

Great Powers Game Teacher's Guide

1. Sides 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. 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 which remained officially neutral in W.W.I such as Mexico, Portugal, or Spain.
2. This game can be played without pieces, but the pieces make the record keeping easier. Appoint students to sell and collect the pieces. Watch for cheating! 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.
3. If a war is declared simply list the country on the board 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 which started the war should always take the heaviest losses. If all armies are gone, go to navies as a tie breaker. 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.
4. 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 losers home country, taking their colonies or 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 the next round of war. Continue the simulation until there is clear victor or a hopeless stalemate and then move on to the debriefing.

Materials: One copy of the rules for each student and a copy of the country's description for all of the members of that group. Plenty of spare pieces for the armies, navies, colonies and industries should be run off to allow for expansion.

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 W.W.I? How would the world be different today if the war had turned out differently than it did?

Great Powers Game

Time: Circa 1900

Players: Great powers of Europe, 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.

How long the game is played: Each turn will represent one year. We will play until we reach 1920 or the Great War breaks out, whichever comes first.

How the game is played: Each player will represent one country. You will try to make your country as powerful as possible based on what you have to work with and your ability. Each country has a description sheet stating its strengths and weaknesses at the start. You will try to use the countries' income and your bargaining ability to gain further power and influence. Some countries are naturally bigger and richer at the start. This cannot be helped, so do the best that you can with what you have. Sometimes small countries do very well by growing and making the right friends. 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 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 money. Try to keep a balance. For example: don't spend so much on colonies that you have no army to defend them, or don't spend so much on the 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 stays the same next year. So obviously, if you spend all your money on the military your country can never grow and everyone else will eventually pass you up.

Colonies: Whereas you can buy an unlimited amount of industry or military, there are a limited number of colonies to go around so try to get them early if you can. There are exactly 20 African colonies, 10 Asian, and 5 Eastern European colonies available besides 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. 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 3 or more great powers are at war the game ends and the war is fought by all countries that have treaties with the existing 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.

World History Objective 10.3

ENLIGHTENMENT/REVOLUTION THINKERS CHART

	J. Locke	Montesquieu	Rousseau	Jefferson		
Madison	Bolivar					
Country/ Region						
Years						
Political Situation Or Issues						
Philosophical/ Demo. Ideas Held						
Had and Influence On/Result of His Influence						
Famous Quote or Main Beliefs						

* The names of Toussaint L'Ouverture, Father Miguel Hidalgo, or Jose de San Martin can be added or substituted to those names listed above.

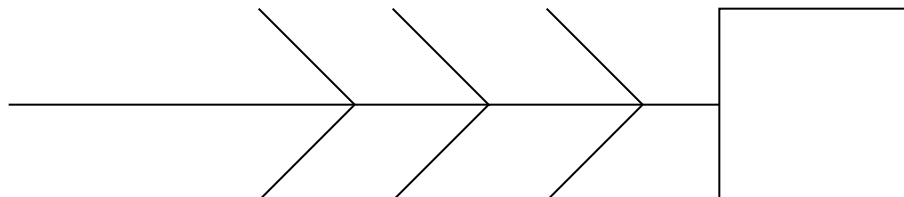
STEP 1 **On a blank card, students write Causes/Effects:**

1. King Charles II died Roman Catholic brother, James II becomes king of England
2. James II named many Roman Catholics to important posts in the army and the government
3. James II tried to repeal Act of habeas Corpus
4. Leaders of Parliament didn't trust/like James II (Roman Catholic ties)
5. James' second wife (Roman Catholic) has a son
6. Parliament feared the establishment of Roman Catholic rule

1. Parliament offered the throne to James' Protestant daughter by first wife
2. William and Mary named joint rulers of England
3. Change in monarchs without a shot being fired – hence – Glorious Revolution

Causes

Effects

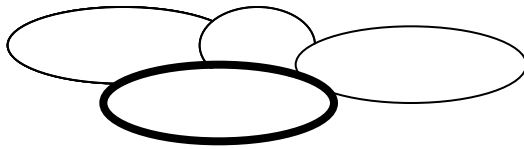


STEP 3 On index card, students write principles of the English Bill/Declaration of Rights

1. Made Parliament stronger
2. Protected rights of English people
3. Crown could not tax people without Parliament's consent
4. Crown could not keep an army in peacetime without Parliament's consent
5. Parliament had the right to debate openly, meet often, and be freely elected
6. People had the right to a speedy trial by a jury of their peers
7. People could also petition the Crown without fear of being punished.

STEP 4: On a Bubble Chart, students fill in the principles of the English Bill of Rights (Example follows).

Note: As stated in Teacher Strategy 4, each document will have a Bubble Chart (1 per group of four students).



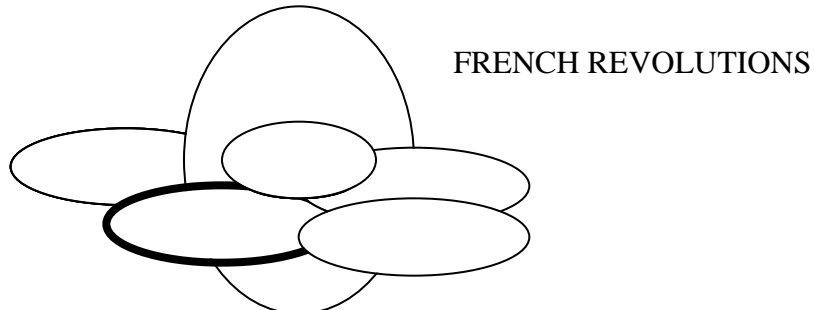
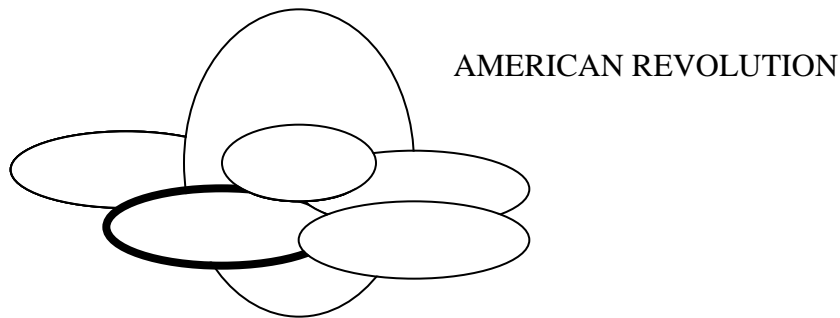
STEP 5: Students share findings; compare/contrast the documents

STEP 6: Teacher as facilitator – brainstorm principles of self-government and individual liberty
Sample questions: What is self-government? Is it important to have self-government? What does liberty mean to you? If you didn't have

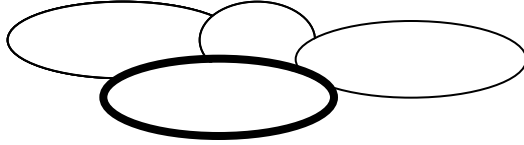
liberty/freedom, what would you do to attain it?
Which liberties/freedoms are most important to you?

STEP 6: **Compare/contrast the revolutions and their enduring effects in terms of the documents (Example follows).**
Note: Using the Bubble Charts (principles of documents), have students look for and discuss any similarities and/or differences which will lead them to a comparison and contrast of the Glorious Revolution of England, the American Revolution, and the French Revolution. Students can either fill in or list their findings.

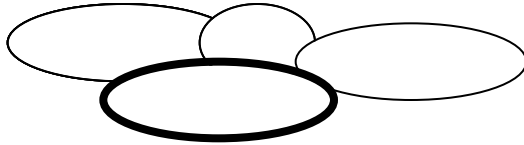
REVOLUTIONS



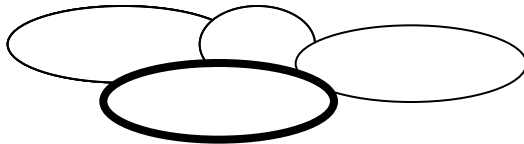
MAGNA CARTA



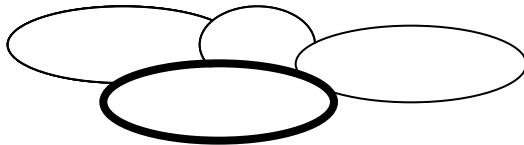
FRENCH DECLARATION OF THE RIGHTS OF MAN/CITIZAN



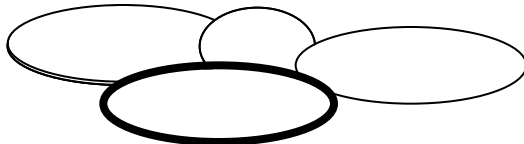
ENGLISH BILL OF RIGHTS



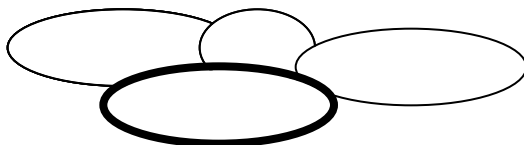
UNITED STATES BILL OF RIGHTS



AMERICAN DECLARATION OF INDEPENDENCE



UNITED NATIONS UNIVERSAL DECLARATION OF HUMAN
RIGHTS



ASSESSMENT:

In groups of two, students will use a worksheet with the three revolutions listed in the left column. Have students fill in the names of the documents that came about as a result of the revolutions and 3-4 political expectations (principles) of those documents. Compare and contrast the revolutions in terms of the documents.

<u>REVOLUTIONS</u>	<u>DOCUMENTS</u>	<u>POLITICAL EXPECTATIONS</u>
Glorious Revolution Of England		1.
		2.
		3.
		4.
American Revolution		1.
		2.
		3.
		4.
French Revolution		1.
		2.
		3.
		4.

Directions for Sample Scenarios:

Read the scenario with your partner and discuss.

Fill out the following worksheet to discussing the moral dilemma of each scenario:

DILEMMA



Reasons

YES

NO

Reasons

CONSEQUENCE OF CHOICE

CLASS DECISION

WHAT ACTUALLY HAPPENED

GROUP SPEECH AND DEBATE ON THE FIRST AMENDMENT

FORMAT FOR SPEECH/DEBATE

INTRODUCTION

Gain Audience Attention: Startling Statement, Questions or Quotations

I.

A.

Theme: Tell the audience what you are going to talk about.

II.

A.

- 1.
- 2.

Major Ideas: Tell the audience what major contentions you are going to make.

III.

- A.
- B.
- C.

BODY

Your first major contention

I.

Support

A.

Detail evidence

- 1.
- 2.

Second major contention

II.

Support

A.

Evidence – details

- 1.

2.

Third major contention

III.

Support

A.

Details

1.

2.

CONCLUSION

Restate your three major contentions

I.

II.

III.

Restate your theme

RUBRIC FOR GRADING STUDENT DEBATE

Topic _____

Starting Time _____ Ending Time _____ Length of Presentation _____

AREA 1 - CONTENT

AREA 1 - CONTENT		High		Low		
1.	Introduction (Stated or implied purpose of presentation with an understanding attention getter)	5	4	3	2	1
2.	Body of Speech					
	Main ideas supported by accurate and Appropriate details	5	4	3	2	1
	Application of learning (listed for self Discovery clues such as "I plan to use This knowledge" "I learned" or "I Never knew".)		5	4	3	2
	Organization (not choppy, a logical flow of ideas)		5	4	3	2
	Shows relationship between the research paper and the project	5	4	3	2	1
3.	Conclusion	5	4	3	2	1
4.	Balanced Content (within the time limit)	5	4	3	2	1
5.	Language Usage (Transitions, appropriate word choice)		5	4	3	2
		TOTAL _____				

AREA 2 – DELIVERY

1.	Eye Contact (Not just reading notes)	5	4	3	2	1
2.	Effective Speech Techniques (poise, posture, rate/volume, gestures)	5	4	3	2	1
3.	Dress/Appearance	5	4	3	2	1
				TOTAL	_____	

AREA 3 – QUESTION AND ANSWER PERIOD

Judge's Questions (Write at least one question)

1.	Impromptu Skills (How fluently, easily And confidently does the student answer?)	5	4	3	2	1
2.	Quality of the Student Response (Knowledge and information)	5	4	3	2	1
				TOTAL	_____	

JUDGES: Add totals for all 3 areas.

GRAND TOTAL _____

THANK YOU

FEDERAL SUPREMACY

McCULLOCH VS MARYLAND 1819

Facts – Maryland law prohibited any bank from operating without state authority, punishable a fine. The U.S. Congress established a U.S. bank in Maryland without its permission. The state wanted to charge a fine against the United States.

Issue – Does Congress the power to establish a U.S. bank?

Ruling – Yes, Article 1, Section 8, Clause 18 – The ‘Necessary and Proper Clause’ gives Congress the power to make laws and set up government institutions.

Issue – Does a state have the power to tax or fine an institution created by Congress?

Ruling – No, Article 6 – Under the Supremacy Clause the U.S. Constitution and U.S. Federal laws are always supreme and must be obeyed.

AMERICAN GOVERNMENT

RESERVED POWERS – Powers held by States in the Federal system.

They are those powers not given to the National Government yet are not denied to the states.

Example: Any state can forbid persons under 18 to marry without parental consent or those under 21 to buy liquor.

CONCURRENT POWERS – Powers that both the National Government and the States possess and exercise.

Example: The power to lay and collect taxes.

- These powers are held separately.

DELEGATED POWERS – Powers granted to the National Government by the Constitution.

Example: To regulate foreign and interstate commerce or to declare war.