. Informality is the rule of the day. These discussions should be done informally in sixties "rap session" style. If students don't want to participate, discuss nonconformity and individuality in the ethics of the Youth movement. For today, let students do their own thing.
3. The loose structure of the activity goes with the style of education that college reformers were pushing for in those days. Don't worry, students will be having so much fun, they won't get out of control. They will be learning even though they think it is a "kick back" day.
4. Inevitably this activity will lead to some jokes about the drug culture. Do not be alarmed. Explain that drugs are definitely not OK, and that different people expressed their nonconformity in different ways in the sixties. Many people, even older ones, expressed sympathy for the ideals of the sixties, but most people did not take part in the wild extremes of the movement like drugs, nudist camps, and radical politics. Many middle class youth remained "fashion hippies" or "Jesus People" who challenged society's injustices in milder ways.

Debriefing

Talk about the legacy of the sixties. Have students list the various reform movements, such as the African American, Latino, and Native American civil rights movements, gay liberation, feminism, environmentalism, and school reform. Which of these have had the most lasting impact? Which movements are gaining momentum and which ones are pretty much spent? Why? What are today's reform movements? What tactics do they borrow from the protesters of the sixties? In what ways was the Vietnam War a watershed for this country?

Lesson 10

Vietnam Peace Talks

Objective

- To give students an idea of the difficulty of arriving at a peace treaty to end the Vietnam War

Duration and Complexity

- 1–3 class periods
- Level 3: Average

Materials

- A map for recording negotiations
- One copy of the **Vietnam Peace Talks Simulation** and **Vietnam Peace Talks Sample Turn** handout for everyone
- Distributed cutouts of the **Vietnam Peace Talk Playing Cards** for each group
- One copy of **Vietnam Peace Talks Random Events Chart** and **Vietnam Peace Talks Turn Record Sheet** for each group
- A 10-sided die

Procedure

1. Divide the students into 3 teams (Approximately 5 minutes):
 - a. American negotiators
 - b. North Vietnamese negotiators
 - c. South Vietnamese negotiators
2. Teams plan their moves according to the rules of the simulation. (Approximately 5 minutes)
3. Teams negotiate with each other. (Approximately 5–10 minutes)
4. The teams either reject or concede to the moves of other teams. (Approximately 5 minutes)
5. The teacher records students' moves on the map. (Approximately 5 minutes)
6. The teams sign a treaty based on the compromises they made, if possible.
7. Debrief. (Approximately 5–10 minutes)

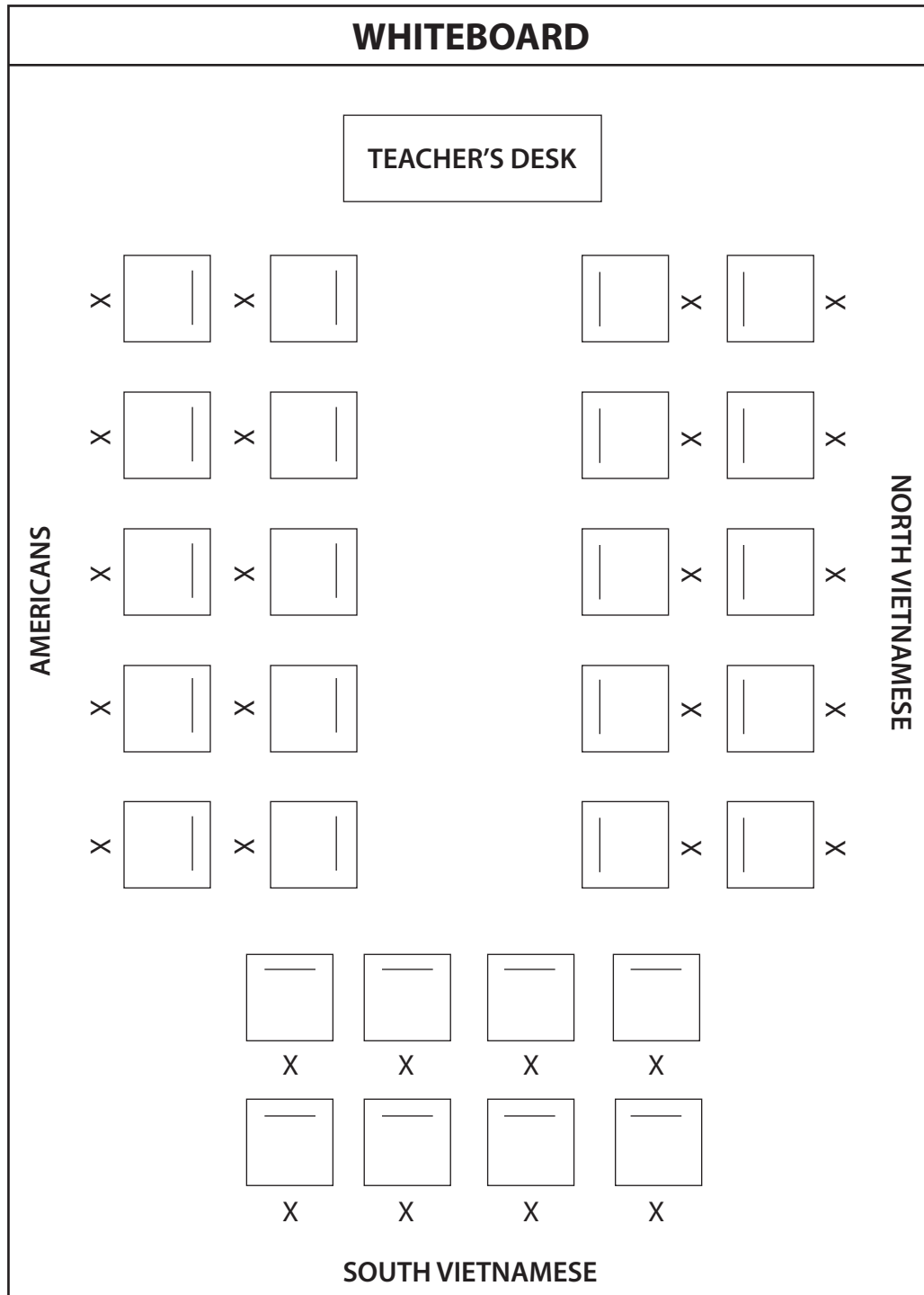
Teacher Recommendations

1. Three groups are created by the teacher's choice or at random. When choosing groups, the American and North Vietnamese groups should be the largest, and the South Vietnamese group the smallest. For example, in a class of 30 there might be 10 American, 10 North Vietnamese and 8 South Vietnamese players, and 2 students to help the teacher pass out and collect cards from each team. For extra fun, you can add in a student to play a Soviet or Chinese adviser. Another idea is to assign secret identity cards for each player, such as hawk, dove, dissident, enemy sympathizer, etc. See the Cold War simulation in this book for further explanation of these roles. These students would then try to play without revealing their secret roles to their teammates
2. Coach the students on the various roles they can play within the group. This will help those less familiar with role-playing know what to do. Make sure everyone understands the basics of the Vietnam Conflict and the Paris Peace Talks before you begin.
3. The pace of the game will advance quickly once everyone grasps the concept. The difficulty for the teacher is to monitor all three groups at once. Make sure everyone stays on task and knows exactly what to do.
4. Sometimes, despite everyone's best efforts, a treaty cannot be signed. If this happens after several rounds of negotiations, use your best judgment as to when to stop the game. Once the students have grasped the concept that the negotiations were difficult, your main objective for the simulation has been reached, and it is okay to end it and proceed to the debriefing.

Debriefing Questions

1. Why do you think that it was so difficult to reach a peace treaty to end this conflict?
2. Vietnam has been called "the war that nobody won." Why do you think that each power came away from the bargaining table unhappy that their demands had not been met?
3. Have any of the powers really lived up to all of their agreements in the years following the war?
4. Do you think that the peace talks could have been handled differently in some way that would have produced a better outcome?
5. How would the talks be handled differently if they were conducted today?

Vietnam Peace Talks Seating Chart



Lesson 11

Twentieth Century Slang

Objective

- To show how language changes over time

Duration and Complexity

- 1 class period
- Level 1: Easy

Materials

- One copy of the **Twentieth Century Slang Sheet** and **Twentieth Century Slang Answer Sheet** for everyone

Procedure

1. Choose partners for the students, or let them pick their own.
2. The teacher should read over the words for each decade to model the pronunciation and intonation of the terms.
3. The students look over the list of words and fill in the appropriate words for each decade on the answer sheet.
4. Debrief.

Teacher Recommendations

1. While this is a fun activity, a word of caution should be given to students about resorting to vulgar terms when completing this activity. Because of the role of slang as a kind of code for the “inside” group, it often contains vulgarity, but try to keep it under control.
2. For further resources on historical slang consult such books as *I Hear America Talking*, *Listening to America* by Stuart Berg Flexner or *The Oxford Dictionary of Slang*. Most other slang dictionaries only give you the definition of current slang words, assuming that you already know the word. If you don’t know the word, these books are the best for researching what the slang word was in the past.

Debriefing

1. Why are there so many different ways to say the same thing? Why does slang change so often?

2. What words do you use today that are actually just old slang that has made a comeback? Were you surprised at how far back some of these terms go?
3. Where does slang come from? How do new words get started? What purpose does it serve?
4. What forces influence slang words? What do you think the slang will be like in the future?

Twentieth Century Slang Seating Chart

WHITEBOARD											
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These are a series of interesting critical thinking questions that encourage students to think about the possibilities of alternative outcomes in history and their consequences. These questions may be used to supplement the simulations in this book, evoke student participation during a lecture, begin a class discussion or debate, or as writing prompts for journals or essays. These questions could also be used in a teacher-moderated exchange between two classes on campus or in a discussion forum on the teacher's website.

The Pre-Columbian Era

1. What if the horse had not become extinct in North America?
2. What if ancient Americans had discovered metallurgy?
3. What if ancient Americans had discovered the wheel?
4. What if ancient Americans had sent explorers to Europe or Asia?
5. What if ancient Americans had developed nation-states?
6. What if the Vikings had stayed in America?
7. What if the Vikings had told other Europeans about America?
8. What if the Chinese had sent explorers to America?
9. What if ancient Americans had stayed in Asia?
10. What if more Native Americans had been city builders?

The Age of Exploration

1. What if the Italian explorers had made their land claims for their own countries?
2. What if Amerigo Vespucci had succeeded in reaching the Pacific Ocean first?
3. What if Amerigo Vespucci had not claimed that America was part of a new world? What if he believed it was part of Asia as Columbus insisted?
4. What if Cortes had not conquered the Aztecs?
5. What if the Spanish had discovered gold in California?
6. What if Columbus had given up?
7. What if Columbus had been turned down by the Spanish?
8. What if Columbus had convinced the Portuguese to back his voyages of exploration?
9. What if Columbus had reached Asia?
10. What if Columbus had known he wasn't in Asia?
11. What if Magellan had lived to return to Spain?
12. What if Giovanni Caboto (John Cabot) had survived his second voyage?
13. What if the English or French had never claimed colonies in the New World?
14. What if the Native Americans had had resistance to European diseases?
15. What if the potato had not been discovered in the New World?

16. What if maize had not been discovered in the New World?
17. What if the French or Spanish had conquered all of North America?
18. What if Sir Francis Drake had been captured by the Spanish and hanged for piracy?
19. What if there had been no slavery in America?
20. What if tobacco never existed?
21. What if the New World never existed?
22. What if gunpowder had never been introduced to Europe?
23. What if the caravel had not been invented?
24. What if the compass had not been invented?

The Colonial Era

1. What if the *Mayflower* had sunk?
2. What if the *Mayflower* had reached its original destination?
3. What if the *Mayflower* had landed in South America?
4. What if the Pilgrims had stayed in England?
5. What if Pocahontas had not died of smallpox after traveling to England?
6. What if Squanto had kept his gardening tips to himself?
7. What if Bacon's Rebellion had succeeded?
8. What if all the colonists got along with the Indians as well as Miles Standish did?
9. What if the Salem Witch Trials had spread to other colonies?
10. What if the Salem Witch Trials were conducted today?
11. What if the Great Awakening had not occurred?
12. What if the colonies had not completely come under British control?
13. What if slavery had spread to the northern colonies?
14. What if all of the colonies had developed their own forms of representative government?
15. What if the British had allowed settlement beyond the Appalachian Mountains?
16. What if the Dutch had stayed in North America?
17. What if all of the Indians were on the French side in the French and Indian War?
18. What if the French had won the French and Indian War?
19. What if all of the colonies had fully industrialized?
20. What if George Washington had not fought on the British side in the French and Indian War?

The American Revolution

1. What if the works of the philosophes had been successfully repressed in the Colonies?
2. What if the Revolutionary War had been fought entirely by militia?
3. What if the Continental Army had used the tactics of the British?
4. What if the perpetrators of the Boston Tea Party had been caught?
5. What if the Bostonians had fired back at the British during the Boston Massacre?
6. What if Paul Revere had chickened out and stayed in bed that night?
7. What if the Continental Army had conquered Canada?
8. What if the colonies had peacefully settled their differences with England and remained British?
9. What if the British had permanently lowered taxes in the colonies?
10. What if the British had permitted colonists to stand for election in the British Parliament?
11. What if a different king had been on the throne of England during the Revolutionary War?
12. What if the British had won the Revolutionary War? What impact would this have had on America and on future revolutions?
13. What if the French Revolution had occurred before the American Revolution?
14. What if the French had not aided the Americans in their Revolution?
15. What if the Patriots had been communist?
16. What if George Washington had declined to lead the Continental Army?
17. What if Benedict Arnold had remained loyal to the American cause in the Revolutionary War?
18. What if there had been no Tories in the Revolutionary War?
19. What if George Washington had become a dictator?
20. What if George Washington had become the king of America?
21. What if the Declaration of Independence were written by someone else?
22. What if the Declaration of Independence was written earlier?
23. What if the Declaration of Independence was written later?
24. What if the Declaration of Independence was signed by only some of the colonies?
25. What if Cornwallis had refused to surrender?
26. What if Thomas Jefferson or Benjamin Franklin had helped to write the Constitution?
27. What if the Articles of Confederation were still in effect?
28. What if the Bill of Rights had not been passed?

The Early Republic

1. What if the Whiskey Rebellion had succeeded?
2. What if John Marshall's assertion of the principal of judicial review had been rejected by Congress or the President?
3. What if Thomas Jefferson had said no to the Louisiana Purchase?
4. What if Sacajawea had been a stay-at-home mom?
5. What if Lewis and Clark had found a navigable river passage to the Pacific Ocean?
6. What if the Alien & Sedition Acts were still in effect?
7. What if the Burr conspiracy had succeeded?
8. What if Aaron Burr had not killed Alexander Hamilton?
9. What if the British had successfully reconquered the United States during the War of 1812?
10. What if the British had not been fighting the French while fighting the United States during the War of 1812?
11. What if the news of the Treaty of Ghent had arrived before the Battle of New Orleans in the War of 1812?
12. What if we had fought the French during the War of 1812?
13. What if the Monroe Doctrine had actually been put to the test?
14. What if the Bank of the United States was still in operation?
15. What if the Federalist Party had not died out?
16. What if the United States had gone to war with Britain over Oregon?
17. What if Florida had remained Spanish?
18. What if Andrew Jackson had been killed in one of his duels?
19. What if Andrew Jackson had been impeached?
20. What if Andrew Jackson had honored the Supreme Court's decision to block the removal of Indians from the Southeast?
21. What if Santa Anna had been a better general or leader?
22. What if Texas had remained a separate nation?
23. What if Texas had been divided into separate states upon entering the Union?

The Mexican War

1. What if Mexico had agreed to our proposal to buy some of its territory?
2. What if Mexicans had discovered gold in California before the Mexican-American War?
3. What if Mexico had not allowed foreigners to settle on its land?
4. What if the northern provinces of Mexico had been more heavily settled before the Mexican-American War?
5. What if the Californian Mexicans had united in the defense of Mexican rule in California?

6. What if the California missions had not been sold off by the Mexican government?
7. What if the United States had decided to keep all of Mexico after its defeat in the Mexican-American War?

The California Gold Rush

1. What if the California Indians had survived the gold rush in large enough numbers to be placed in reservations, as happened in other parts of the United States?
2. What if everyone who set out for California in the gold rush had actually survived the trip?
3. What if there was no gold in California?
4. What if the Oregon Trail and other famous trails had proved impassible?
5. What if there had been a Panama Canal at the time of the gold rush?

The Antebellum Era

1. What if Eli Whitney had not invented the cotton gin?
2. What if the Missouri Compromise had remained in effect?
3. What if Nat Turner’s Rebellion had succeeded?
4. What if Denmark Vesey’s Rebellion had succeeded?
5. What if John Brown’s Rebellion had succeeded?
6. What if the Compromise of 1850 had worked?
7. What if the Kansas-Nebraska Act had not been passed?
8. What if Kansas had been settled by all pro-slavery or if anti-slavery forces and the events that earned it the nickname “Bloody Kansas” had not occurred?
9. What if the Whig Party had not dissolved?
10. What if the Republican Party had never arisen?
11. What if Abraham Lincoln had not been elected?
12. What if the Border States had also seceded?
13. What if Abraham Lincoln had decided to let the seceding states leave in peace?
14. What if the Dred Scott case had been decided in his favor?

The Civil War

1. What if Fort Sumter had not surrendered?
2. What if Abraham Lincoln had had a competent general from the beginning of the war?
3. What if Robert E. Lee had fought for the North?
4. What if the North had surrendered after the Battle of Bull Run?
5. What if the battle of Antietam had ended the war in a draw?
6. What if Abraham Lincoln had not issued the Emancipation Proclamation?
7. What if the South had won the battle of Gettysburg?

8. What if Pickett's charge had never happened?
9. What if George Meade had pursued Lee's army after the battle of Gettysburg?
10. What if Grant had become a hopeless alcoholic?
11. What if there had been larger battles in California and other parts of the West?
12. What if England had intervened in the war on the part of the South?
13. What if the Confederacy had had a stronger economy?
14. What if the Confederacy had had more industry?
15. What if the North had also had slavery?
16. What if the North had had a stronger army from the beginning?
17. What if the Confederate capital had not been moved to Richmond?
18. What if Robert E. Lee had surrendered sooner?

Reconstruction

1. What if Abraham Lincoln had not been assassinated?
2. What if all of the other assassinations plotted for the same evening as Abraham Lincoln's had succeeded?
3. What if John Wilkes Booth had not been caught?
4. What if John Wilkes Booth had stood trial?
5. What if Andrew Johnson had been removed from office?
6. What if Grant had become president sooner?
7. What if the Radical Republicans had gotten their way in their desire to punish the South after the Civil War?
8. What if greater numbers of Confederate soldiers had been imprisoned or killed after the war?
9. What if the Reconstruction amendments to the Constitution had not been passed?
10. What if the Freedman's Bureau had not been created?
11. What if all of the freed slaves had stayed in the South after the war?
12. What if the African Americans who were elected during the Reconstruction Era had remained in office for several years?
13. What if Jim Crow laws had not been passed?
14. What if the KKK had been hunted down and destroyed by the end of Reconstruction?
15. What if Southern states had rejoined the Union sooner?

Westward Expansion

1. What if the Transcontinental Railroad had never been built?
2. What if the Transcontinental Railroad had been built before or during the Civil War?
3. What if the Irish or Chinese had been unavailable to help build the Transcontinental Railroad?
4. What if the Mexicans had not shared their cowboy skills with others?
5. What if the Mormon Territory had become a separate nation?
6. What if the Indian tribes had not been granted American citizenship?
7. What if the Dawes Act had been successful in carrying out the reforms that it intended?
8. What if Chief Joseph had made it to Canada?
9. What if George Custer had won the Battle of Little BigHorn?
10. What if the Battle of Little BigHorn had not occurred?
11. What if barbed wire had not been invented?
12. What if the steel plow had not been invented?
13. What if scientific farming had not been invented?
14. What if the “Great American Desert” had really been one?
15. What if trees were more widely available throughout the Great Plains and the Southwest?
16. What if the American bison were still as numerous as they were in pre-settlement times?
17. What if the Spanish had not introduced horses or mules to the Great Plains?
18. What if the Comstock Lode had not been found?
19. What if any one of the gold or silver rushes in the West, such as Colorado, the Klondike, or the Black Hills had not occurred?
20. What if gunfights had been outlawed?
21. What if Geronimo had not been captured?
22. What if Pancho Villa had been captured?

The Industrial Revolution

1. What if the Wright Brothers had stuck to building bicycles?
2. What if the Wright Brothers had crash-landed?
3. What if the refinement of petroleum had been invented 100 or 200 years earlier?
4. What if ways had been found to curb the pollution and waste of industrialism sooner?
5. What if labor laws had been introduced sooner?
6. What if there were no labor unions?
7. What if the labor union movement had been successfully repressed?

8. What if women had labor unions as powerful as those of men?
9. What if the railroad had not been invented?
10. What if the Bessemer Process had not been invented?
11. What if ways to improve the food supply had not been found?
12. What if modern medicine had not arrived to improve living conditions and extend life expectancy?
13. What if the steam engine had been invented earlier?
14. What if cheap labor from immigrants, women, children, and freed slaves had been unavailable?
15. What if the Progressive Movement had never taken place?
16. What if the reforms of the Progressive Movement had all been accomplished by the Progressive Party?
17. What if we were still on the silver or gold standard?
18. What if the trusts had not been busted?
19. What if the muckrakers had been censored or repressed?
20. What if the electoral reforms of the Progressive Movement had not been made?
21. What if the Clean Food and Drug Act had not been passed?
22. What if Theodore Roosevelt had not adopted some of the reforms of the progressives as his own?
23. What if a Socialist had been elected president?
24. What if America had been lacking in some of the key mineral resources that made the Industrial Revolution possible?
25. What if Thomas Edison or Alexander Graham Bell had been unable to get their inventions to work?
26. What if Henry Ford's idea had been a flop?

Imperialism

1. What if Russia had never sold Alaska to the United States?
2. What if the United States had tried to gain colonies in Africa?
3. What if the United States had tried to gain colonies on mainland Asia?
4. What if the United States had gone to war with Britain over Hawaii?
5. What if the Age of Imperialism were still going on today? What would the American Empire look like?
6. What if Europeans had ignored the Monroe Doctrine?
7. What if Europeans had ignored the Open Door Policy?
8. What if the French had succeeded in building the Panama Canal?
9. What if the United States had failed to complete the Panama Canal?
10. What if the Panamanians had not been interested in independence?

11. What if the yellow journalism prior to the Spanish-American War had been proved to be false?
12. What if Teddy Roosevelt had been killed in the Spanish-American War?
13. What if Teddy Roosevelt’s plans to have the United States invade Guam and the Philippines had been foiled by his superiors?
14. What if Spain had won the Spanish-American War?
15. What if it had been proved at the time that the sinking of the Maine was an accident?
16. What if most of the rest of the Latin American countries were still under Spanish control at the time of the Spanish-American War?
17. What if the conquered Spanish colonies had been given their independence right away?
18. What if another nation had decided to fire upon the Great White Fleet?
19. What if the Filipino Insurrection had succeeded?
20. What if the United States still owned all of the territories it gained in the Spanish-American War?

World War I

1. What if the Archduke Francis Ferdinand had lived?
2. What if the British had tanks at the beginning of World War I?
3. What if the Germans had used all of their battleships during the war?
4. What if Germany had only attacked France or Russia in World War I?
5. What if the Schlieffen Plan had worked?
6. What if Italy had not changed alliances or stayed neutral?
7. What if Woodrow Wilson’s attempts at mediation had succeeded?
8. What if the Russian Revolution had never happened?
9. What if Lenin had not returned to Russia?
10. What if the Russian Revolution had happened earlier?
11. What if America had stayed neutral?
12. What if the White army had won the Russian Civil War?
13. What if the Czar and his family had lived?
14. What if the Treaty of Versailles had been more lenient on the Central Powers?
15. What if the Ottoman Empire or Austro-Hungarian Empire had remained intact?
16. What if the US Senate had ratified the Treaty of Versailles?
17. What if Woodrow Wilson’s health had not failed him?
18. What if Woodrow Wilson’s Fourteen Points had worked?

The Great Depression

1. What if the stock market had not crashed?
2. What if Hoover had been re-elected?
3. What if Hoover had been able to solve the Great Depression his way?
4. What if FDR had only served one or two terms?
5. What if FDR had not declared the bank holiday?
6. What if the Dust Bowl had never happened or happened in another part of the country?
7. What if the Bonus Army had been given what they demanded?
8. What if the New Deal had been completely overturned by the Supreme Court?
9. What if none of the New Deal had been overturned by the Supreme Court?
10. What if the court-packing strategy of FDR had worked?
11. What if Huey Long had been elected president?
12. What if Huey Long's "deduct box" were found?
13. What if FDR had given up and turned to socialism or fascism?
14. What if the Depression in the United States was as bad as it was in Europe?
15. What if the Depression had led to mass starvation in the United States?
16. What if Bonnie and Clyde or other gangsters had not been killed?
17. What if the Depression had ended sooner?
18. What if the Depression had not ended at the outbreak of World War II?

World War II

1. What if Mussolini had stayed a Socialist?
2. What if Mussolini had stayed neutral?
3. What if Mussolini had not been allied with Hitler?
4. What if Mussolini had been a better military planner? Could the Italian armed forces have performed better?
5. What if Hitler had had a more normal family life during his upbringing?
6. What if Hitler had been successful as an artist?
7. What if Hitler had been killed during World War I?
8. What if Hitler had been replaced as leader of the Nazi Party?
9. What if *Mein Kampf* had been a flop?
10. What if the Beer Hall Putsch had worked?
11. What if Hitler had remained a democratic leader?
12. What if Britain and her allies had decided to stop Hitler sooner?
13. What if Hitler had honored the Munich Accords?

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

47. What if the atomic bomb had been used on Germany?
48. What if Japan still hadn't surrendered after the two atomic bombs were dropped?
49. What if the atomic bomb had been only demonstrated, but not dropped on a city?
50. What if the atomic bomb had been used on a strictly military target?
51. What if there had been only one atomic bomb?
52. What if World War II had been resolved by means of a treaty like the Versailles Treaty following World War I with reparations, demilitarization, and loss of land from the defeated powers?

The Cold War

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

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

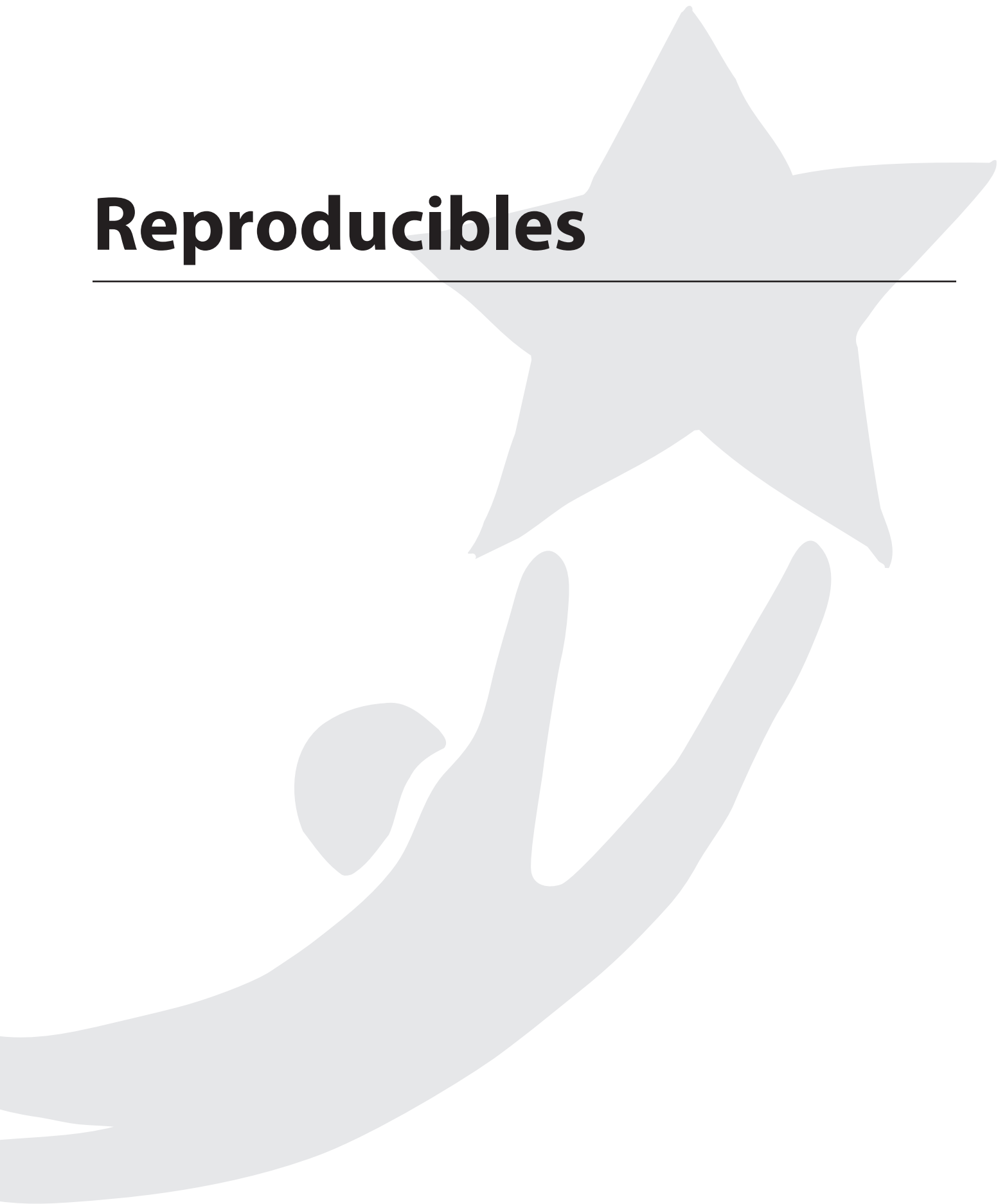
55. What if Ronald Reagan had been president in 1976?
56. What if Jimmy Carter had succeeded in rescuing the hostages in Iran?
57. What if the SALT II Treaty had been ratified?
58. What if the Soviets had succeeded in taking over Afghanistan?
59. What if Ronald Reagan had not proposed arms control talks with the Soviet Union?
60. What if Ronald Reagan had not been willing to negotiate with Gorbachev?
61. What if Ronald Reagan had not increased arms spending in the early 1980's?
62. What if the Strategic Defense Initiative had been completed?
63. What if Mikhail Gorbachev had remained a Stalinist style of Communist?
64. What if Mikhail Gorbachev's reforms had worked?
65. What if the Soviet Union had not broken apart? What would the world be like today?
66. What if the Soviet Union had won the Cold War? What would the world be like today?
67. What if Boris Yeltsin had not forced Gorbachev out of power?
68. What if the Communist revolt against Gorbachev had worked?
69. What if the Berlin Wall had not come down?
70. What if Gorbachev had resisted Eastern Europe's attempts to no longer be Communist?
71. What if Eastern Europe had remained Communist?
72. What if Gorbachev had resisted the Baltic State's attempts to leave the Soviet Union?
73. What if peace in the Middle East had been achieved?
74. What if Israel's enemies had succeeded in taking it over?
75. What if Palestinian statehood had been peacefully achieved?

Recent History

1. What if the United States had decided not to do anything about Iraq's invasion of Kuwait?
2. What if the Persian Gulf did not contain oil?
3. What if George Bush had not been able to assemble the coalition of allies against Iraq?
4. What if Saddam Hussein had been killed in the Gulf War?
5. What if all of Iraq had been occupied during Desert Storm?
6. What if the United States had decided not to do anything about the war in the Balkans?
7. What if Slobodan Milosovic had completed his campaign of ethnic cleansing in the Balkans?
8. What if the savings and loan crisis had not led to a downturn in the economy at the end of George Bush's term of office?

9. What if the election had been held shortly after the conclusion of the Gulf War?
10. What if George Bush had not said, “Read my lips . . . no new taxes”?
11. What if Bill Clinton had not adopted some of the conservative economic policies of the Republicans?
12. What if the economy had not improved under Bill Clinton’s tenure?
13. What if Clinton’s national health care program had been signed into law?
14. What if Paula Jones or Monica Lewinsky had kept her silence?
15. What if Bill Clinton had resigned or been removed from office?
16. What if the impeachment and trial of Bill Clinton had focused on other issues such as the allegedly illegal foreign campaign contributions or the Whitewater affair?
17. What would the legacy of the Clinton Administration have been if it had been free of scandals?
18. What if Al Gore had won the recounts that he wanted in the 2000 presidential election?
19. What if Al Gore had not contested the election results in the 2000 presidential election?
20. What if the Supreme Court had not decided to call a halt to the recounts in the 2000 presidential election?
21. What if George W. Bush had had adequate warning of the terrorist acts of September 11, 2001?
22. What if the terrorist acts of September 11, 2001, had not occurred and George W. Bush had been free to pursue the domestic agenda on which he had campaigned?
23. What if more of the airplanes had crashed short of their targets during the terrorist acts of September 11, 2001?
24. What if the plane headed for the White House had reached its target?
25. What if George W. Bush had not decided to go to war in Afghanistan?
26. What if Hillary Clinton had been elected instead of Barack Obama?
27. What if Osama bin Laden had never been found and killed?
28. What if the mission to kill bin Laden had failed?
29. What if President Obama had not decided to withdraw US forces from Iraq?

Reproducibles



Reconstruction Simulation

Overall goal

- To reconstruct the nation, which has been torn apart by the Civil War

The groups that we will represent are

- Radical Republicans:** The victorious Northerners of the Republican Party who want to make radical reforms to punish the South and guarantee the rights of the newly freed slaves
- Defeated Southern Leaders:** The war has been lost, and the North has freed the slaves. The South must decide whether to heal old wounds or fight for what was lost.
- Freedmen:** Former slaves who now must find work and find their place in politics, the economy, and society
- Moderate Republicans:** Leaders like President Lincoln and Vice President Johnson who wish to take it easy on the South so that they will peacefully rejoin the Union without too much resentment

How the game is played

Form groups of from 2–8 members. Read the overall goals for your group. Then begin reading the individual problems that your group must face. Discuss solutions to these problems openly. Record your responses on a separate sheet of paper. If members of your group disagree upon a particular solution record both responses and indicate that some will do one thing and some will do another. You are representing a whole class of society, so not everyone will respond to challenges in the same way.

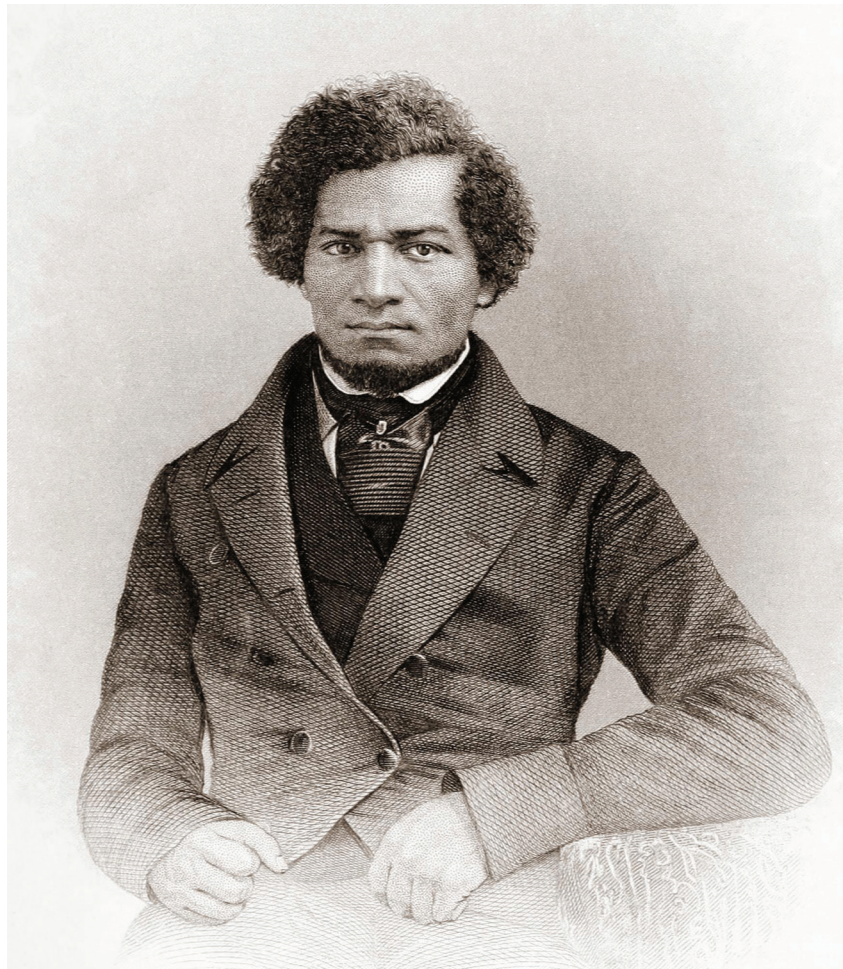
Please keep in mind that you must be as specific as possible in your proposed solutions. For example, it is not enough just to say, “We will create schools to educate freed blacks.” Which level of government will do this, local, state or, federal? Who will pay for it? Keep in mind the time period that you are dealing with. There are no income taxes; the federal government is relatively small and not used to dealing directly with social problems. There are no civil rights laws dealing with race or gender. Only white males with property can vote, for example. There are no government agencies that give financial aid to minorities of any kind.

Most importantly, try to think as people would have thought in the late 1860s. Don’t insert your own modern ideas of what is right. Be faithful to the role you are playing even if you disagree with the views of the group you are representing.

Group roles

Each group will need at least one of the following. Small groups may cover more than one role:

- A. **Facilitator:** Leads the discussion and makes sure everyone has a chance to participate
- B. **Recorder:** Writes down the final responses to the questions; clearly labels which question is being addressed and checks for completeness, spelling, and grammar errors.
- C. **Compromiser:** Tries to come to an agreement with which everyone can live



Frederick Douglass

Image source: Public domain, via Wikimedia Commons

Group A: Radical Republicans

You have won the war and are proud of it. You intend to have the Republican Party take credit for saving the Union and never let anybody forget it. You are not beyond waving a bloody shirt during political speeches to remind people what the Confederacy did to this country. You believe in severely punishing the South for breaking away from the Union and starting the war. You are glad that the question of whether the federal government should be more powerful than the states has been settled once and for all in favor of the federal government. You are anxious to use that new power to show the defeated Southern states who is boss. You feel that if the South is treated too lightly they might rise up in rebellion again, and one civil war was enough. You are beginning to lose patience with the president for being too soft on the South and not moving quickly enough to help free blacks obtain their political and economic rights. Here are the problems you must discuss and solve together:

1. How will you treat the leaders of the old Confederate government? Some of them would like to run for office and rejoin your government.
2. How will you deal with the Confederate prisoners of war? How and when will you release them? Should they be punished for fighting against the United States? The usual punishment for treason is the death penalty. Does everyone get this, officers and enlisted men alike?
3. What do you do with the occupied areas of the South? What rules do you make for states that want to rejoin the Union? How do people get back their citizenship in the Union?
4. How will you guarantee the rights of free blacks? Many Southerners are still very prejudiced against blacks and do not want to give them their rights. They want to bring back the old way of life before slavery was abolished. How do you educate the blacks and teach them job skills? Most of them only knew farming before they got their freedom, but how can they farm if they don't own land? You would like to have blacks vote and participate in government like other men, but how can they vote and run for office if most can't read and don't have any political experience?



"The Rail Splitter Repairing the Union," 1865

Image source: By Joseph E. Baker, Public domain, via Wikimedia Commons

Group B: Defeated Southern Leaders

Despite your best efforts you have lost the war. Outnumbered by the North and unable to get the support from England or France that you needed, your undersupplied troops were forced to surrender to the North unconditionally. The Union government has occupied your land, freed the slaves, and dissolved the Confederate government. The lifestyle that you were used to in slavery times will never be again. How do you live in peace with the former slaves now that the North is forcing you to share power with them? How can you try to regain your wealth now that the war has destroyed your lands and property, and the freed slaves insist that you pay them for their work? How do you make peace with the North and rejoin the Union you fought so hard to break away from? Here are the problems that you must discuss and solve together:

1. What kind of political rights are you willing to give the free blacks? The victorious Northerners are insisting that you give freedmen the vote and let them participate in government. How far do you want these freedoms to go? Will you allow the blacks to be your equals in every way?
2. What kinds of rights will you give blacks in society? Can they own property? Travel freely? Get an education? Have any jobs they want?
3. How will you rebuild the economy of the South? How will you make up for the loss of free labor now that you don't own slaves?
4. How do you convince the North that you won't cause any more trouble for them? What will you do about the people in the South who are saying, "Save your Confederate money; the South will rise again!"? How do you rejoin the Union and give up all that you fought for? What will you do with the Northerners who want to come to the South and "help you rebuild"? Some of them want to buy up your land and businesses and run for office in your state.



General Lee surrendering to General Grant

Image source: Courtesy of the Library of Congress

Group C: Freedmen

You can hardly believe it! You rejoice because the long, hard days of slavery are over. It seems like you have died and gone to Heaven. You are still on Earth, however, and now you must face the unknown life of freedom after slavery. How will you survive on your own with no one to help you? How can you make a better life for yourself? Here are the problems you must discuss and solve together:

1. Who will you be? Do you keep your master's old name or make a new one? Do you try and find your lost family members separated by war and slavery or strike out on your own?
2. What kind of work will you do? Most of you know only farming. If you want to remain farmers, where will you get land? Will you try to get an education or some job training to improve your living conditions? Will you stay where you are and try to find work with your former master or go to the North or West to find new opportunities?
3. How much do you want to get involved in politics? They tell you that you can vote now, but how? Who will teach you to read? Who will explain the political system to you? You aren't familiar with political power because you have never had it before. Do you dare to run for office and try to change society yourself?
4. You face a lot of resentment and discrimination from the former leaders of the South. How will you get along with them peacefully? How can you solve your differences with them when some say that they will never treat you as an equal and want to restore things to the way they were before the Civil War? How will you protect yourself if things get violent?



The Freedmen's Bureau

Image source: By A. R. Waud. Courtesy of the Library of Congress

Group D: Moderate Republicans

You have saved the Union at all costs. That included defeating the Confederacy and freeing the slaves. How harsh will you be with the defeated South? You feel strongly that if you push them too far they will only rebel again. What kind of society will you set up now? Do you try to let all groups have complete social and political freedom, or is freedom from slavery enough? Some groups resent your use of the president's power to make these sweeping changes. They miss the times before the war when Congress made most of the decisions. Others think that you are not acting quickly or strongly enough to deal with the problems at the end of the war. They want to punish the South and give complete freedom to blacks immediately. How will you keep a balance that will keep everyone happy and keep your party in power? Here are the problems you must discuss and solve:

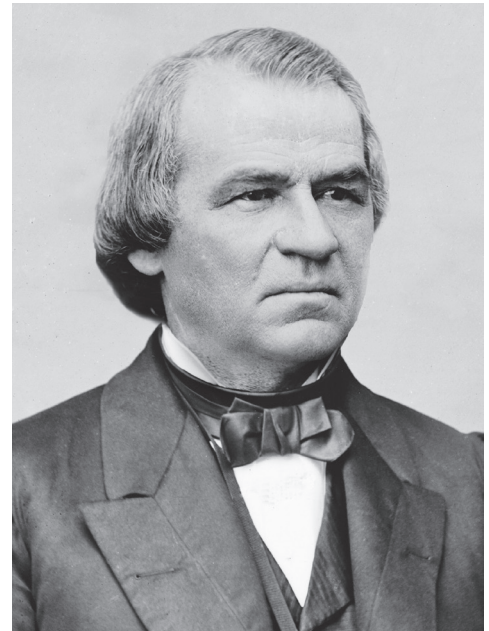
1. How can you let the rebellious Southern states rejoin the Union and be sure that they will stay loyal to the United States? How will you deal with the defeated Confederate Army leaders? Many are calling for their deaths as traitors. What will you do with your prisoners of war? How long will you keep troops in the defeated Southern states? Your supporters want them removed as soon as possible to get things back to normal as quickly as you can.
2. How will you deal with the collapsed economy of the South? Will you rebuild it with Northern money or let them fend for themselves? What do you do with the numerous unemployed former slaves? How will you treat the free blacks that want to move to the North and the West?
3. Do you have the right to tell the Southern states how to treat the free blacks? Will you change their laws and constitutions if necessary? Some of your fellow Northerners have offered to go to the South and buy their farms and businesses and run their political offices if the Southerners can't be trusted. Will you allow or encourage this?
4. How do you help protect the freed blacks from discrimination and racial violence? How do you educate blacks and find them jobs? How can you provide land for blacks that want to continue farming? How do you force Southerners to treat blacks as equals?

Taking Colonies: A US History Writing Assignment

The year is 1895. The United States does not yet have colonies or overseas possessions. You hear a politician give a speech saying that it is time that America join other great countries and take overseas lands to rule as their own. He says that this would bring the United States wealth through new trade opportunities, new jobs, and a source for goods not found in the United States. He says that colonies would make us seem more powerful to other countries and give us the chance to civilize and Christianize the natives of distant lands.

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

- A housewife from Chicago
- A fisherman from Portland, Oregon
- A maid from Milwaukee
- A Protestant minister from Philadelphia
- A farmer from Kansas
- A shipbuilder from Newport, Rhode Island
- A naval captain from Maine
- A Mexican farm worker from San Antonio
- A sailor from Seattle
- The U.S. ambassador to England
- A rabbi from Boston
- A recent Chinese immigrant from San Francisco
- A banker from Los Angeles
- A sewing machine manufacturer from New York



Andrew Johnson

Image source: Courtesy of the Library of Congress

Great Powers Game

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

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

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

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

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



Signing of the Treaty of Versailles

Image source: Public domain, via Wikimedia Commons

Great Powers Game Sample Turn*

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

The tally looks like this:

Germany: 6 armies, 3 navies

France: 3 armies, 3 navies

Austria: 4 armies, 1 navy

Britain: 3 armies, 3 navies

Russia: 4 armies, 2 navies

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

Country Description Sheet #1

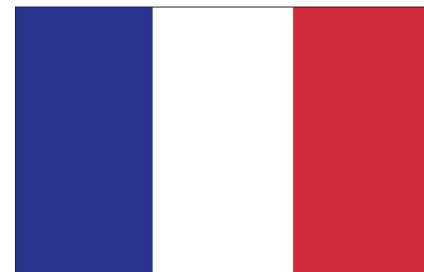
Great Britain



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

Country Description Sheet #2

France



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

Country Description Sheet #3

Germany



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

Image source: Sg647112c, 2009 (CC BY-SA 3.0 or GDFL, via Wikimedia Commons)

Country Description Sheet #4

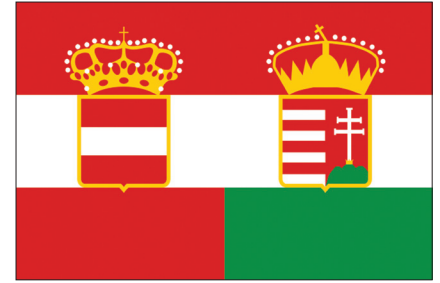
Italy



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

Country Description Sheet #5

Austro-Hungarian Empire



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

Image source: Public domain via Wikimedia Commons

Country Description Sheet #6

Russia



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

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Country Description Sheet #7

Ottoman Empire



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

Country Description Sheet #8

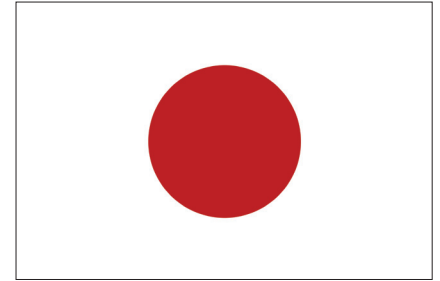
United States of America



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

Country Description Sheet #9

Japan

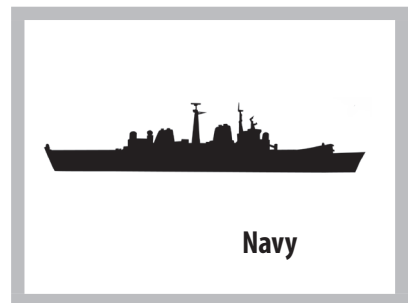
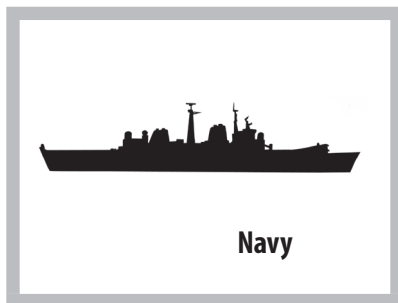
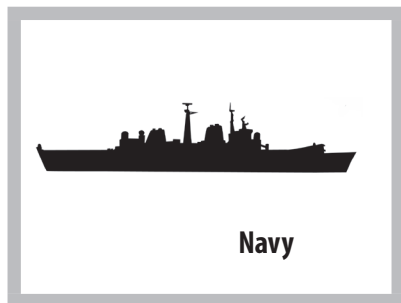
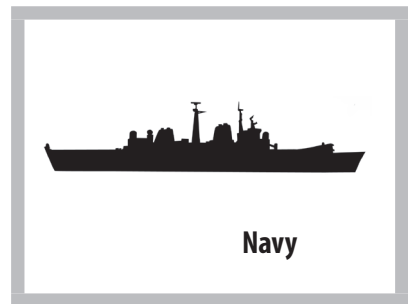
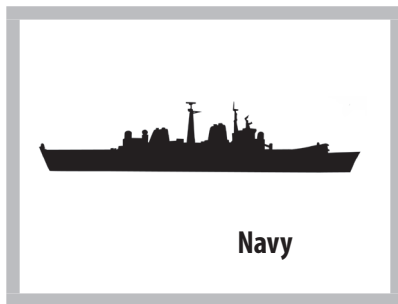
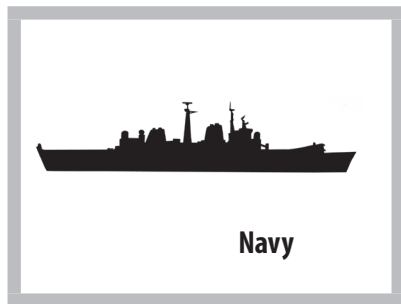
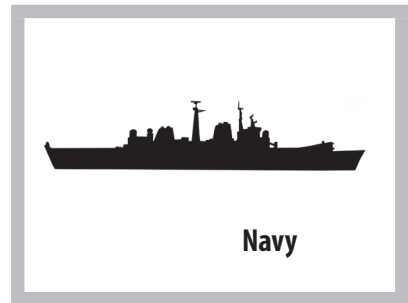
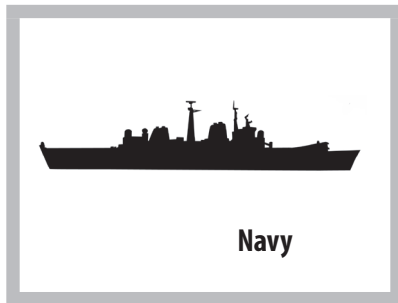
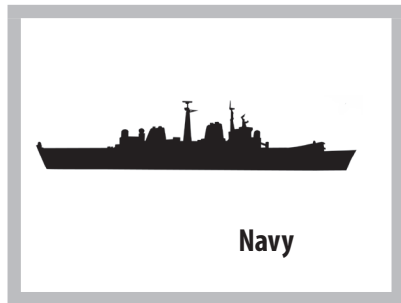
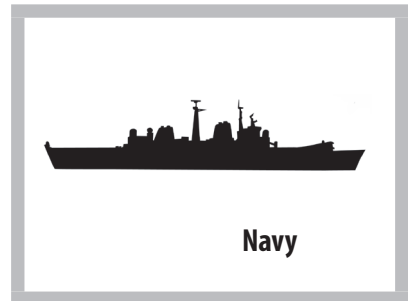
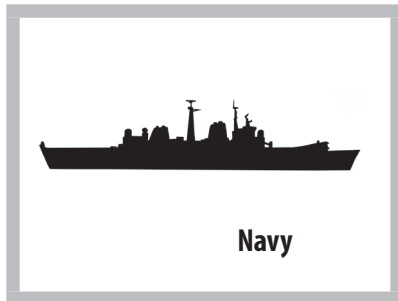
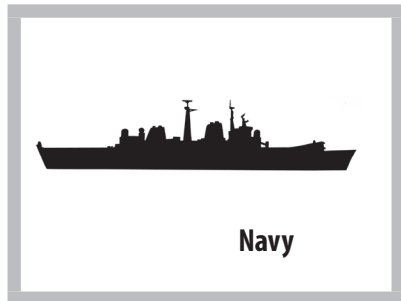
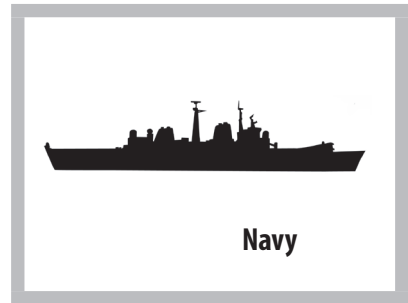
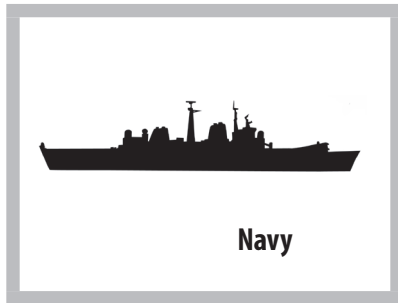
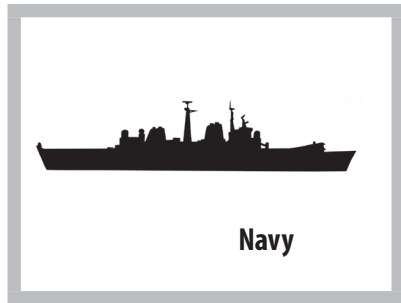


- **Location:** East Asia
- **Size:** Small
- **Power:** Small
- **Friends:** Japan has no real allies but has a certain friendship with Great Britain because they often have the same enemies. Japan usually prefers monarchies to democracies, however.
- **Enemies:** Japan is in direct competition with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

Great Powers Game Tokens

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

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Colonial Buck



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Colonial Buck



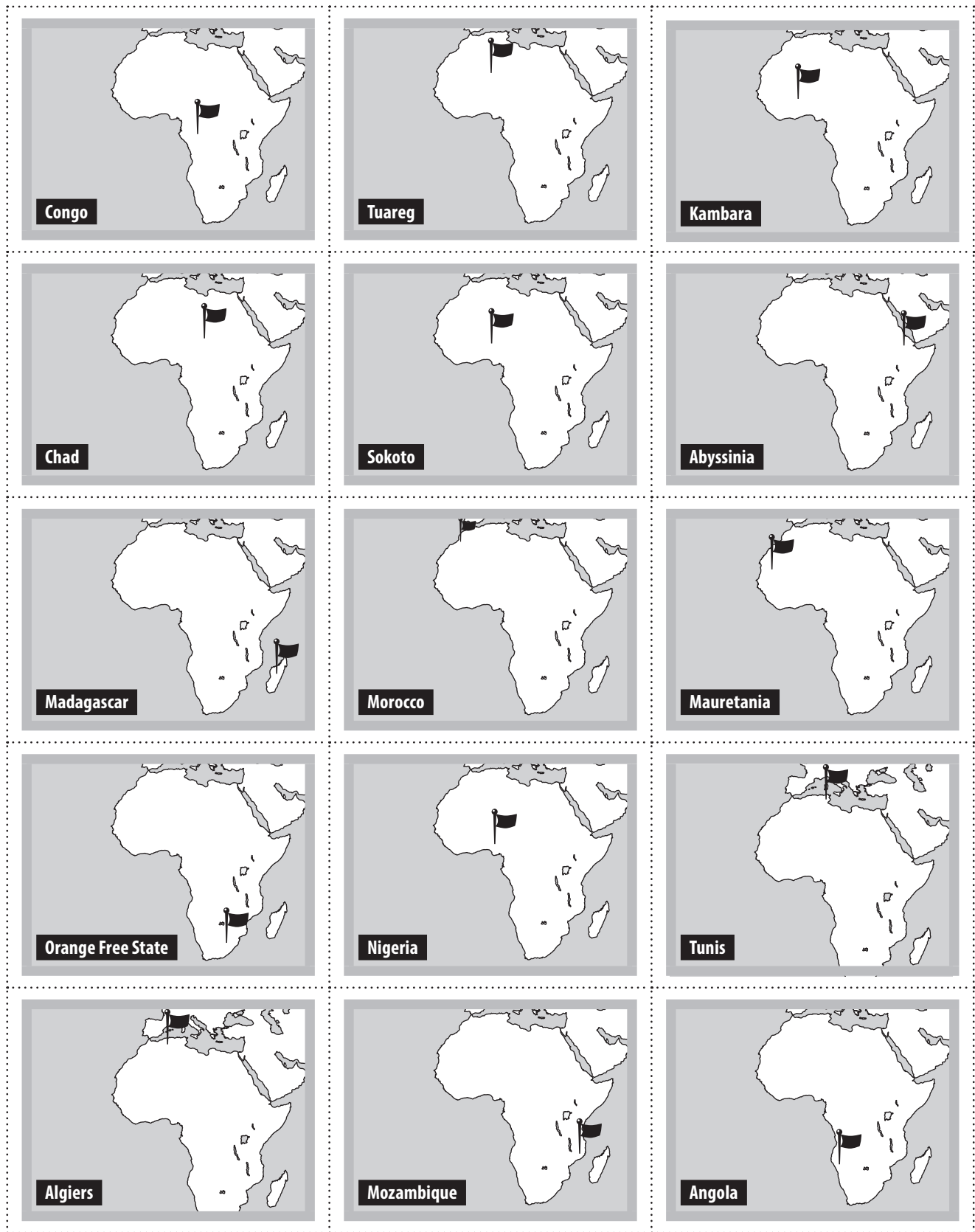
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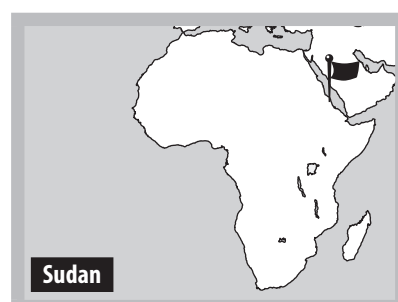
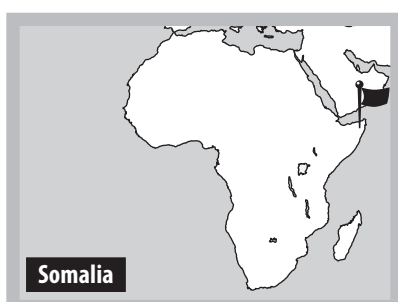
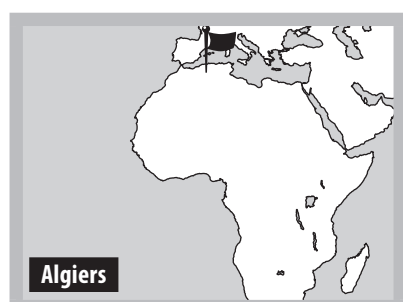
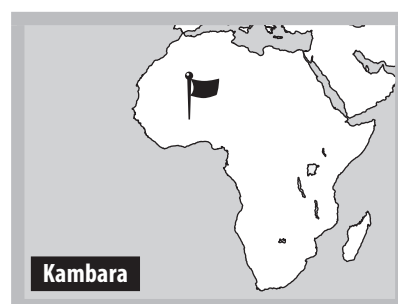
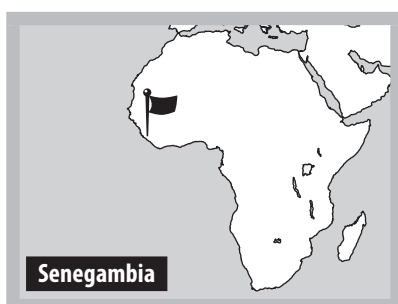
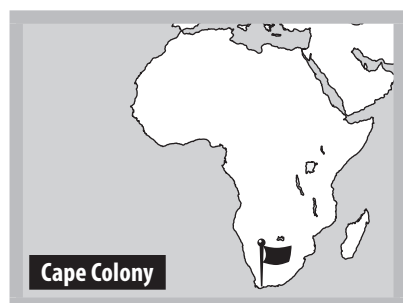
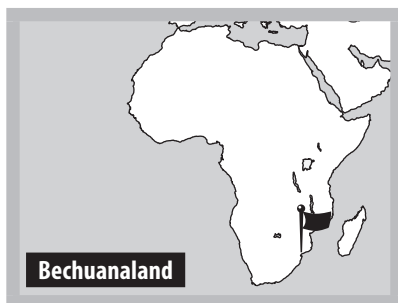


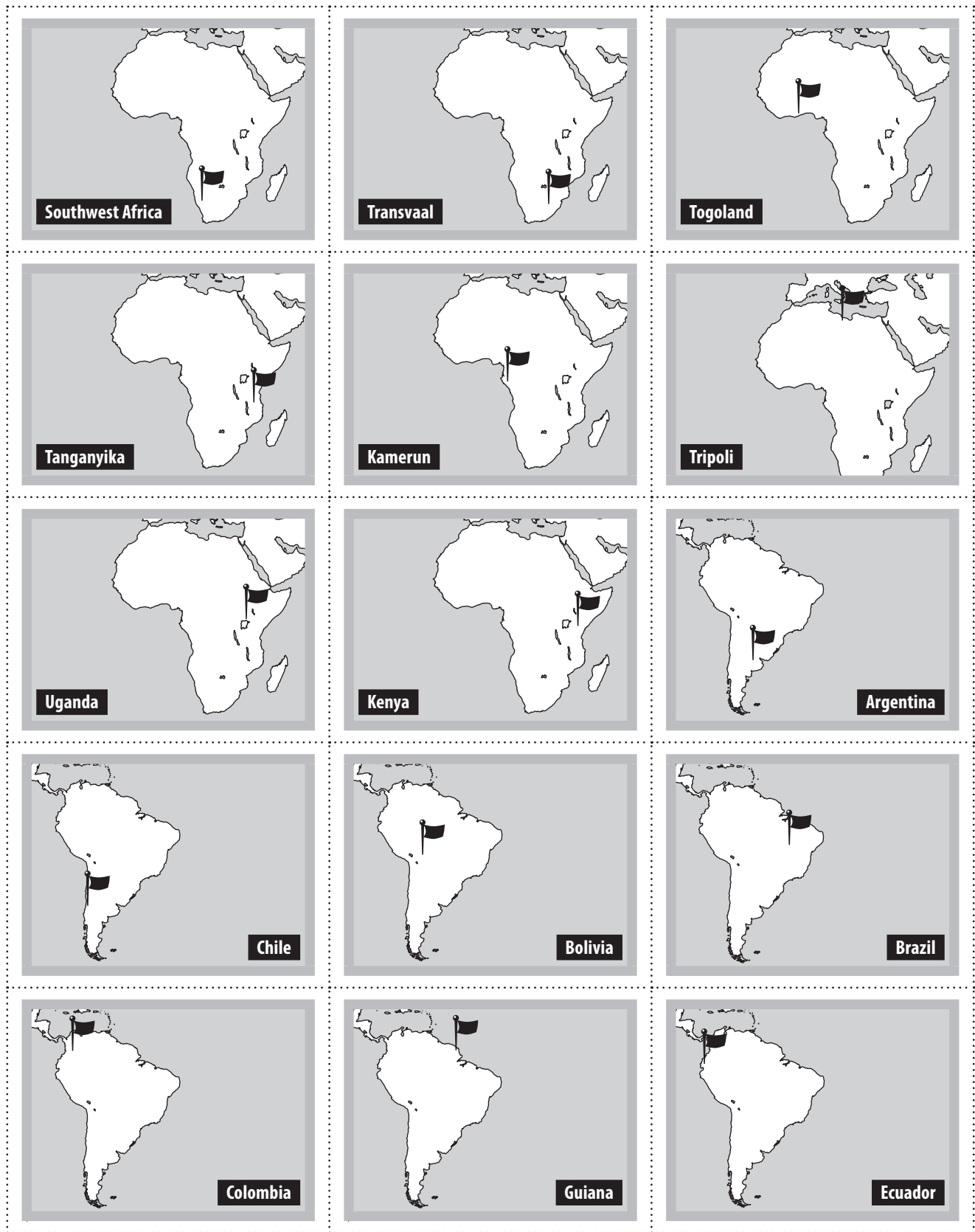
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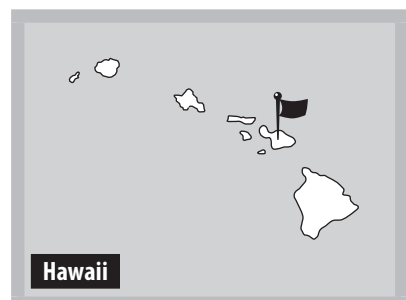
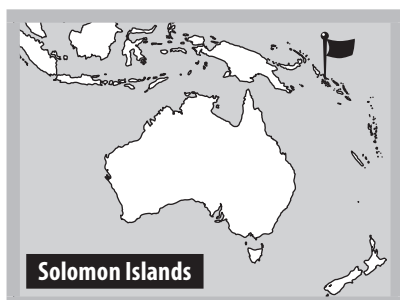
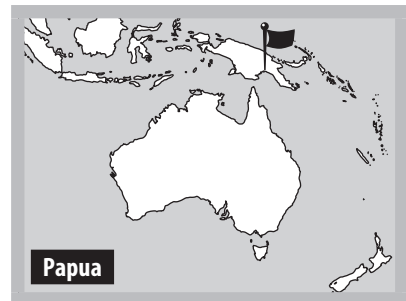
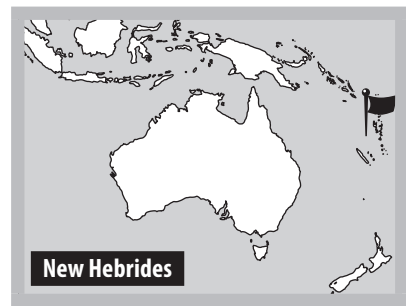
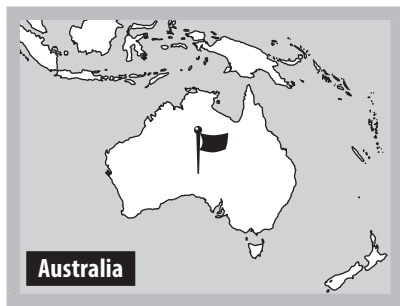


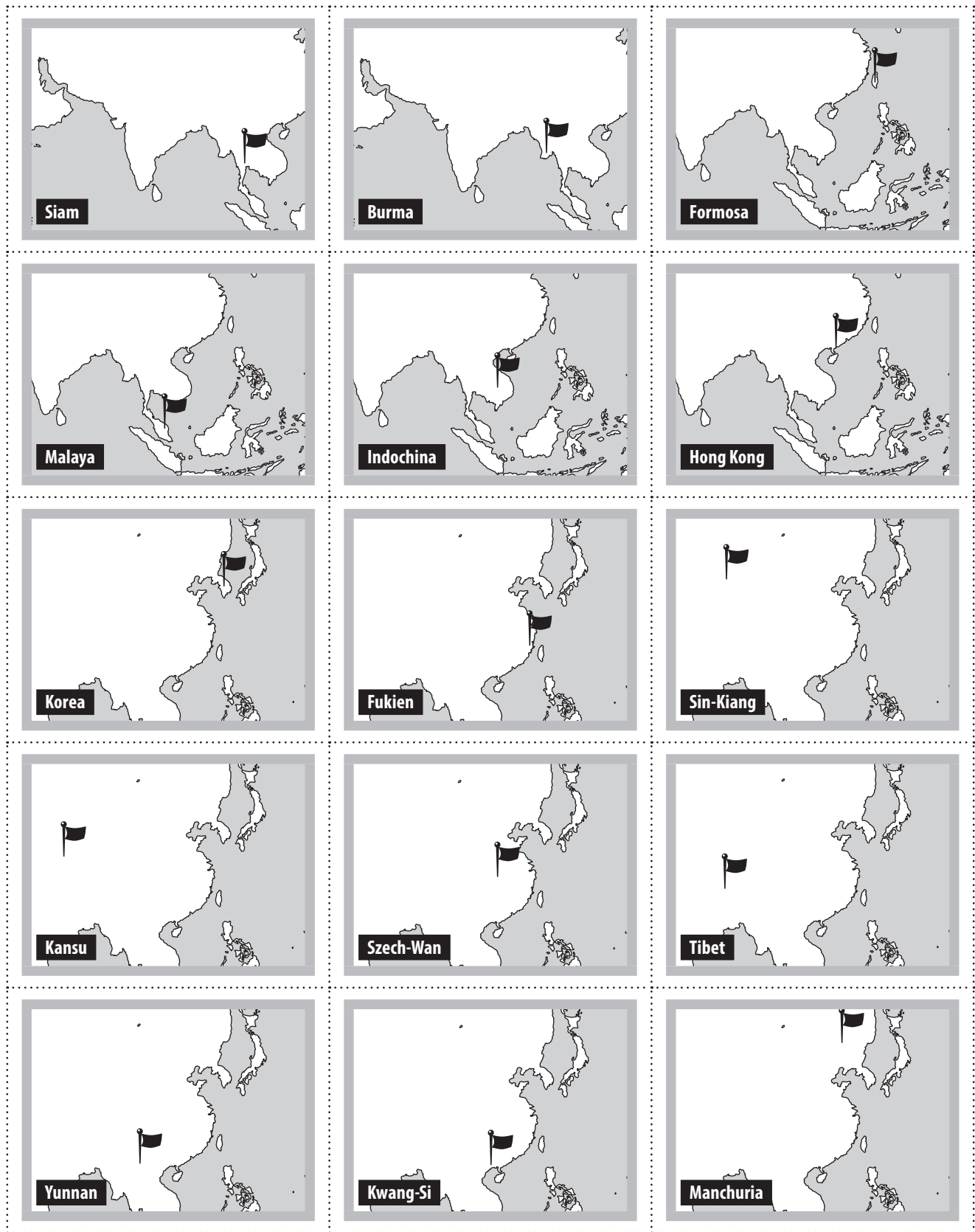
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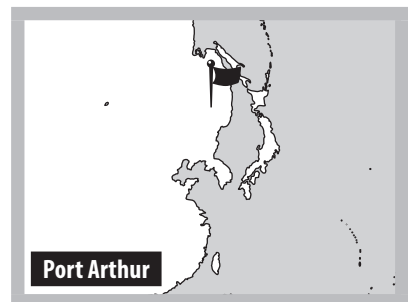
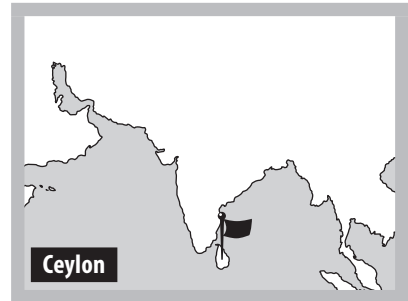
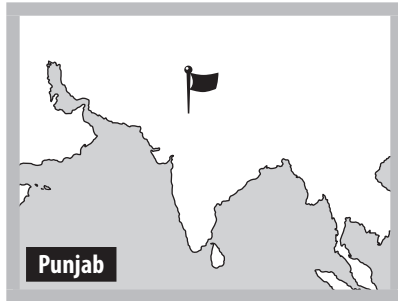
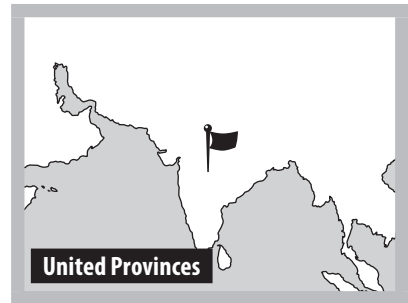
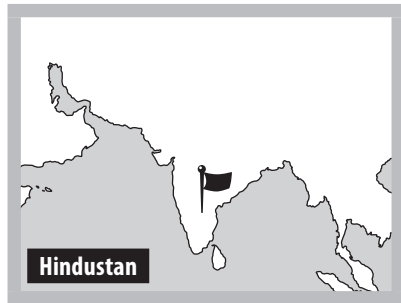


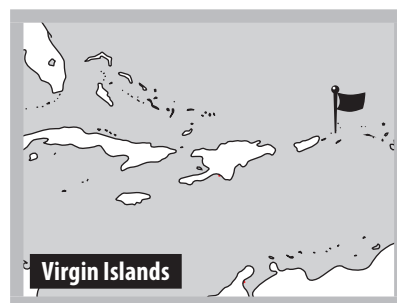
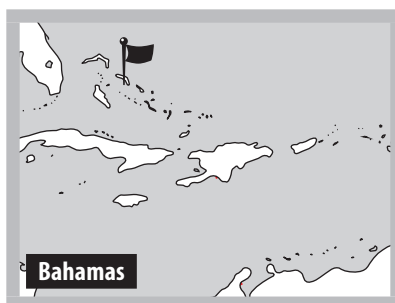
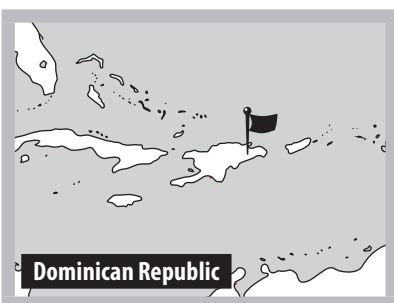
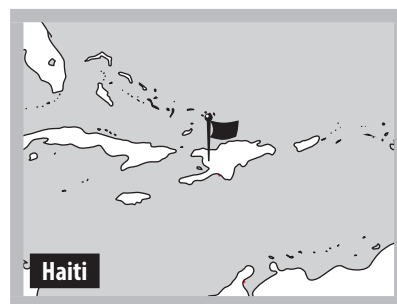
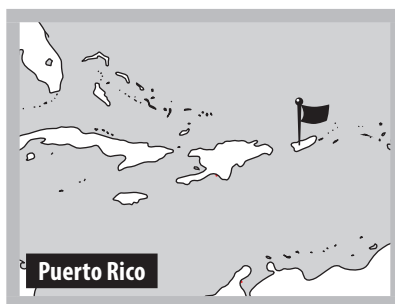
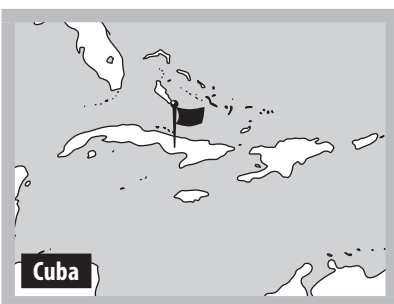
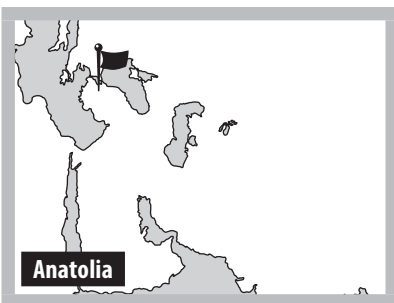
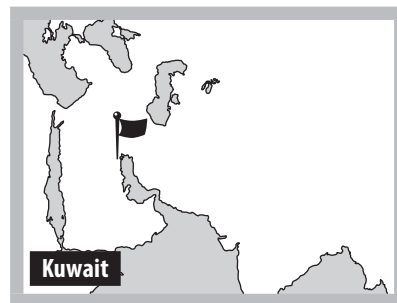
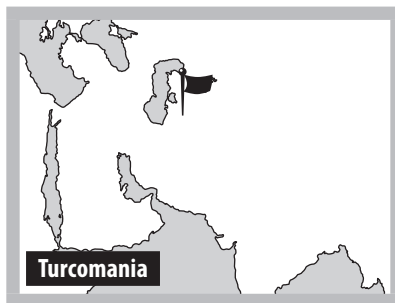


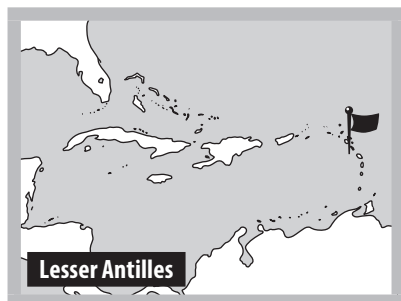
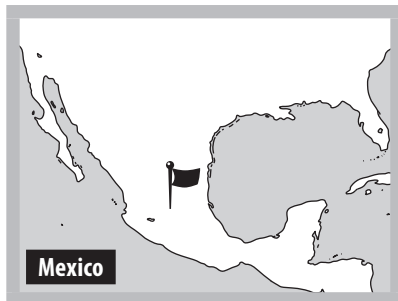


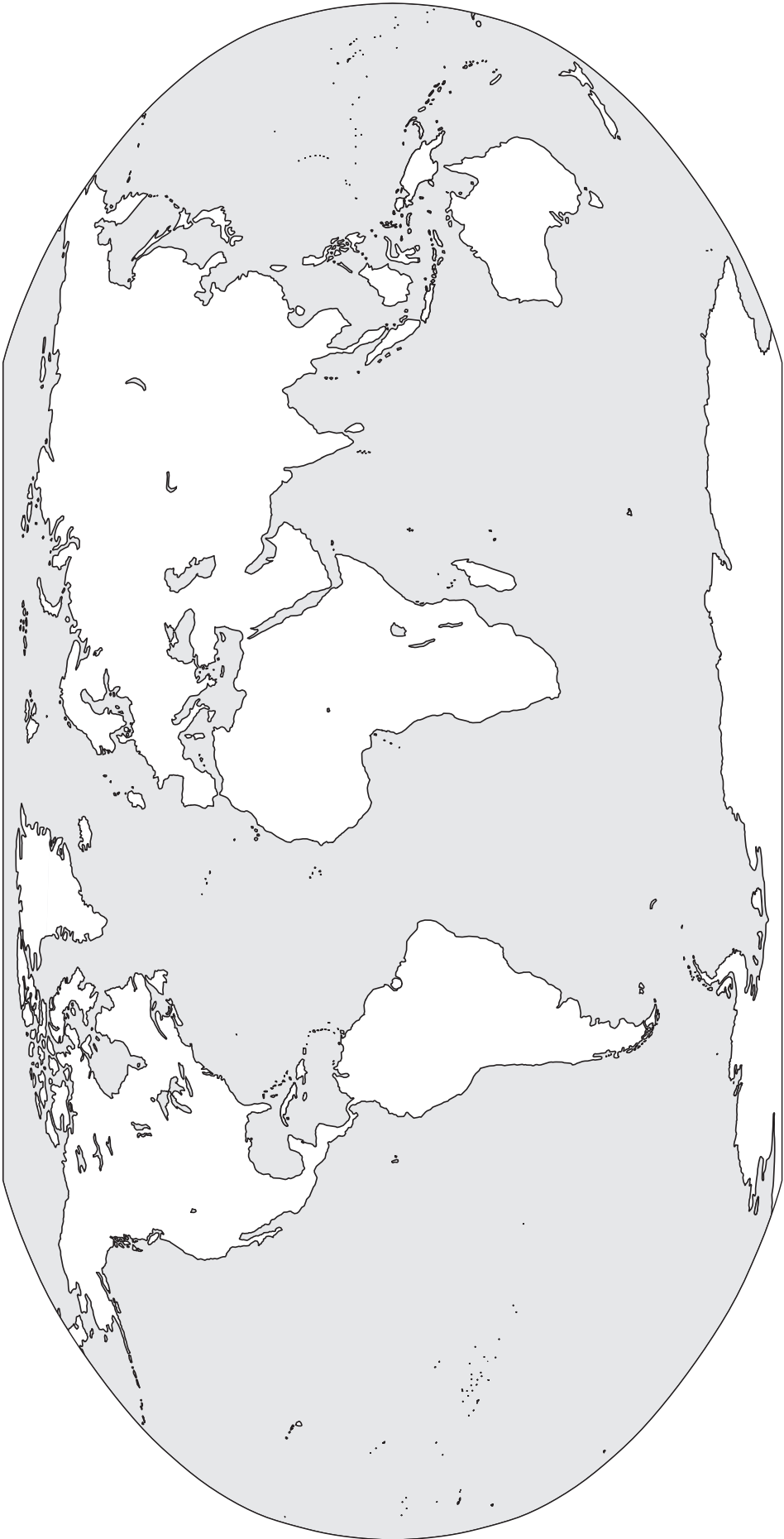












Great Powers World Map

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Great Powers Game Turn Record Sheet

Country played: _____

Class period: _____ Current turn: _____

Players' names: _____

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

Current colonies held: _____

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

Current treaties: _____

Terms: _____

Countries' signatures: _____

Terms: _____

Countries' signatures: _____

Terms: _____

Countries' signatures: _____

STRIKE! Simulation

A Simulation of Labor-Employee Relations

Characters: The Berwind-White Coal Company Board of Directors; the United Mine Workers Union Bosses

Objective: To make the most money and set up the best conditions for your side.

How it works: The class will be divided up into teams, which will compete with each other for power, influence, and money. There are no benefits whatsoever for the workers at the beginning, so everything must be bargained for in whatever way works best for you. The company on the other hand has no requirements on what they must pay the workers or how they must treat them. Their only requirement is to make as much money as possible while maintaining sensible business practices to avoid going out of business. Both sides will learn the art of compromise or find out that the consequences of conflict may be more than they bargained for.

Each side has basic financial needs they must meet and anything beyond that is up to them to gain any way they can. The winner is the team or teams that do the best job of managing their side successfully. The losers are those who don't get what they want or lose their jobs as leaders of their group. Smaller groups will represent other elements of society such as non-mining company employees, strikebreakers, and elements on either side of the law.

Where and when: This is a simulation of labor conditions in western Pennsylvanian coal mining towns of about 1921. All facts and figures provided are based on those taken from Senate Document #633 1909–1910, *The Immigrant Commission: "The Immigrant in Industry"*; Mildred A. Beik, *The Miners of Windber: Class, Ethnicity, and the Labor Movement in a Pennsylvania Coal Town, 1890's–1930's*; and from local oral histories.



Coal mining, illustration from *The Graphic*, 1871

Image source: Public domain, via Wikimedia Commons

Employer's Needs

1. In order to produce 50,000 tons of coal, it will take 3,000 miners five days of work at a rate of 8-hours per day.
2. Workers must receive a minimum of \$3.00 a day to meet their living expenses. If they are paid less than that they will leave town and find work elsewhere.
3. Workers are paid not by the hour or day worked, but by the ton of coal produced. The going rate is \$1.28 for a ton of coal. The company does not pay for so-called dead work, which involves cutting away and hauling the rock to get at the coal or loading the coal and bringing it to the surface. Different miners work at different speeds and some days would get them no pay at all. All the company is interested in is the coal. If it takes more than 8 hours a day to dig the average of 3.33 tons produced daily, then the miners must make up the hours on their own without additional pay.
4. At the start of the simulation the company has a 50,000-ton surplus of coal in storage.
5. The company must pay a basic operating cost of \$10,000 a week to operate and maintain its machinery and to pay for shipping costs for the coal.
6. Any miners employed at the start of the simulation will already have paid for their own equipment. New miners hired will have to pay one dollar for new equipment and will work at only 50 percent of the productivity of regular workers for the first week of employment while they are in training.
7. Accidents do occur. On the average there is a 5 percent chance of an accident in the mines each week. If scab or replacement workers are being used in the mines, the accident rate is doubled for one month. With each accident between 1–20 workers will be killed or injured from cave-ins, explosions, gas poisonings, or dangerous equipment. The occurrence of accidents can be determined by the roll of a percentile die. These workers must be replaced by the company, which means that new workers will need training, etc. At the start of the simulation there is no compensation in pay for injured or dead workers as a result of accidents on the job.

You must decide:

- a. What kind of wages and benefits you will give the workers
- b. The length of the workday
- c. The number of workdays in a week
- d. How you will handle worker demands and how you will respond to possible strikes, violence, etc.

It is necessary that you keep records of your team's weekly financial standing in order to see if you are making a profit or not. It is suggested that you use something like the following example:

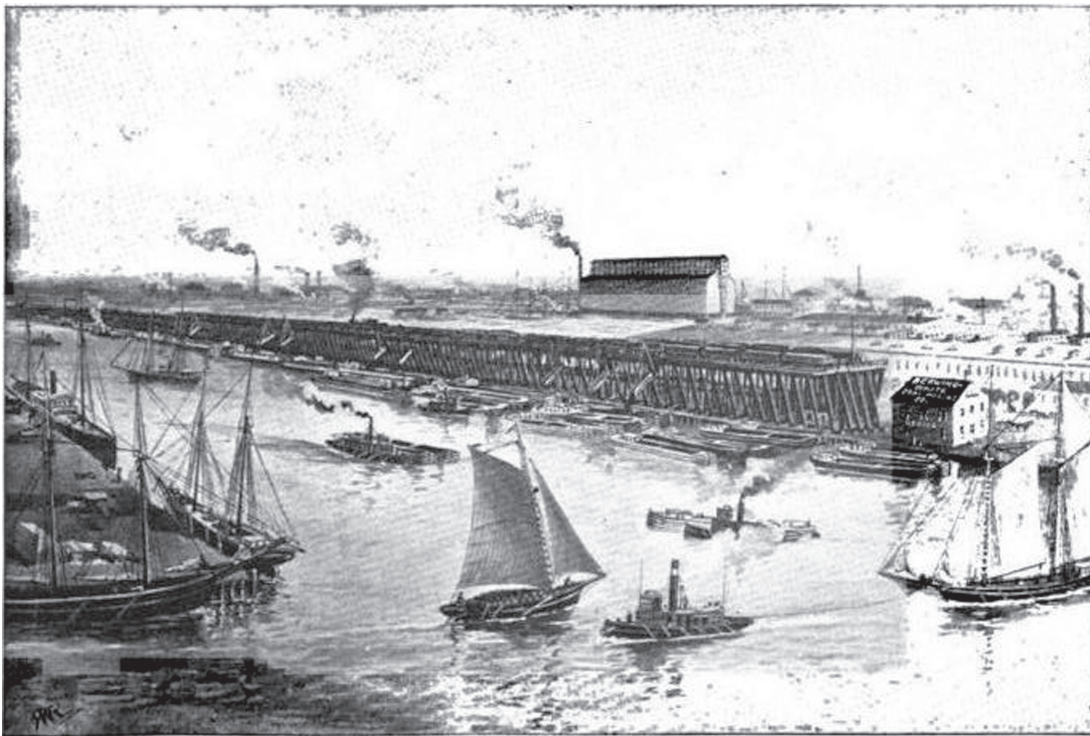
Price of coal \$10.40 a ton x 10,000 tons = \$104,000

Price paid to miners \$1.28 a ton x 10,000 tons = \$12,800 daily wages

Weekly expenses \$10,000 ÷ 5 days = \$2,000 daily expenses

\$104,000 income
- \$12,800 wages
- \$2,000 expenses
<hr/>
\$89,000 daily profit

Make adjustments as necessary when the price of coal or workers' demands change your costs. Then give weekly totals to compare how you are doing over the course of time. This will help you determine how much of a pay raise you can give the workers and what price you can charge for the coal.



Coal-mining company

Image source: Public domain, via Wikimedia Commons

Workers' Needs

1. You must make \$3.00 a day to cover your basic living expenses and support your families this includes:

- a. rent and furnishings (50¢) (The company owns the homes and pays the utilities)
- b. food (\$2.00)
- c. mining equipment and clothing (50¢)

Any additional miscellaneous personal expenses and special purchases must be bought on credit from the company store.

2. Workers are paid not by the hour or day worked, but by the ton of coal produced. The going rate is \$1.28 per ton for coal. The company does not pay for so-called dead work, which involves cutting away and hauling the rock to get at the coal or loading the coal and bringing it to the surface. Different miners work at different speeds, and some days would get them no pay at all. All the company is interested in is the coal. If it takes more than 8 hours a day to dig the average of 3.33 tons produced daily, then the miners must make up the hours on their own without additional pay.
3. Be careful how long you go on strike:
 - a. You can go one week without pay, but this will use up all of your personal savings.
 - b. If a strike extends into a second week the workers start to go into debt to the Company Store because it's the only place where you can shop in town. At the beginning of the third week, the company will begin to deduct your charges from your future pay once you do go back to work.
4. If you can't pay your debts after one month, you will have your line of credit cut and be forced to work for the company until your debts are paid off. In other words, you are stuck in this town until you pay up. If you don't pay your debts you can go to jail or skip town and become a fugitive from the law.
5. At the start of the simulation you have:
 - a. no benefits
 - b. no job security
 - c. no contract

In other words, everything must be negotiated. If you don't ask, they are not going to give it to you!

6. Accidents do occur. On the average there is a 5 percent chance of an accident in the mines each week. If scab or replacement workers are being used in the mines, the accident rate is doubled. With each accident, between 1–20 workers will be killed or injured from cave-ins, explosions, gas poisonings, or dangerous equipment. The occurrence of accidents can be determined by the roll of a percentile die. These workers must be replaced by the company,

which means that they will need training etc. At the start of the simulation there is no compensation in pay for injured or dead workers as a result of accidents on the job.

It is necessary that you keep records of your team's weekly financial standing in order to see if you are making a profit or not. It is suggested that you use something like the following example:

Price of coal paid to miners \$ 1.28 a ton x 10,000 tons = \$12,800 daily wages

\$12,800 daily wages x 5 days = \$64,000 weekly wages

\$3.00 a day living expenses x 3,000 miners x 7 days = \$63,000 weekly expenses

\$64,000 wages

-\$63,000 expenses

\$1,000 weekly profit ÷ 3,000 miners = 33¢ a week profit per miner

Make adjustments as necessary when negotiations change your wages. Then give weekly totals to compare how you are doing over the course of time. This will help you determine how much of a pay raise you can ask for and how much money workers can afford to pay towards benefits or a strike fund.



Coal miners

Image source: Courtesy of Keweenaw National Historic Park Archives

Special Characters

Day workers: Commonly known as company men. Unlike the regular miners, you are native-born Americans and not immigrants. Your jobs have higher prestige and pay. You do skilled jobs such as accounting, carpentry, blacksmithing, machining, counting, and loading coal. You earn about \$7.50 a day instead of being paid by the ton. Your work is far less dangerous than the miners', and the company treats you better because you are harder to replace. You represent 630 of the 3,000 miners in Windber.

The Strikebreakers: You are the most recent set of immigrants. You will take any job at any pay whether there is a strike going on or not. You don't trust unions and cannot afford to pay union dues. You number 5,000 strong, and the company would love to put you in the miners' place if they get too troublesome. Their only worry is how to get you trained fast enough. Try to deal with the company to see if they will hire you to replace the miners.

Coal and Iron Police: Private rail police experienced at busting heads and breaking up strikes. They are a legally armed force, which is given a lot of leeway to keep the peace, as long as they obey the law. They are very expensive, but very effective. They can guard, protect, enforce lockouts, and disperse mobs.

The Hoodlums: These unemployed desperadoes can be hired to do just about any crime you can think of. They may be of use to the miners or the company depending on who pays them better. They will naturally be concerned as to who takes the rap if they get caught.

The Interborough Rapid Transit Company of New York: You are mostly interested in keeping the subways running on time. If anything disrupts that, you are concerned. The going rate for coal is \$10 a ton, but you will gladly buy more if the price goes down. You cannot afford to pay more than \$20 a ton for coal to break even with your operating costs. You need about 100,000 tons a week, but have other suppliers if Berwind-White's prices get too high.

The Government: All judges, police, city, county, state, or federal officials are played by the teacher.

Dust Bowl Simulation

Purpose of the game

- To understand the long-term impact that the Dust Bowl disaster had on ordinary American families.

Sequence of play

- Form teams of six students per team. Each team represents a family of six.
- Each team reads a fictional account of a person who lived through the Dust Bowl. (Approximately 5 minutes)
- One member from each team rolls a six-sided die on the corresponding chart to see what happens to the person after they choose their destination. (Approximately 5 minutes)
- Continue for a few rounds if necessary until each fictional person has reached his or her ultimate destination and their fate is clear. For example, those who must return home to the Dust Bowl area after the first round of play may decide to leave and try a different destination. (Approximately 10–15 minutes)

Rules

- Keep going through as many rounds as necessary until your family's ultimate fate is decided. If a family member dies, roll to see which one it will be, based on the following chart:

Die Roll	Result
1	Father dies. Mother must remarry or try to raise the family alone.
2	Mother dies. Father must remarry or try to raise the family alone.
3–6	One of the children dies. The rest of the family may go on, but will have one less worker to contribute to the family's income. There will also be one less mouth to feed, however.

- If both parents die on a team, the children must go to an orphanage, and the team loses the game.
- If all of the children die, the couple may still choose to relocate, but they will leave all of their inheritance to the state when they die

Dust Bowl Oral History #1

Head for the West Coast

Seth Atkins

"I seen so much dust I'm fit to be tied. When the big storm hit, the whole room was as dark as if you stuck your head up the chimney in the farplace. I couldn't see my own face in the mirra. Everyday, we warshed the winders and within an hour they was black again. The whole town up and left. Not a soul comes to my store anymore. I'm broke and I'm a-fixin' to leave. Most folks I know is headin' for California, Oregon, or some such parts. I hear tell they has jobs out yonder, and the weather is nary cold. They ain't got no twisters neither. Maybe I'll get me a job as fruit picker or the likes of that 'til I can get a job at some other fellers' store or somethin'. Everytime I see them perty pictures on the fruit baskets that come from those parts, I start a-dreamin' of a better life. From what I hearded, everybody gets rich in California sooner or later. Look out Hollywood, I'm a comin'!"

Die Roll	Result
1	You cannot find work. You must go home.
2	You join a migrant camp because no one will hire you. You die in a riot fighting the police.
3	You get a job in Hollywood and become a big star.
4	You find work as a migrant farm worker. Eventually you lose your job to immigrant workers who will work for less. You are poor until you get a job at a port and wages rise in the buildup for WWII.
5	You purchase a small farm, which eventually is sold at an astronomical profit and becomes part of a housing tract or electronics firm. You die very wealthy.
6	You get a job in the oil industry and make a good living.



Dust storm approaching Stratford, Texas

Image source: NOAA George E. Marsh Album, 1935. Courtesy of the NOAA Photo Library

Dust Bowl Oral History #2

Join the Army

Cyrus Brown

"My family been in the army since this was Indian Territory. I fought in the Great War, but just as soon as that was over, we all got sent home to find work. Trouble was, there was just too dang many of us, so work was scarce. Things was even worse for us colored folks. Don't seem hardly fair that a fella risk his life for his country in them God-awful trenches, only to come home to folks who won't give him no work. We're Americans too, ain't we? It has been awful dry in these parts. I guess times is tough all over. I been toughin' it out as a hired hand these last few years, but I ain't found nothin' steady. Every time we get a crop in, a storm come up and pile a whole mess o' dirt on it and it was all ruint. We was so tuckered out, we didn't have nothin' left in us to plant agin. I figure soldierin' is the only thing that I'm any good at, so I may as well join up again. Maybe this time I'll get me a promotion or somethin' cuz of prior service. Wouldn't that be dandy?"

Die Roll	Result
1	You fight and die in WWII. Your family gets a small pension.
2	You fight in WWII and retire with an honorable discharge. You get a GI loan, a good education and career.
3	You join for a short-term tour of duty and leave the army with an honorable discharge, but little pay. You must go home.
4	You join for a short-term tour of duty and are kicked out of the army with a dishonorable discharge. You must go home.
5	You become a career soldier with a safe, non-combat job and a modest retirement.
6	You become a career soldier but are ordered to go to break up protests by the Bonus Army. Will you fight the veterans or quit the army and go home?

Dust Bowl Oral History #3

Stick It Out at Home

Sam Wiley

"I was born here, and by God, I am gonna die here. I don't care what they throws at us, I'm gonna stay put. I seen it all, red sky, yella sky, and worst of all, the black blizzard, but ain't none of made me a-scared. Why, I been in dust storms so bad, it was as dark as 500 pounds of nothin' inside of an oil can, but somehow we come through it alright. One time, me and the hired hand was stuck outside when it hit. We couldn't tell day from night. We couldn't nearly see the other feller's face, right in front of us. We put kerchiefs over our mouths and tied our hands together to keep from gettin' lost. Somehow, we made it to a gully and rode out the storm even though we was nearly choke to death by dust. We was a sight to see, I tell ya. Folks said we looked like two ghosts when we finally wandered back to the farmhouse. Things have got about as bad as they can git. But we ain't goin' no place. This land was given to us by the Good Lord, and we will find a way to make it pay, no matter what. Maybe some of them fancy-talkin' government-types can show us how to make the soil keep from blowin' away. I'd try pert' near anythin' to keep my land."

Die Roll	Result
1	You die in a dust storm.
2	You find an abandoned farm and are able to scrape out a living by your own means.
3	You receive help from the New Deal for your farm including bank loans, erosion control training and food aid until you are able to turn the farm around and make a profit again.
4	You become a hobo and must ride the rails across the country searching for temporary jobs.
5	You get a job in the oil industry and become very wealthy.
6	You do handyman and other jobs until you eventually find a government job through the National Recovery Agency.

Dust Bowl Oral History #4

Head for the Rural Southeast

Sally Mae Riley

"Folks act as if the only place they got dusters is in Oklahoma, but I mean to tell ya we got 'em just as bad here in Arkansas. They got 'em up in Kansas and Nebraska and down in Texas too. Why, I seen storms that lasted two or three days in these parts. It was so dark, folks thought it was the end of the world the first time they come through. Most people is fixin' to git clean out of here just as soon as they can pack up their things. I seen car after car just a-jammed full of every thin' that wasn't nailed down from folks' houses, lined up on the roads to head out west. When the bad storms hit, all ya can do is go real slow with yer headlamps on and try to find yer way from one telephone pole to the next. Folks say to me, 'Where ya headed?' I says, 'Me, I'm headed back home to the Old South.' I know we was as low down poor as a body could get when my pappy headed out here a generation ago, but it couldn't be no worse down there than what we are a-sufferin' through here now. I tell ya, I had it with this place. I cain't stand this dust no more. Everyone ya see got a kerchief tied around their face like a bandit, just to be able to breathe. I got a cousin in Alabama. I don't know him too good, but he is willin' to take us in for a spell. Don't 'spect to see me 'round these parts again any time soon neither."

Die Roll	Result
1	You die in a hunting accident.
2	You become a hobo and must ride the rails across the country searching for temporary jobs.
3	You become a migrant farm worker and remain very poor the rest of your life.
4	You find work as a hired hand on a farm. You are poor, but healthy.
5	You get a job in the oil industry and become wealthy.
6	You move to Florida to become a farmer and struggle for years until your land is bought up by the tourism industry and you make a reasonable profit from it.

Dust Bowl Oral History #5

Heading for the Big City

Corrie Johansen

"Things was pretty good for me and Jeremiah back in the twenties. The land was cheap, so we got us a real nice plot after we first got hitched. The crops came in right nice for a spell, but then everything went to the dogs after the Dust Bowl started. At first it was just a bit drier than usual, but then that God-awful wind started a-blowin. The dust started comin' pretty steady and there wasn't nothin' a body could do to get away from it. I recall settin' the table for supper, and whilst I was cookin', the dinner plates already got a thin layer of grime on them. I cleaned and cleaned until I 'bout wore my fingers to the bone, but no matter what a woman was to do, there was dust a comin' in the winder sills again. Poor Jeremiah, he right nearly choked to death out there in the fields. No matter what crop he put in the ground, the wind come along and blowed it all out, as clean as someone cut it down with a scythe. The Pollards, down the road a piece, had their whole barn just a-buried in dust. Took a mess of fellers to dig it out proper again. Well, after losin' one too many crops just before harvest time, we decided to skeedaddle. I hear tell that some folks headed down south to Old Mexico to find work, only to head right on back home, cuz things down there was worse. Me and my man, we are headed to the Big City, back east. We have some kinfolk in the Big Apple. Lord willin', we can find some sorta job or the other. They oughtta be somethin' to do with all them folks a-runnin' to and fro all the time like they do up yonder."

Die Roll	Result
1	You find work as an apple seller on a street corner. You barely survive, but find better work after the Great Depression.
2	You become a hobo and must ride the rails across the country searching for temporary jobs.
3	You get a job on Broadway and become a big star.
4	You find work as a factory worker. You are poor until wages rise in the buildup to WWII.
5	You become the victim of a crime and lose your life.
6	You get a job at a bank and make a decent living.

Dust Bowl Oral History #6

Heading North to Canada

Reverend Walters

"I'm a man of the cloth. I got my callin' at an early age. My whole life, I done what I could to help the poor folks that the Good Lord put on the earth, but nowadays they is just too many of them for our little church to take care of any more. Folks ain't puttin' money in the offerin' plate they way they used to, and so many have up and left town, I'm afeared I may have to close this little church down for good. Some folks say the government oughtta step in and help the poor when the churches have done all they could. I don't know if that is gonna happen or not, but I'll take all the help I can git. Folks is losin' their homes and farms left and right. The banker man says he'd like to help, but he is in a terrible fix himself. These dust storms have hit us like one of the plagues of Egypt, though I cain't figure what we done wrong to deserve it. Maybe like Moses, it's time to move on to the Promised Land. The way I figure it, the only sure way to get away from the dusters is to head up north, where it ain't so dry. Maybe there's enough good land to spare in the Dakotas or Montana for us to fit in. We may have to go all the way to Canada to find land that ain't been cursed by this dry spell. I hope my congregation will come with me, but I'll be understandin' if they see things different."

Die roll	Result
1	You find work as a hired hand on a farm. You are poor, but healthy.
2	Same as above, but you die in a prairie fire.
3	You cannot find work and must return home.
4	You purchase a small farm, which eventually is sold at a handsome profit and becomes part of a large farm.
5	You become a trucker and make a modest living at it.
6	You become a lumberjack and make a modest living at it.

World War II Debates

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



First Iwo Jima Flag Raising

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

Cold War Simulation

Purpose of the game

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

Sequence of play

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

Rules

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

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

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

Domestic spending options for the superpowers

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

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

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

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

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

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

Victory conditions

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

Cold War Sample Turn

Phase 1: Distribution of points*

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

Current Income: 66

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

Current Income: 61

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

Current Income: 56

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

Current Income: 16

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

Current Income: 15

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

Current Income: 0

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

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

Phase 2: Negotiations and results

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

Adjusted Income: 10

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

Adjusted Income: 10

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

Adjusted Income: 90

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

Adjusted Income: 92

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

Adjusted Income: 92

To summarize:

Soviet Income, Turn 1: 65

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

Negotiations

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

Soviet Income, Turn 2: 92

Roles on a Team

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

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



The Big Three Allied Leaders

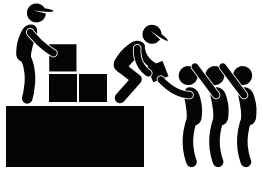
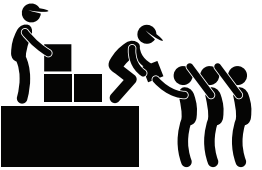
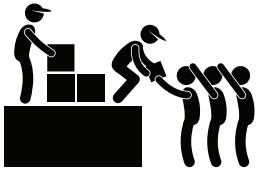

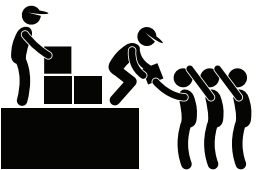
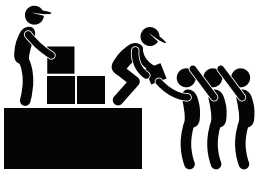
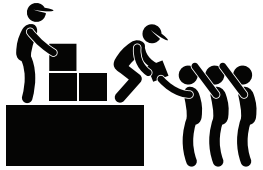
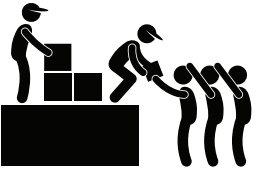
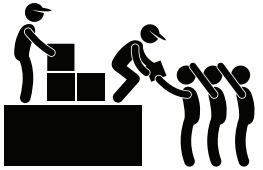

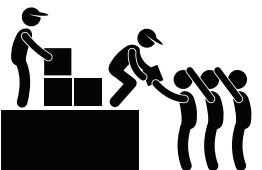

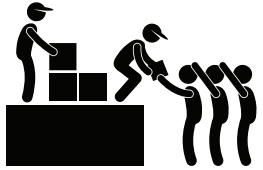
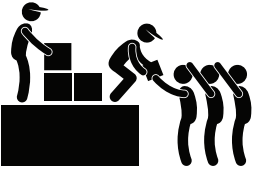
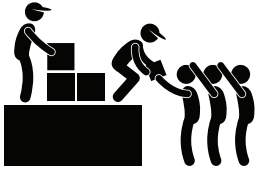
Image source: "Yalta Conference, February 1945." Courtesy of the Naval Historical Center, USA C-543

Cold War Random Events Table

Roll a 20-sided die

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

Cold War Playing Cards

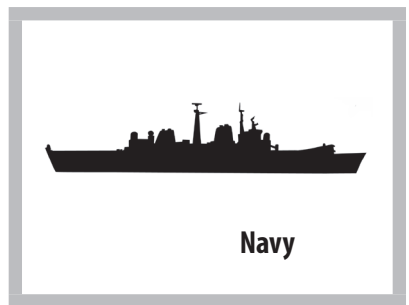
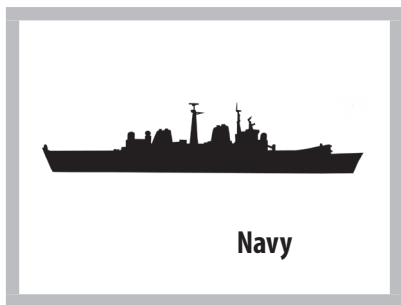
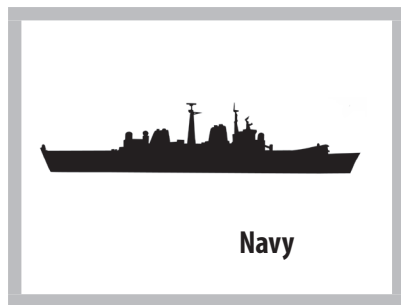
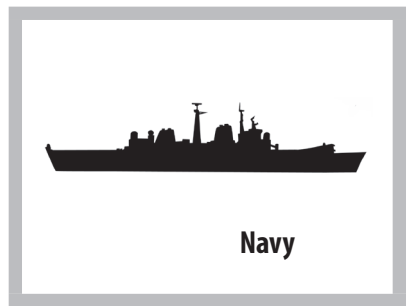
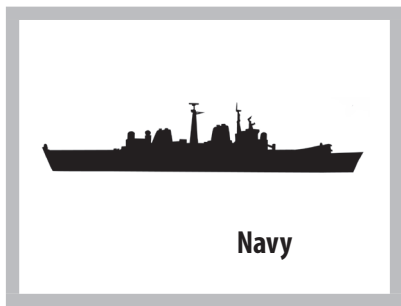
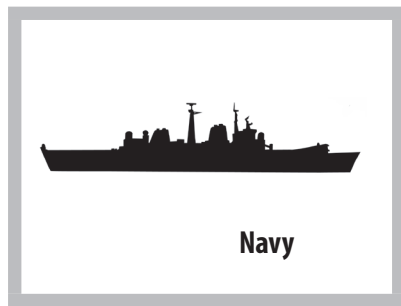
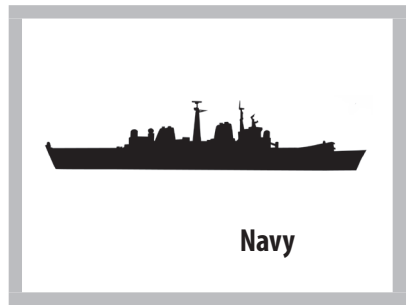
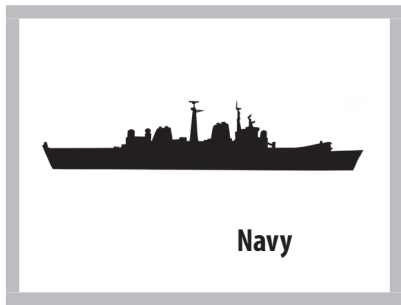
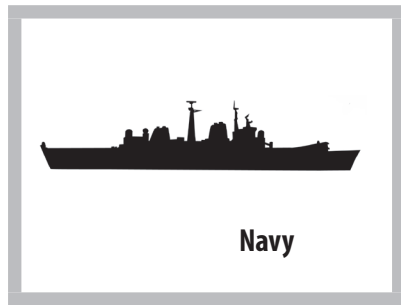
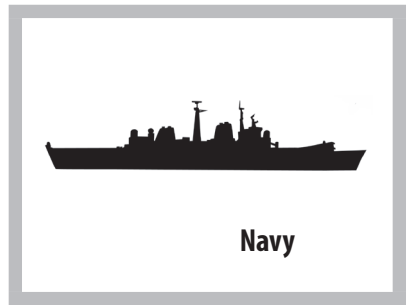
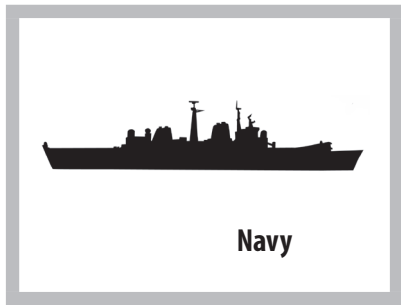
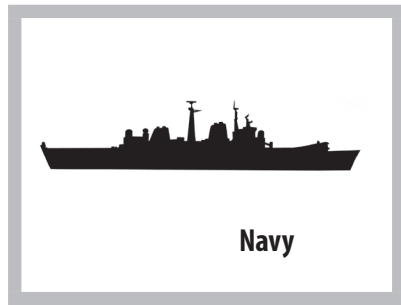
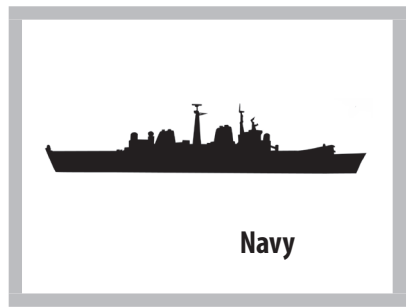
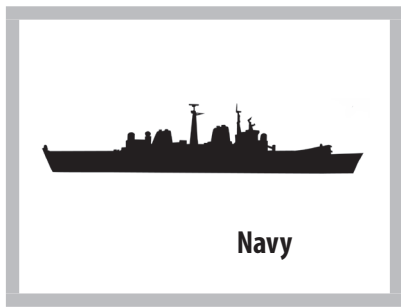
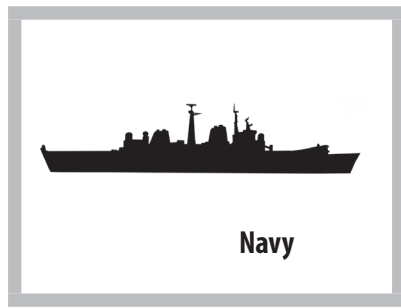
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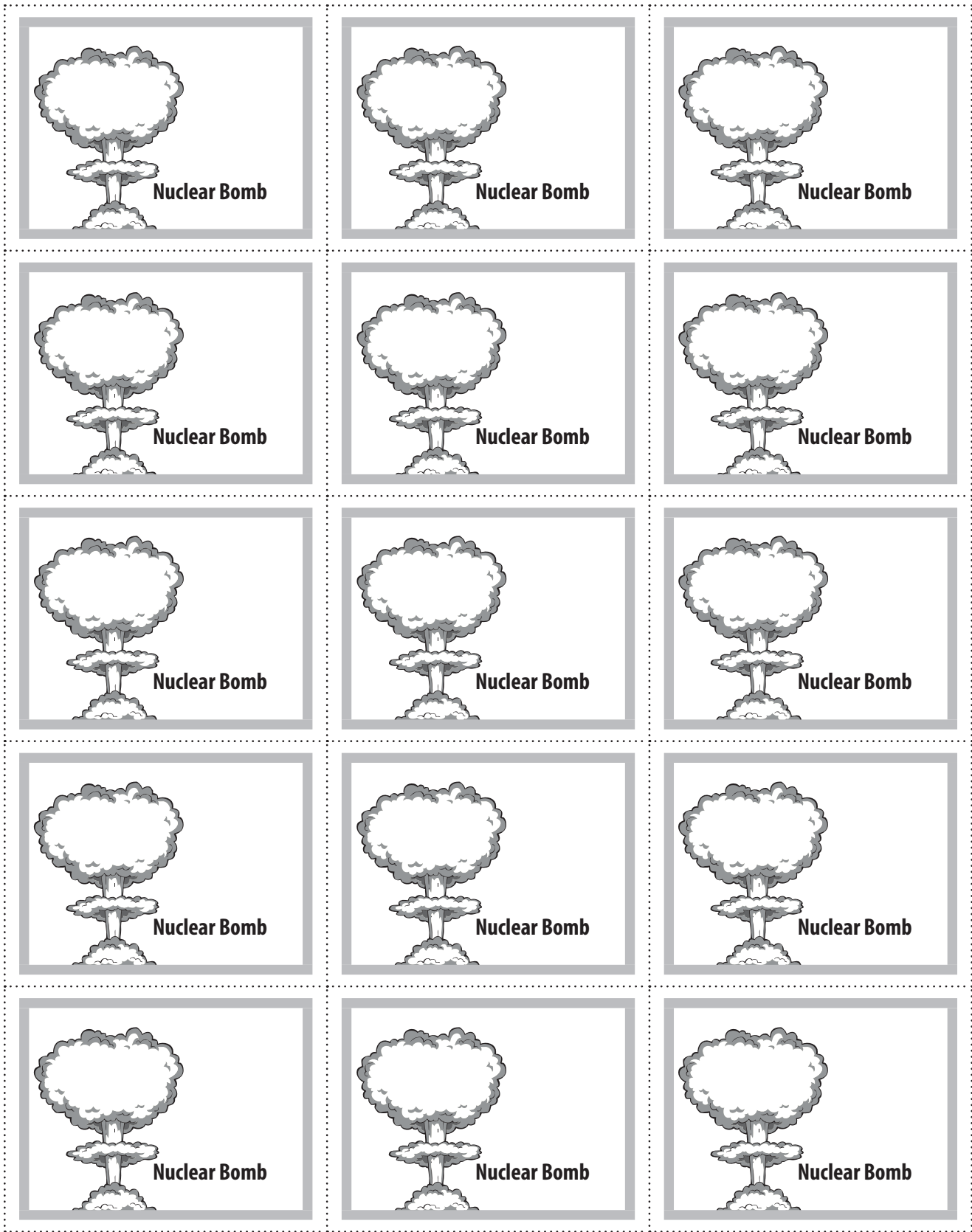
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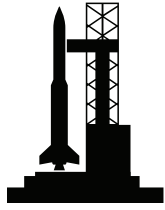
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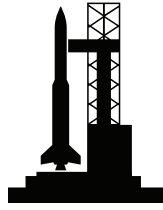




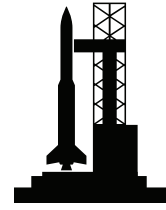
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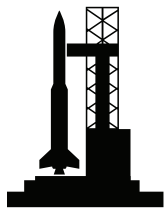
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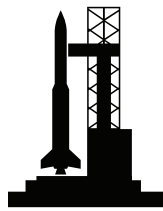
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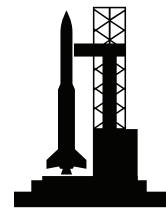
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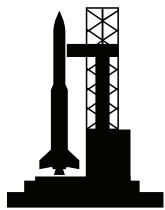
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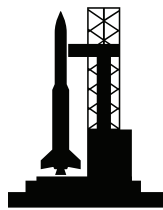
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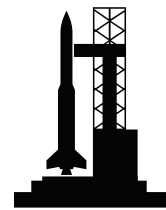
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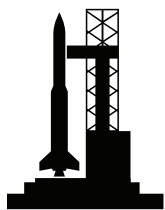
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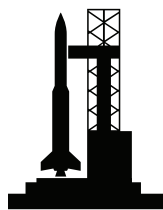
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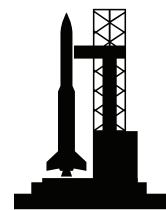
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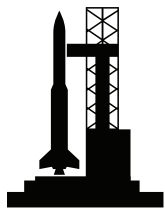
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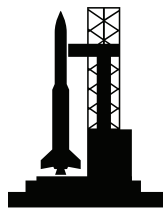
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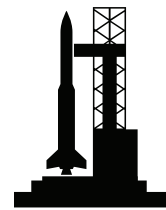
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Space Race



Space Race



Space Race

Country Points

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

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

Cuban Missile Crisis Simulation

Teams: The Americans, the Soviets, and the Cubans

Crisis: It is October of 1962 and the Soviet Union has decided to place intermediate range ballistic missiles in Cuba, only 90 miles from American shores. This act could quite possibly lead to the start of a nuclear war between the Superpowers, possibly even leading to the end of the world.

Goal: To try and end this crisis peacefully without starting World War III. Don't worry, if you fail, it could only mean the end of your job, your country's honor, or civilization as we know it. No pressure.

How the Game is played: Each team is given a stack of option cards to demonstrate how they will deal with the crisis. The cards come in three kinds: escalation, de-escalation, and compromise. The Americans start each round, followed by the Soviets, and then the Cubans. After each team plays its card the following teams meet to discuss their options and then produce the next card. A prestige point is earned each time an opponent deescalates or proposes a compromise. The winner is the team with the most prestige points.



Eight hundred women strikers for peace on 47th Street

Image source: By Phil Stanziola, 1962. Courtesy of the Library of Congress

Country Description #1

The Soviets

You are Nikita Khrushchev and the Politburo. You have been behind in the arms race. The United States has recently placed missiles very close to home in Turkey, so you've decided to place missiles in Cuba to threaten the United States. Sure, that was a provocative move, but they started it. The Americans' recently failed in their attempt to invade the Bay of Pigs. You feel that you must protect your communist ally Fidel Castro by making sure that Cuba is never again invaded. You have assured the Americans that these missiles are there for purely defensive reasons, and can't understand why they are so surprised or upset. You never really wanted a showdown with the United States, but you can't back down now without losing face. Nothing must come in the way of your goal of worldwide communism. You must rescue the innocent people of Cuba from domination by the capitalistic, imperialistic Americans!



The options

Escalation	De-escalation	Compromise
<ol style="list-style-type: none"> 1. Make a televised speech denouncing American intervention in Cuba's internal affairs. 2. Accuse the United States of spying and upsetting the balance of power. 3. Call up Kennedy and chew him out. 4. Publicly denounce Kennedy as an aggressor. 5. Attempt to run the blockade of ships from Cuba. 6. Intercept all ships attempting to blockade Cuba. Roll a percentile die to see how many are intercepted. 7. File a formal protest in the United Nations and demand that the United States stay out of Cuba. 8. Respond to air strikes with fighter pilots or ABM's. 	<ol style="list-style-type: none"> 1. A reversal of any of the escalations when possible 	<ol style="list-style-type: none"> 1. Do nothing and hope the problem goes away. 2. Make a televised speech announcing your peaceful intentions towards America and call for an immediate resolution to the crisis. 3. Send a special envoy to Kennedy to secretly discuss terms. 4. Call for a summit meeting with Kennedy. 5. Withdraw ships to areas outside the naval blockade zone around Cuba. 6. Decrease the number of missile technicians in Cuba. 7. Decrease the number of ABM's in Cuba. 8. Remove our missiles in Cuba unilaterally.

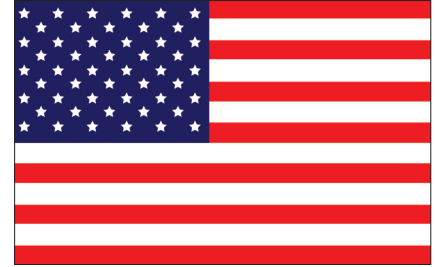
<ol style="list-style-type: none"> 9. Increase the number of ships in the Caribbean. 10. Increase the number of missiles in Cuba. 11. Increase the number of missile technicians in Cuba. 12. Increase the number of ABM's in Cuba. 13. Close the US Embassy and expel its ambassadors. 14. Ask the Politburo to declare war on the United States. 15. Conduct an air strike on the United States. 16. Engage the American fleet in battle. 17. Patrol the American coastline with subs and ships. 18. Blockade the Panama Canal. 19. Invade the Panama Canal Zone. 20. Blockade Berlin. 21. Invade South Korea. 22. Try to assassinate Kennedy. 23. Conduct an air strike on American missiles in Turkey. 24. Send Soviet troops to defend Cuba. 25. Increase aid to Communist insurrectionists in other Latin American countries. 26. Put your missiles on full alert. 27. Conduct a pre-emptive missile strike on the United States. 	<ol style="list-style-type: none"> 9. Remove our missiles in Cuba only if they remove their missiles from Turkey. 10. Make a deal with Castro separately to remove the missiles but replace them with some other defensive weapons system. 11. Pledge not to place nuclear forces in Cuba ever again. 12. Propose a nuclear arms reduction treaty.
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Image source: Ericmetro, "Hammer and Sickle on Flag of Soviet Union," 2012. (CC BY-SA 3.0, Public domain, via Wikimedia Commons)

Country Description #2

The Americans

You are John F. Kennedy and his Cabinet. You are ahead in the arms race, but fear that the Soviets are catching up. The previous president placed missiles in Turkey, and you meant to remove them but never got around to it. You are shocked that the Soviets placed missiles in Cuba. You have tried not to appear soft on Communism, but have not done well in recent meetings with Khrushchev. Is he trying to start World War III? Or is he just trying to embarrass the president with some kind of showdown? This is a threat to every man, woman, and child in the United States! The Soviets have assured you that these missiles are there for purely defensive reasons, but you don't trust them. You don't really want a showdown with the Soviet Union, but you can't back down now without losing face. You are the leaders of the Free World. Nothing must come in the way of your goal of containing Communism. You must protect the innocent people of the United States from annihilation by the Communists!



The options

Escalation	De-escalation	Compromise
<ol style="list-style-type: none"> 1. Reveal that you know about the exact number and location of the missiles to embarrass the Soviets. 2. Declare a national emergency and prepare for attack. 3. Blockade all ships from Cuba. 4. Blockade only military ships from Cuba. 5. Blockade only fuel tankers from Cuba. 6. Bomb Cuba with conventional bombs hitting only airfields and defenses. 7. Bomb Cuba with conventional bombs hitting only the missiles. Roll a percentile die to see how many are destroyed. 8. File a formal protest in the United Nations and demand weapons inspections of Cuba. 	<ol style="list-style-type: none"> 1. A reversal of any of the escalations when possible 	<ol style="list-style-type: none"> 1. Do nothing and hope the problem goes away. 2. Make a televised speech announcing your peaceful intentions towards the USSR and call for an immediate resolution to the crisis. 3. Send a special envoy to Khrushchev to secretly discuss terms. 4. Call for a summit meeting with Khrushchev. 5. Remove our missiles in Turkey unilaterally. 6. Remove our missiles in Turkey only if they remove their missiles from Cuba. 7. Make a deal with Castro separately to remove the missiles. 8. Pledge not to invade Cuba ever again.

<ol style="list-style-type: none"> 9. Make a televised speech denouncing the placement of the missiles. 10. Go before the OAS and ask for measures to be taken to punish Castro. 11. Go before the OAS and ask for measures for mutual defense. 12. Drop leaflets over the missile sites in Cuba warning the Soviets of an imminent US attack if the missiles are not pulled out. 13. Call up Khrushchev and chew him out. 14. Publicly denounce Khrushchev as an aggressor. 15. Put your missiles on full alert. 16. Ask Congress to declare war on Cuba. 17. Try to assassinate Castro. 18. Activate air defenses and continuously patrol your borders for incoming missiles. 19. Close the Soviet Embassy and expel its ambassadors. 20. Impose trade sanctions on the USSR. 21. Invade Cuba and try to overthrow Castro. 22. Engage the Soviet fleet in battle. 23. Launch a conventional invasion of the USSR. 24. Launch a nuclear strike against the USSR. 25. Threaten to retaliate against a missile strike against any Latin American country 	<ol style="list-style-type: none"> 9. Extend diplomatic recognition to Cuba. 10. Lift the trade embargo with Cuba. 11. Return Guantanamo Bay to Cuba. 12. Propose a nuclear arms reduction treaty
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Country Description #3

The Cubans

You are Fidel Castro and the leaders of the People's Party. You have very few weapons to protect your country from the huge aggressor to the North. The United States has refused to recognize your government and has cut off your trade, so you've decided to make friends with the Soviets. Sure, that was a provocative move, but they started it. The Americans' recently failed in their attempt to invade the Bay of Pigs. You feel that you must make sure that Cuba is never again invaded. You are very proud to have Soviet missiles on your soil because it will cement the relations between your two great nations. Now that you have the same weapons as the big boys, let's see if the Yankees mess with you. You have assured the Americans that these missiles are there for purely defensive reasons, and can't understand why they are so surprised or upset. You never really wanted a showdown with the United States, but you can't back down now without losing face. You must preserve the innocent people of Cuba from domination by the capitalistic, imperialistic Americans!



The options

You may not initiate any major policy options of your own. You may talk to either the Americans or the Soviets separately or together. Naturally you will lean towards what the Soviets want and they have the ultimate say in what the final decision will be for each turn. Remember that you blame the United States for all of the world's problems, but overall you will do what is best for Cuba, even if that means making a compromise or abandoning the Soviet alliance. You win in any situation that results in Cuba not being invaded or taken over. The stronger a pledge you can obtain to secure Cuba's freedom from American invasion, the more successful you have been.

Cuban Missile Crisis Tokens

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Vietnam Peace Talks Simulation

Object of the game

- Obtain a peace settlement in the Vietnam Conflict that is most advantageous to your group.

Goals for each group

There are 3 groups:



A. The American negotiators

- Keep South Vietnam intact as an independent, non-communist country.
- Obtain the release of all American prisoners and the return of the bodies of your dead.
- Withdraw your forces on an orderly timetable, making sure that the South Vietnamese Army is well trained and is capable of defending itself. The faster you withdraw your forces, the more willing the North Vietnamese will be to agree to your demands.
- Surrender as little territory as possible to North Vietnam. Try not to allow any Viet Cong forces to remain in control of territories in the South. Use the resumption of the bombing of North Vietnam as a bargaining chip to force the North Vietnamese to agree to your demands.

B. The South Vietnamese negotiators

- Much the same as the Americans, except that you don't want the Americans to leave at all.

C. The North Vietnamese negotiators

- Unify Vietnam under Communist leadership.
- Failing that, leave South Vietnam in the weakest possible position to facilitate an easy takeover once the Americans leave.
- Cooperate as little as possible regarding the release of American prisoners and the return of bodies of the dead. POWs and MIAs should be used as bargaining chips to obtain reparations from the Americans for war damages.
- Obtain the withdrawal of all American forces as rapidly as possible.
- Retain as much occupied territory as possible from South Vietnam. Try to allow Viet Cong forces to remain in control of as many territories in the South as possible.
- Obtain a pledge to end all bombing of North Vietnam as soon as possible.

How the game works

1. Each turn is one year. The game goes in rounds of negotiations. Each round, teams show their intentions by giving the teacher their playing cards once they have reached a decision.
2. The playing cards include the following:
 - a. **US cards:** bombing, reparations, troop withdrawal, and maintain troop levels.
 - b. **North Vietnam cards:** prisoner release, MIAs returned, occupy a territory, withdraw Viet Cong from a territory, and demand reparations.
3. At the start there are 20 territories in South Vietnam, 5 of which are occupied by Viet Cong forces. There are 15 US armies in South Vietnam.
4. North Vietnam has an economic value of 20; each bombing reduces that economic level by one. North Vietnam is never completely eliminated, however, no matter how many bombs are dropped. In the negotiations, North Vietnam will ask for one point of reparations for each bomb dropped.
5. There are 20 US prisoners in North Vietnam at the beginning of the game. There are also 5 US MIA soldiers in Vietnam at the beginning of the game. For each turn that the game goes on without a concession, an additional prisoner is captured by the North Vietnamese and an additional soldier becomes MIA.

Procedure

1. Roll for a random event at the beginning of each turn. Make adjustments to the game according to the results of the die roll and then proceed to the negotiations phase.
2. First, the North Vietnamese team announces a list of demands.
3. The Americans and South Vietnamese then discuss the demands in private, and announce their response. They may react positively by withdrawing a certain number of troops, promising to pay a certain number of points in reparations, or yielding a territory to the North. For the purposes of this game, America has an unlimited amount of money with which to pay reparations, but it will be very unpopular at home to pay them. On the other hand, they could react negatively by bombing the North for a certain number of points in damage or by refusing to decrease the number of troops they have deployed in Vietnam. The US players may not increase the number of troops in Vietnam once they are withdrawn, due to political pressure and protests at home.
4. After hearing the American proposals, the North Vietnamese can react positively by releasing a certain number of prisoners or MIAs' bodies. They could also withdraw a certain number of Viet Cong troops, thereby yielding a territory to the South. On the other hand, they could react negatively by demanding reparations for the bombs dropped on them (for a certain number of points in damage), or by refusing to decrease the number of Viet Cong troops. They might also choose to not release any American prisoners.
5. Negotiations continue until a formal peace treaty is signed.
6. Scoring: One point is gained for each concession gained by a team. The team with the most points wins.

Vietnam Peace Talks Sample Turn

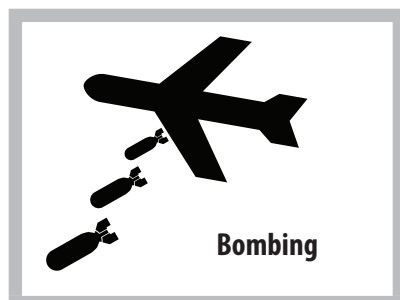
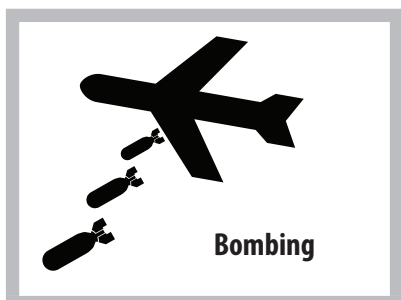
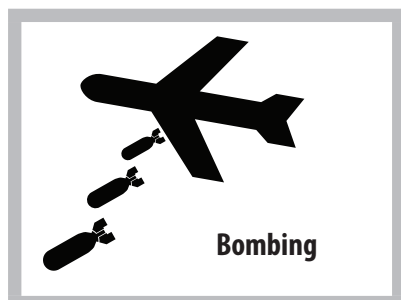
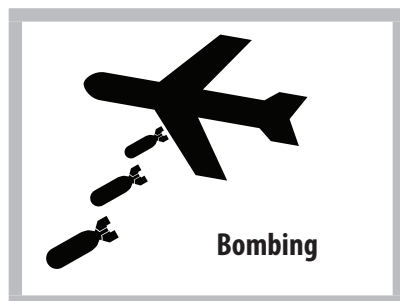
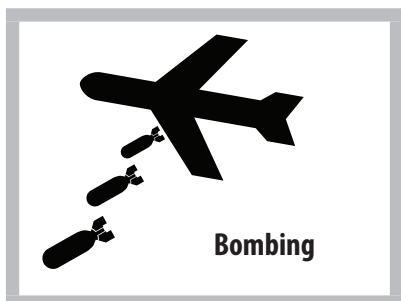
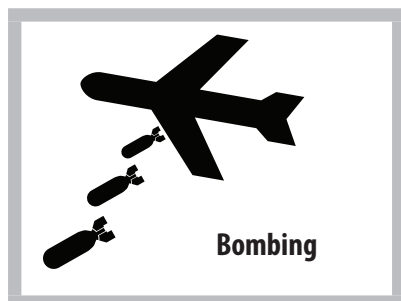
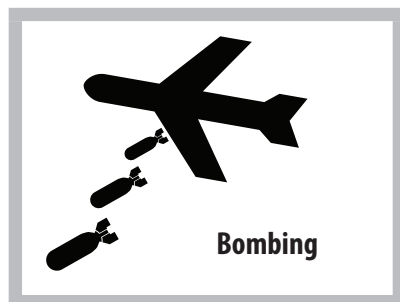
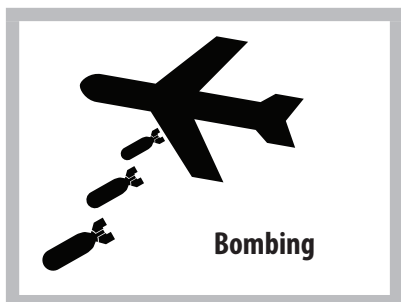
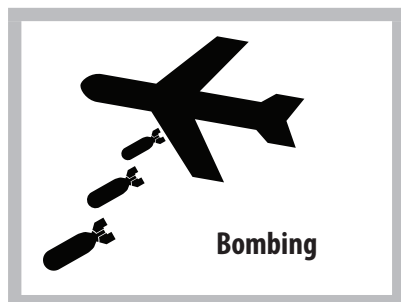
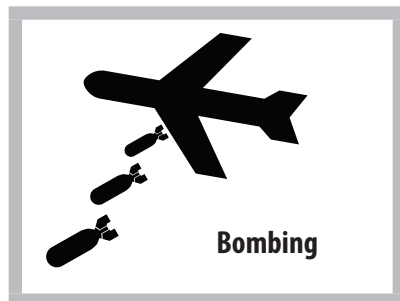
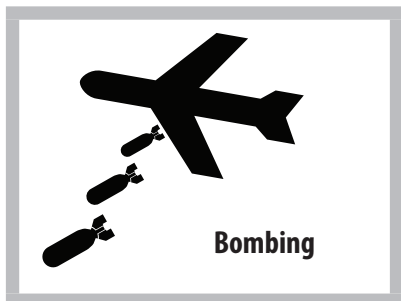
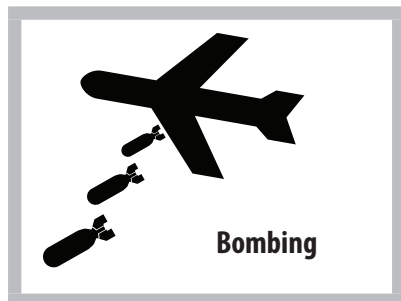
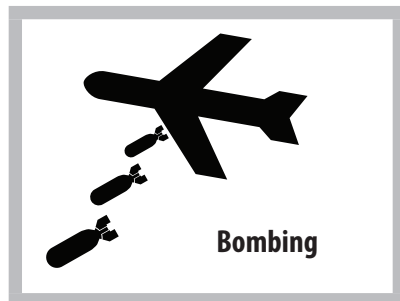
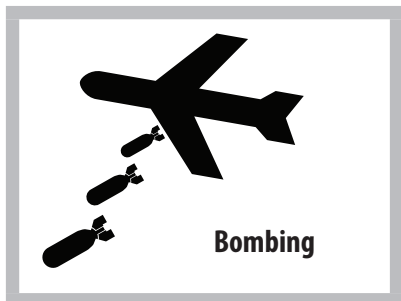
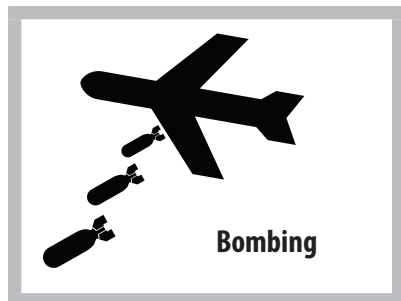
1. A die is rolled and the result from the random events chart is a three. This puts pressure on all sides to make a POW release a part of the negotiations for this turn.
2. The teams meet as a group to review their goals and prioritize their demands and/or potential responses to demands from the other side.
3. The North Vietnamese team plays the prisoner release and reparations cards. They announce that they are willing to release some POWs if the Americans pay reparations.
4. The Americans and South Vietnamese then discuss these demands in private, and announce they are unwilling to pay reparations. They decide to bomb the North for two points damage. North Vietnam's economic value is now 18.
5. After hearing the American reaction, the North Vietnamese demand reparations for the bombs dropped on them (for the two number of points damage) and refuse to release any American prisoners. This news does not go over well with the United States, which refuses to pay reparations. The teacher rolls a die and determines that 5 POWs starved to death in the hunger strike. Because no treaty was signed, an additional American POW is captured and one American MIA is also reported. That brings the total number of POWs in North Vietnam to 16 and the number of MIAs to 6. No points are gained for concessions gained by the teams.
6. The teacher returns the cards to the teams and a new turn begins with a new result from the random events chart. Realizing that the hard line approach did not go so well, and that the war is dragging on, this time the opposing sides come to the table in a more conciliatory mood. The US team is considering a troop withdrawal and the North Vietnamese are considering the release of an American MIA's body. The South Vietnamese are bitter, however, and are planning to demand the withdrawal of the Viet Cong from two of its territories. They beg the Americans not to make any troop withdrawals. It sounds like we might be headed for another deadlock.

Vietnam Peace Talks Random Events Chart

Roll a 10-sided die for results.

1	There are increased antiwar protests in the US. At least one army must be withdrawn this year.
2	An extra POW is captured by North Vietnam this year.
3	The POW's go on a hunger strike to demand an earlier release. Roll another 10-sided die to see how many prisoners die if they are not released.
4	The POWs devise a secret means of communicating with each other in order to discuss religious freedom and passive resistance towards the guards. North Vietnam must kill or release at least one prisoner to be able to stop it.
5	One POW manages to escape to South Vietnam.
6	The POW's are in open revolt against their guards. North Vietnam must kill or release at least one prisoner to be able to stop it.
7	A Viet Cong recruitment drive allows an additional army to be placed in South Vietnam.
8	North Vietnam invades South Vietnam and captures one territory with its own forces. The North now controls that territory.
9	The U.S. Congress passes a resolution demanding unilateral withdrawal of US forces from Vietnam. At least one army must be withdrawn this year.
10	South Vietnam's army gains strength and captures a territory from the Viet Cong on its own. The South now controls that territory.

Vietnam Peace Talk Playing Cards







Troop withdrawal



Troop withdrawal



Troop withdrawal



Troop withdrawal



Troop withdrawal



Troop withdrawal



Troop withdrawal



Troop withdrawal



Troop withdrawal



Troop withdrawal



Troop withdrawal



Troop withdrawal



Troop withdrawal



Troop withdrawal
















Troop withdrawal

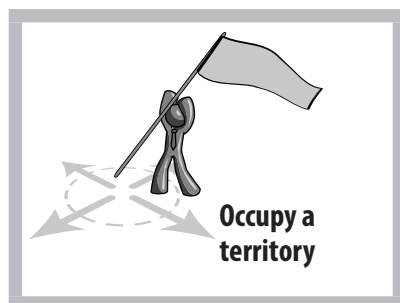
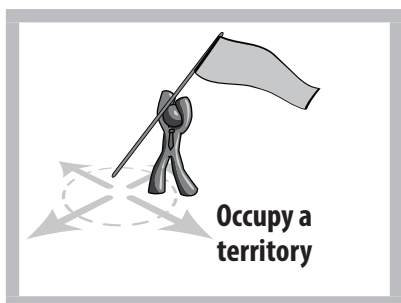
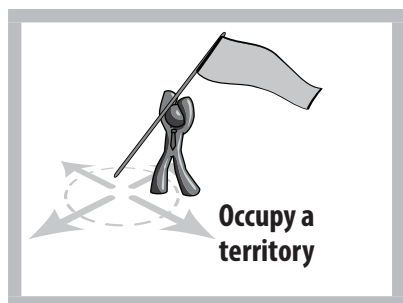
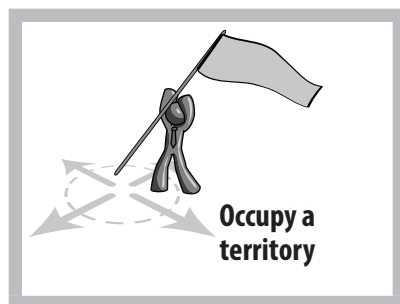
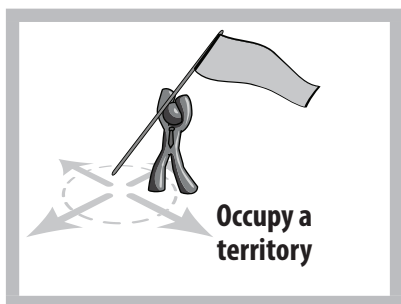
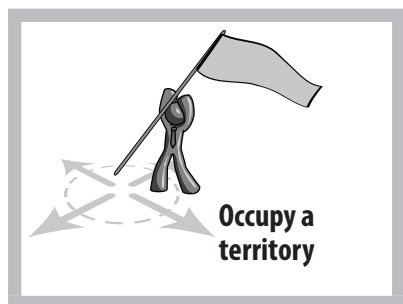
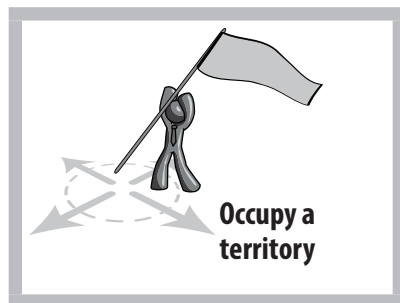
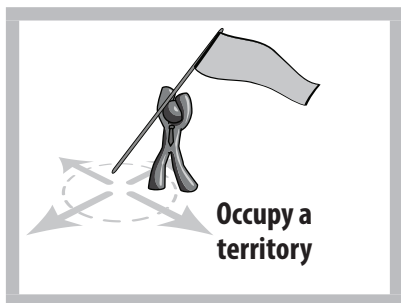
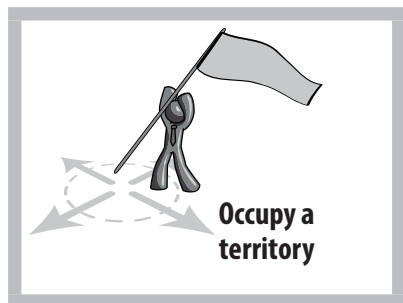
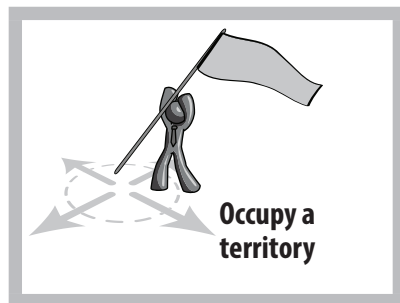
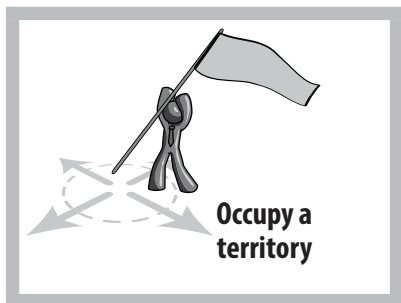
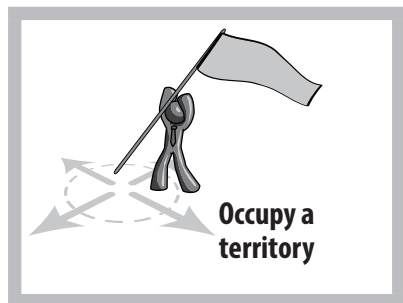
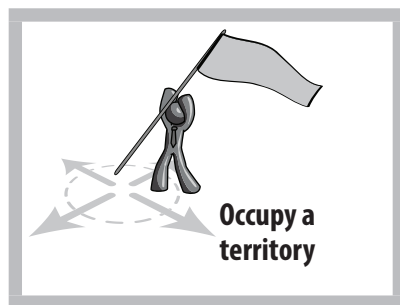
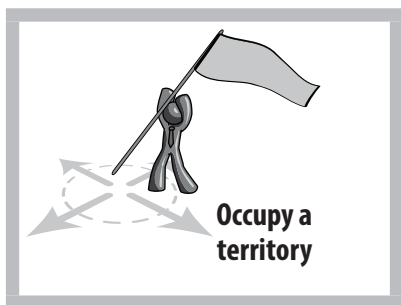
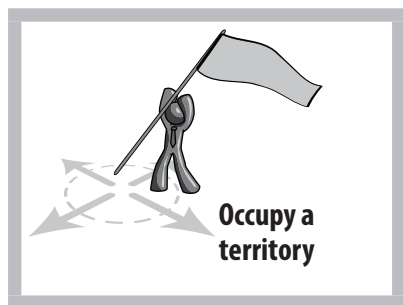
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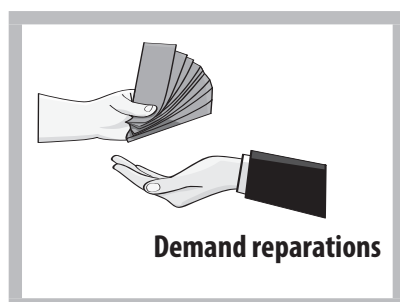
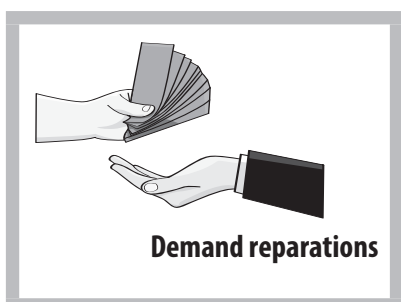
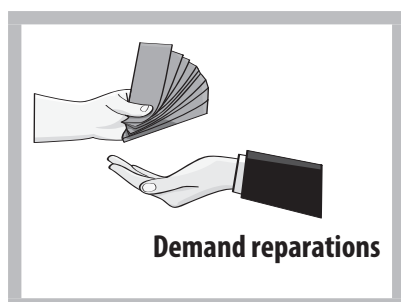
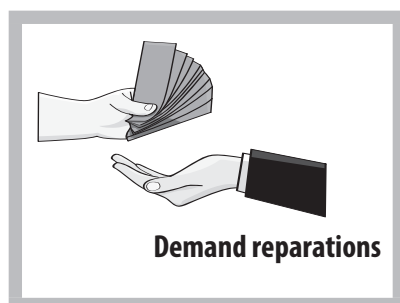
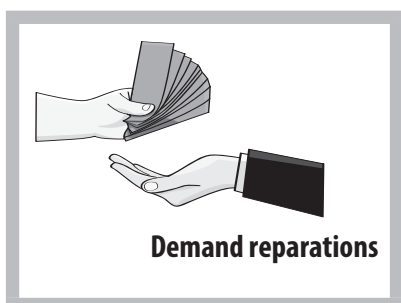
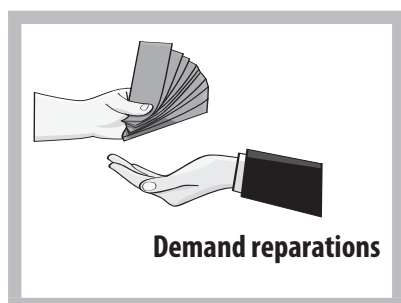
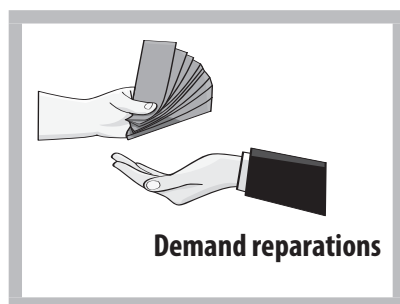
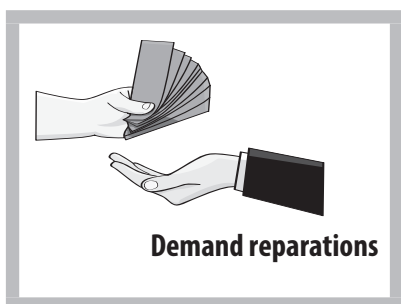
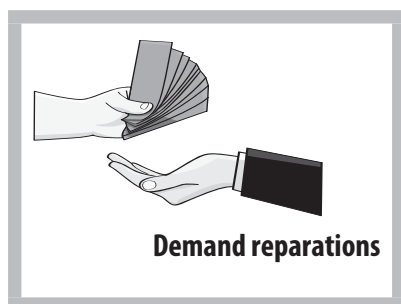
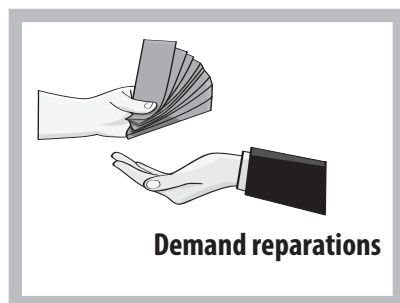
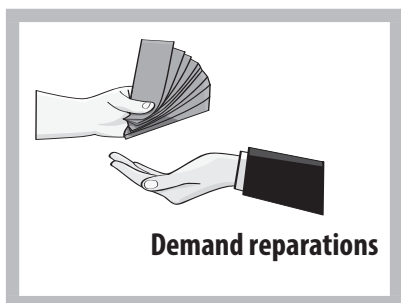
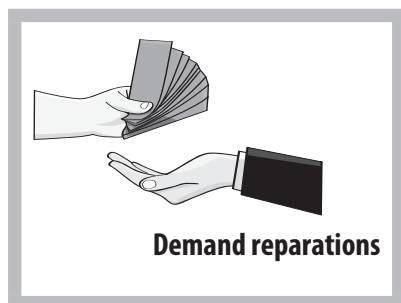
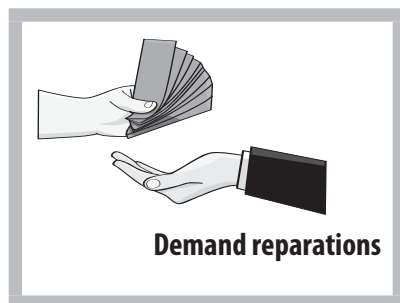
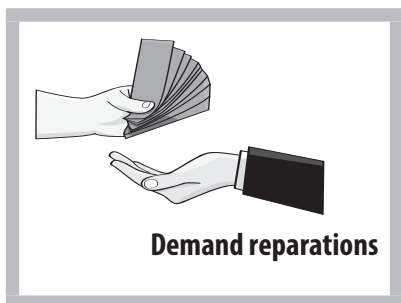
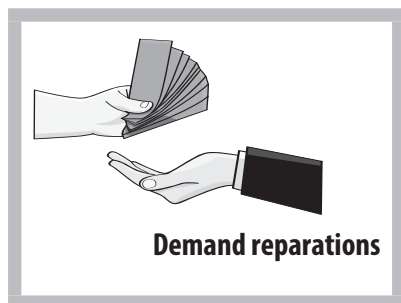


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Vietnam Peace Talks Turn Record Sheet

Country played: _____

Class period: _____ Current game turn: _____

Players' names: _____

Current # of American armies in Vietnam: _____

Current # American POW's in custody: _____

Current # American MIA's: _____

Current # of South Vietnamese territories held: _____

Current # of South Vietnamese territories occupied by Viet Cong forces: _____

North Vietnam's economic value: _____

Reparations points paid by the United States: _____

Current treaty terms:

Twentieth Century Slang Sheet

Directions: Working with a partner, look at the following sample paragraph and substitute the underlined word with the appropriate word from each decade's word list below. Feel free to change the punctuation, form of the words or add words to make the sentences work grammatically.

Sample paragraph:

Hello, my name is John. I have been told that I am a fairly attractive man, but I have been unable to get a date because I don't have enough money. I know a very beautiful girl from my neighborhood, but she doesn't seem to be interested in me.

Phrase	1900s	1910s	1920s	1930s	1940s	1950s	1960s	1970s	1980s	1990s
Hello	What's up	How's tricks	Hiya kiddo	Hello Joe, what a ya know?	What's cooking?	Been a while crocodile	What's happenin' man?	Hey man, peace!	Dude	Whazzup?
Good-looking man:	he-man	daddy	cute guy, sheik, Jazz bo, tall, dark, and handsome	smooth apple, boy-next-door	Mr. Right, glamour boy	neat, peachy keen, dream boat	cool dude, boss	hunk, stud, fox	babe	prince
Getting a date:	go courting	to get a date	go cut a rug	make time with girls	do the town, paint the town	go cruising with	take someone out	Get down with someone	Get some action	get hooked up with
Money	greens	scratch	lettuce	potatoes	dough, moola	clams	bread	big bucks	denaro	bank
Very beautiful girl	peach, a real looker	cutie	an "it" girl, girl who's the cat's meow	dream, a real dish	dollface, sweater girl, poster girl	sex symbol, knockout	groovy chick, really fab	foxy mama, fine	fresh babe	girl dat's da bomb, phat chick
Doesn't seem to be interested	must have decided I'm in bad with her	doesn't have time for me	told me "nerfs"!	said I'm not her cup of tea	couldn't care less	doesn't think I'm keen	doesn't dig me	just isn't into me	doesn't have a thing for me	doesn't think I'm all that

Twentieth Century Slang Answer Sheet

1900s

_____, my name is John. I have been told that I am a _____,
but I have been unable to _____ because I don't have
_____. I know a _____ from my neighborhood,
but she _____.

1910s

_____, my name is John. I have been told that I am a _____,
but I have been unable to _____ because I don't have
_____. I know a _____ from my neighborhood,
but she _____.

1920s

_____, my name is John. I have been told that I am a _____,
but I have been unable to _____ because I don't have
_____. I know a _____ from my neighborhood,
but she _____.

1930s

_____, my name is John. I have been told that I am a _____,
but I have been unable to _____ because I don't have
_____. I know a _____ from my neighborhood,
but she _____.

1940s

_____, my name is John. I have been told that I am a _____,
but I have been unable to _____ because I don't have
_____. I know a _____ from my neighborhood,
but she _____.

1950s

_____, my name is John. I have been told that I am a _____,
but I have been unable to _____ because I don't have
_____. I know a _____ from my neighborhood,
but she _____.

1960s

_____, my name is John. I have been told that I am a _____,
but I have been unable to _____ because I don't have
_____. I know a _____ from my neighborhood,
but she _____.

1970s

_____, my name is John. I have been told that I am a _____,
but I have been unable to _____ because I don't have
_____. I know a _____ from my neighborhood,
but she _____.

1980s

_____, my name is John. I have been told that I am a _____,
but I have been unable to _____ because I don't have
_____. I know a _____ from my neighborhood,
but she _____.

1990s

_____, my name is John. I have been told that I am a _____,
but I have been unable to _____ because I don't have
_____. I know a _____ from my neighborhood,
but she _____.

Today

_____, my name is John. I have been told that I am a _____,
but I have been unable to _____ because I don't have
_____. I know a _____ from my neighborhood,
but she _____.

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