



# STATECRAFT SIMULATIONS

Standard	TEKS World History	IR Simulation Match	Explanation of how it meets the standards	Most Prominent Turn	2nd Most Prominent Turn
(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
(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)(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)(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)(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)(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)(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)(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)(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



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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)(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)(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)(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)(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
(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 according with the information they glean.	ALL Turns	ALL Turns



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(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 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
(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)(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+
(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)(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)(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
(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)(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)(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)(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+



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(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)(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 contract each government setting and how each impacts their approaches to domestic politics, culture, national security, and economics.	Turns 2+	Turns 2+
(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)(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)(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)(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.	Turns 2+	Turns 2+
(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+



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(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)(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)(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+
(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)(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)(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)(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)(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)(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+



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(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)(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.	Turns 3+	Turns 3+
(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)(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)(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)(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)(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+