



# STATECRAFT SIMULATIONS

Standard	TEKS World History	IR Simulation Match	Explanation of how it meets the standards	Most Prominent Turn	2nd Most Prominent Turn
(B)	<b>(b) Introduction.</b>				
(B)[1]	(1) World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.	10	The simulation is inspired from the ground up by major events and moments in world history. Students move beyond memorization of dates to empathizing with historical figures and their choices. This gives them a more deep and personal understanding of history that they'll retain for years to come.	ALL Turns	ALL Turns
(B)[10]	(10) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.				
(B)[2]	(2) The following periodization should serve as the framework for the organization of this course: 8000 BC-500 BC (Development of River Valley Civilizations); 500 BC-AD 600 (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914-present (20th Century to the Present). Specific events and processes may transcend these chronological boundaries.				
(B)[3]	(3) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as state papers, legal documents, charters, constitutions, biographies, autobiographies, speeches, letters, literature, music, art, and architecture is encouraged. Motivating resources are available from museums, art galleries, and historical sites.				
(B)[4]	(4) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies.				
(B)[5]	(5) A greater depth of understanding of complex content material can be attained by integrating social studies content and skills and by analyzing connections between and among historical periods and events. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.				
(B)[6]	(6) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.				
(B)[7]	(7) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation, as referenced in the Texas Education Code (TEC), §28.002(h).				
(B)[8]	(8) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.				
(B)[9]	(9) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.				



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(B)(9)(A)	(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.				
(B)(9)(B)	(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."				

(c) [c] Knowledge and skills.					
(C)(1)	(1) History. The student understands traditional historical points of reference in world history. The student is expected to:				
(C)(1)(A)	(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;	5	Students interact with each other to build their countries key food resource areas. Food production is a major capability needed to build their countries from nothing to a modern development nation.	ALL Turns	ALL Turns
(C)(1)(B)	(B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;	5	The simulation unfolds from the point of no development to heavy development as countries build their culture and civilizations with parallels to ancient times.	Turns 1-4	
(C)(1)(C)	(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;	5	While students do not interact with religion in the simulation, they do interact with conquest and the impact that it has on the world from an economic, cultural, and political perspective.	ALL Turns	ALL Turns
(C)(1)(D)	(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;	5	Students see the rise of hegemonies in their simulation and are able to draw connections between the rise of empires in history and their impact on trade, culture, politics, and geopolitical boundaries.	ALL Turns	ALL Turns
(C)(1)(E)	(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and	5	As students build their civilizations and gain greater technological advancement, they enter new eras of economic production, military capability, and trade.	Turns 4+	Turns 4+
(C)(1)(F)	(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.	10	Students play countries that are communist, parliamentary, democratic, and dictatorships. They are thrust into world wars, cold wars, and civil unrest inspired by world history. They are able to build global trade networks as well as they navigate collection action problems.	Turns 3+	Turns 3+
(C)(4)	(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:				
(C)(4)(A)	(A) explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire;				
(C)(4)(B)	(B) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;				
(C)(4)(C)	(C) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;				



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(C)[4][D]	(D) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;				
(C)[4][E]	(E) describe the interactions between Muslim and Hindu societies in South Asia;				
(C)[4][F]	(F) explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe;				
(C)[4][G]	(G) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;				
(C)[4][H]	(H) explain the evolution and expansion of the slave trade;				
(C)[4][I]	(I) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and	5	Trade connections between multiple countries are developed by students throughout the simulation showing direct connections to spread of ideas and trade.	ALL Turns	ALL Turns
(C)[4][J]	(J) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.	5	As conquest occurs in the simulation, new cultural impact, economic structures, and domestic policies are instituted by students in the conquering countries.	Turns 3+	Turns 3+
(C)[5]	(5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:				
(C)[5][A]	(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and				
(C)[5][B]	(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.				
(C)[6]	(6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:				
(C)[6][A]	(A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and				
(C)[6][B]	(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.				
(C)[7]	(7) History. The student understands the causes and impact of increased global interaction from 1450 to 1750. The student is expected to:				
(C)[7][A]	(A) analyze the causes of European expansion from 1450 to 1750;	8	Students build empires and conquer new territory and are able to describe their motivations for doing so.	Turns 2+	Turns 2+
(C)[7][B]	(B) explain the impact of the Columbian Exchange;				
(C)[7][C]	(C) explain the impact of the Atlantic slave trade on West Africa and the Americas;				
(C)[7][D]	(D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;	5	Students build a global trade apparatus inspired from the ones built by empires along the mediterranean, the east, the south east Asia.	ALL Turns	ALL Turns
(C)[7][E]	(E) explain Ming China's impact on global trade; and	5	As students try to corner certain trade markets and gain advantage over each other, they draw comparisons to Ming China's trade development with the west.	Turns 4+	Turns 4+
(C)[7][F]	(F) explain new economic factors and principles of Europe's Commercial Revolution.	5	Students create their own commercial and industrial revolutions as they build their countries from ground zero into modern day civilizations.	ALL Turns	ALL Turns
(C)[8]	(8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:				
(C)[8][A]	(A) explain how the Industrial Revolution led to political, economic, and social changes;	5	As students invest in their countries, they see changing domestic politics, cultural changes, and sympathy for new social policies and rules.	Turns 4+	Turns 4+
(C)[8][B]	(B) identify the major political, economic, and social motivations that influenced European imperialism;	5	Students have the ability to choose to build empires throughout the simulation and are able to draw connections to the economic, political, and social motivations of imperialists in Europe and other parts of the globe.	Turns 3+	Turns 3+



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(C)(8)(C)	(C) explain the major characteristics and impact of European imperialism; and	5	As students seek to potentially conquer new territory, they see the impact on both their domestic factions and those in newly acquired regions as they seek to revolt and resist the new rule.	Turns 3+	Turns 3+
(C)(8)(D)	(D) explain the effects of free enterprise in the Industrial Revolution.	5	As students develop their economies, they control various free enterprise programs within their country. These programs can have positive economic effects, but may also cause social unrest or cultural changes in other ways.	Turns 3+	Turns 3+
(C)(9)	(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:				
(C)(9)(A)	(A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment;				
(C)(9)(B)	(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;	5	As students see hegemonies rise and move to influence other countries, they can draw connections between the influence hegemony has on trade, culture, domestic policy, and foreign policy.	Turns 3+	Turns 3+
(C)(9)(C)	(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and				
(C)(9)(D)	(D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.	5	Students get to build their country from the ground up as different types of government, political, and economic systems. This allows them to compare and contrast differing ideas of governance and civil freedom throughout world history.	All Turns	All Turns
(C)(10)	(10) History. The student understands the causes and impact of World War I. The student is expected to:				
(C)(10)(A)	(A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;	10	As students experience world history inspired imperialism in their simulation, they also are able to easily draw comparisons to historical imperialism with a new and more in-depth perspective. They speak with fellow students about what conquest occurred and why it occurred both during the simulation and during the sim debrief.	All Turns	All Turns
(C)(10)(B)	(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;	8	Students build their military capabilities from World War I era to modern day, including the war in Ukraine, and experience the change in damage capacity, technology, and tactics.	Turns 3+	Turns 3+
(C)(10)(C)	(C) explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and	10	As students build international treaties, they draw comparisons and critiques of historical treaties and the impact they had on boundaries and international law.	All Turns	All Turns
(C)(10)(D)	(D) identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.	5	Students experience social unrest in their countries, including those related to economic inequality and nationalism and must adjust their domestic policies to avoid riots or costly regime change attempts.	Turns 3+	Turns 3+
(C)(11)	(11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:				
(C)(11)(A)	(A) summarize the international, political, and economic causes of the global depression; and	5	As students build their global trade system together they identify key aspects of the global economy that, if changed, would substantially limit global economic production.	Turns 3+	Turns 3+
(C)(11)(B)	(B) explain the responses of governments to the global depression such as in the United States, Germany, Great Britain, and France.	5	As issues arise with economic production, students can institute domestic policies to help change the impact of decreasing economic production.	Turns 3+	Turns 3+
(C)(12)	(12) History. The student understands the causes and impact of World War II. The student is expected to:				



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[C](12)[A]	(A) describe the emergence and characteristics of totalitarianism;	8	Students build their country from the ground up with different types of government, political, and economic systems. This allows them to compare and contrast differing government and political systems including democracy vs. totalitarianism.	All Turns	All Turns
[C](12)[B]	(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and	10	As students become world leaders they take on competitive, collaborative, or secret personalities. As the simulation unfolds, students make comparisons to world leaders throughout history and will likely even identify which leaders other students are emulating.	Turns 3+	Turns 3+
[C](12)[C]	(C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.	10	Students build their civilizations both cooperatively with other country teams in their class and competitively. Worlds can easily dissolve into world war from students wanting territorial gains and to build their empires. As they do this they easily draw connections to the causes and events of World War II.	Turns 3+	Turns 3+
[C](13)	(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:				
[C](13)[A]	(A) summarize how the outcome of World War II contributed to the development of the Cold War;	10	As students work through global conflict, they enter times of suspicion and espionage where they can utilize spy missions, intelligence gathering, covert operations, and even assassination attempts.	Turns 3+	Turns 3+
[C](13)[B]	(B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise;	5	Students experience social unrest in their countries, including those related to economic inequality and nationalism. They must adjust their domestic policies to avoid riots or costly regime change attempts.	Turns 3+	Turns 3+
[C](13)[C]	(C) identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;	8	The interactions involving proxy wars, espionage and covert operations are inspired by major events from the Cold War.	Turns 3+	Turns 3+
[C](13)[D]	(D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;	8	Students influence and utilize global relationships to push for change in other countries throughout the simulation including differing treatment of domestic groups, trade positions, and ideological shifts.	Turns 3+	Turns 3+
[C](13)[E]	(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and				
[C](13)[F]	(F) discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.	10	The Arab-Israeli conflict is fictionalized in the simulation and is the foundation for the fictional terrorist groups who seek to take back the "Orion Mountains" which is a mountain range bordering countries A and B in the simulation with an ancestral history claimed from both countries	Turns 1-6	Turns 1-6
[C](14)	(14) History. The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century. The student is expected to:				
[C](14)[A]	(A) explain the impact of geopolitical influences on the development of radical Islamic terrorism;	8	The Arab-Israeli conflict is exemplified in the simulation and is the foundation for the fictional terrorist groups who seek to take back the "Orion Mountains"	Turns 1-6	Turns 1-6
[C](14)[B]	(B) explain the impact of radical Islamic terrorism on global events; and	10	The Arab-Israeli conflict is fictionalized in the simulation and is the foundation for the fictional terrorist groups who seek to take back the "Orion Mountains" along with the impact on global politics, trade, and treaties	Turns 1-6	Turns 1-6



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[C](14)(C)	(C) explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism.	8	Students have the ability to respond to terrorism in the simulation through counter terrorism operations, collaborating with terrorist host countries, or outright invasion.	Turns 1-6	Turns 1-6
[C](15)	(15) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:				
[C](15)(A)	(A) locate places and regions of historical significance directly related to major eras and turning points in world history;				
[C](15)(B)	(B) analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and				
[C](15)(C)	(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.	8	Students view their geopolitical maps in the simulation each turn and make decisions accordingly. This practice gives them the ability to interpret and review real world maps more effectively.	All Turns	All Turns
[C](16)	(16) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:				
[C](16)(A)	(A) identify important changes in human life caused by the Neolithic Revolution;				
[C](16)(B)	(B) summarize the role of economics in driving political changes as related to the Industrial Revolution; and	8	As students build their economies and develop global trade, they witness the political and cultural impact of changing economic systems.	Turn 2	Turn 4+
[C](16)(C)	(C) describe the economic impact of globalization.	10	Students experience first hand how globalization changes their economic production and resource outlook every turn as they collaborate in developing their civilization.	Turns 2+	Turns 2+
[C](17)	(17) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:				
[C](17)(A)	(A) identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith;				
[C](17)(B)	(B) identify the historical origins and characteristics of communism, including the influence of Karl Marx;	10	Students build their countries from the ground up and learn the key differences between communist run and democratically run countries both in domestic ideology as well as in relation to trade and national security.	Turns 2+	Turns 2+
[C](17)(C)	(C) identify the historical origins and characteristics of socialism;	5	Students build their countries from the ground up and learn the key differences between communist run and democratically run countries both in domestic ideology as well as in relation to trade and national security. They also interact directly with domestic factions in their simulation that have socialist activism.	Turns 2+	Turns 2+
[C](17)(D)	(D) identify the historical origins and characteristics of fascism; and	10	Students build their countries from the ground up and learn the key differences between dictator-run countries and democratically run countries both in domestic ideology as well as in relation to trade and national security.	Turns 2+	Turns 2+
[C](17)(E)	(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.	5	While the simulation does not go deep into economics, the students negotiate between multiple countries and see the impact of pricing, trade, and free enterprise throughout the simulation.	Turns 2+	Turns 2+
[C](18)	(18) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:				



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(C)[18](A)	(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and	10	Students build their countries from the ground up and learn the key differences between constitutional monarchy-run countries and democratically run countries both in domestic ideology as well as in relation to trade and national security.	Turns 2+	Turns 2+
(C)[18](B)	(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.	10	Students can compare and contrast each government setting and how each impacts their approaches to domestic politics, culture, national security, and economics.	Turns 2+	Turns 2+
(C)[19](I)	(19) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:				
(C)[19](A)	(A) explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution;				
(C)[19](B)	(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;				
(C)[19](C)	(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone; and	5	As students manage their domestic politics, they can draw comparisons to key political philosophers throughout history.		
(C)[19](D)	(D) explain the significance of the League of Nations and the United Nations.	10	Students build their own league of nations type international organization and are able to draw comparisons and critiques to the original. They can discuss why it didn't work and what could have been done to improve it.	Turns 2+	Turns 2+
(C)[2]	(2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:				
(C)[2](A)	(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;	5	Students interact with their peers and build their countries key food resource areas. Food production is a major capability needed to build their countries from nothing to a modern development nation.	ALL Turns	ALL Turns
(C)[2](B)	(B) identify the characteristics of civilization; and				
(C)[2](C)	(C) explain how major river valley civilizations influenced the development of the classical civilizations.				
(C)[20]	(20) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:				
(C)[20](A)	(A) describe how people have participated in supporting or changing their governments;	5	Students see domestic political activism when multiple factions are unhappy with the current regime and want a different form of government and political system.	Turns 2+	Turns 2+
(C)[20](B)	(B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and	5	Students see the different domestic political factors experienced by each government system along with the rights of citizens.	Turns 2+	Turns 2+
(C)[20](C)	(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce.				
(C)[21]	(21) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:				
(C)[21](A)	(A) summarize the development of the rule of law from ancient to modern times;				
(C)[21](B)	(B) identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome;	5	Students can build and make adjustments to their judicial system and experience both the consequences to civil rights or to public safety.	Turns 2+	Turns 2+
(C)[21](C)	(C) identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, and the Soviet Union;				
(C)[21](D)	(D) identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur;				



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(C)[21](E)	(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and	5	Students learn about various groups being oppressed and can take action to stop the oppression. In doing so, they experience the global political and economic pressures paralleling the real world.	Turns 3+	Turns 3+
(C)[21](F)	(F) identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.				
(C)[22]	(22) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:				
(C)[22](A)	(A) describe the historical origins and central ideas in the development of monotheism;				
(C)[22](B)	(B) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism; and				
(C)[22](C)	(C) identify examples of religious influence on various events referenced in the major eras of world history.				
(C)[23]	(23) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:				
(C)[23](A)	(A) describe the changing roles of women, children, and families during major eras of world history; and				
(C)[23](B)	(B) describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir.				
(C)[24]	(24) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:				
(C)[24](A)	(A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;				
(C)[24](B)	(B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;				
(C)[24](C)	(C) explain how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments; and				
(C)[24](D)	(D) explain how geopolitical and religious influences have impacted law and government in the Muslim world.				
(C)[25]	(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:				
(C)[25](A)	(A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and				
(C)[25](B)	(B) describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.				
(C)[26]	(26) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:				
(C)[26](A)	(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties;				
(C)[26](B)	(B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;				
(C)[26](C)	(C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;				
(C)[26](D)	(D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and				
(C)[26](E)	(E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.				
(C)[27]	(27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:				
(C)[27](A)	(A) explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution;	8	Students develop their industrial production capabilities and throughout the simulation	Turn 3	Turn 4+



# STATECRAFT SIMULATIONS

Standard	TEKS World History	IR Simulation Match	Explanation of how it meets the standards	Most Prominent Turn	2nd Most Prominent Turn
(C)[27](B)	(B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;	10	Students build their civilization from the ground up in transportation, military, medicine, education, and freedom of thought in a way that parallels the advancements in the 19th and 20th centuries.		
(C)[27](C)	(C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;	10	As students build their military technology, they draw comparisons to the effects these advancements had in world history in each World War and the Cold War.	Turns 2+	Turns 2+
(C)[27](D)	(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and	8	As students advance the quality of life of their people they will interact with other countries and share expertise in medicine, trade, transportation, economic production, welfare, and more.	Turns 2+	Turns 2+
(C)[27](E)	(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.				
(C)[28]	(28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:				
(C)[28](A)	(A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;				
(C)[28](B)	(B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events;	5	Students gain the ability to empathize with historical figures taking into account the customs, information, and considerations of the time. This approach to learning allows students a more in depth and long-term understanding of the materials they would not be able to gain otherwise.	ALL Turns	ALL Turns
(C)[28](C)	(C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view;	5	Students gain the ability to empathize with historical figures taking into account the customs, information, and considerations of the time. This approach to learning allows students a more in depth and long-term understanding of the materials they would not be able to gain otherwise.	ALL Turns	ALL Turns
(C)[28](D)	(D) evaluate the validity of a source based on bias, corroboration with other sources, and information about the author;	8	Students are sent multiple forms of information during the simulation from intelligence briefings to news reports to tabloid rumors. They must sift through information and try to gain a clear understand of the true nature of world politics and the international stage.	ALL Turns	ALL Turns
(C)[28](E)	(E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and	5	Students are sent multiple forms of information during the simulation from intelligence briefings to news reports to tabloid rumors. They must sift through information and try to gain a clear understand of the true nature of world politics and the international stage.	ALL Turns	ALL Turns
(C)[28](F)	(F) construct a thesis on a social studies issue or event supported by evidence.	8	Students are sent multiple forms of information during the simulation from intelligence briefings to news reports to tabloid rumors. They must sift through information and try to gain a clear understand of the true nature of world politics and the international stage.	ALL Turns	ALL Turns
(C)[29]	(29) Social studies skills. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:				
(C)[29](A)	(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and	5	Students view their geopolitical maps in the simulation each turn. This practice gives them the ability to interpret and review real world maps more effectively and make decisions according with the information they glean.	ALL Turns	ALL Turns



# STATECRAFT SIMULATIONS

Standard	TEKS World History	IR Simulation Match	Explanation of how it meets the standards	Most Prominent Turn	2nd Most Prominent Turn
[C](29)[B]	(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.	5	Students view their geopolitical maps in the simulation each turn. This practice gives them the ability to interpret and review real world maps more effectively and make decisions accordinging with the information they glean.	ALL Turns	ALL Turns
[C](3)	(3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:				
[C](3)[A]	(A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome;				
[C](3)[B]	(B) explain the impact of the fall of Rome on Western Europe; and	5	As students see major power changes in their simulation they notice key structures that were maintaining peace start to fade. As they work to address the instability and are able to draw connections to the fall of great empires.	Turns 4+	Turns 4+
[C](3)[C]	(C) compare the factors that led to the collapse of Rome and Han China.	5	Students are able to track the rise and fall of hegemonies within their simulation and are able to draw connections to the fall of those in world history.	Turns 4+	Turns 4+
[C](30)	(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:				
[C](30)[A]	(A) use social studies terminology correctly;	10	Students gain the ability to use social studies terminology in a problem solving context as they work within their country teams with with their classmates to solve social studies issues throughout their simulation.	ALL Turns	ALL Turns
[C](30)[B]	(B) use effective written communication skills, including proper citations and avoiding plagiarism; and	10	Students hold speeches, send world memos, write treaties, debate in the United Nations, and cite key sources to support their positions on various topics and global issues.	ALL Turns	ALL Turns
[C](30)[C]	(C) interpret and create written, oral, and visual presentations of social studies information.	10	Students hold speeches, send world memos, write treaties, debate in the United Nations, and present their international proposals to their class.	ALL Turns	ALL Turns
[C](31)	(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	10	The entire simulation is built to allow students to learn social studies through problem solving, decision making, collaboration, risk management, and strategic planning to make global solutions and advance their civilizations.	ALL Turns	ALL Turns