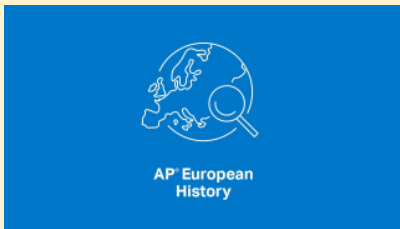| Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
5.1 Contextualizing 18th-Century States	Unit 5: Learning Objective A Explain the context in which the European states experienced crisis and conflict from 1648 to 1815.	KC-2.1 Different models of political sovereignty affected the relationship among states and between states and individuals. KC-2.1.IV The French Revolution posed a fundamental challenge to Europe's existing political and social order. KC-2.1.V Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent, which eventually provKC-2.2 The expansion of European commerce accelerated the growth of a worldwide economic network. KC-2.2.III Commercial rivalries influenced diplomacy and warfare among European states in the early modern era. KC-2.3 The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture. KC-2.3.VI While Enlightenment values dominated the world of European ideas and culture, they were challenged by the revival of public expression of emotions and feeling. KC-2.3.VI.D Revolution, war and rebellion demonstrated the emotional power of mass politics and nationalism.	10	Students decide to build empires and pursue conquest of other states. As they expand their borders they will change politics, culture, and trade of regions	ALL	ALL
5.2 The Rise of Global Markets	Unit 5: Learning Objective B: Explain the causes and consequences of European maritime competition from 1648 to 1815.	KC-2.2 The expansion of European commerce accelerated the growth of a worldwide economic network. KC-2.2.III Commercial rivalries influenced diplomacy and warfare among European states in the early modern era. KC-2.2.III.A European sea powers vied for Atlantic influence throughout the 18th century. KC-2.2.III.B Portuguese, Dutch, French, and British rivalries in Asia culminated in British domination in India and Dutch control of the East Indies.	10	Students build global trade networks that impact national security and diplomatic dynamics throughout the simulation	ALL	ALL

STATECRAFT SIMULATIONS

Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
5.3 Britain's Ascendency	Unit 5: Learning Objective C Explain the economic and political consequences of the rivalry between Britain and France from 1648 to 1815.	KC-2.1.III.D Rivalry between Britain and France resulted in world wars fought both in Europe and in the colonies, with Britain supplanting France as the greatest European power.	10	Students experience power balance dynamics as they build their country's global influence both in terms of military power, but also economics and technology	Turns 3-8+	Turns 3-8+
5.4 The French Revolution	Unit 5: Learning Objective D: Explain the causes, events, and consequences of the French Revolution.	KC-2.1.IV.A The French Revolution resulted from a combination of long-term social and political causes, as well as Enlightenment ideas, exacerbated by short-term fiscal and economic crises. KC-2.1.IV.B The first, or liberal, phase of the French Revolution established a constitutional monarchy, increased popular participation, nationalized the Catholic Church, and abolished hereditary privileges. KC-2.1.IV.C After the execution of Louis XVI, the radical Jacobin republic led by Robespierre responded to opposition at home and war abroad by instituting the Reign of Terror, fixing prices and wages, and pursuing a policy of de-Christianization. KC-2.1.IV.D Revolutionary armies, raised by mass conscription, sought to bring the changes initiated in France to the rest of Europe. KC-2.1.IV.E Women enthusiastically participated in the early phases of the revolution; however, while there were brief improvements in the legal status of women, citizenship in the republic was soon restricted to men.	8	Students must manage domestic politics as they build and advance their countries. Failure to listen to the needs of their people and result in riots, violence, and even regime change	ALL	ALL
5.6 Napoleon's Rise, Dominance, and Defeat	Unit 5: Learning Objective F: Explain the effects of Napoleon's rule on European social, economic, and political life	KC-2.1.V.A As first consul and emperor, Napoleon undertook a number of enduring domestic reforms while often curtailing some rights and manipulating popular impulses behind a façade of representative institutions. KC-2.1.V.B Napoleon's new military tactics allowed him to exert direct or indirect control over much of the European continent, spreading the ideals of the French Revolution across Europe.	10	Students build their quality of life and political systems from the ground up and make key decisions about their health systems, education, civil rights, safety, and culture every week while experiencing both the potential benefits and consequences of those decisions	ALL	ALL
5.7 The Congress of Vienna	Unit 5: Learning Objective H: Explain how states responded to Napoleonic rule in Europe and the consequences of the response.	KC-2.1.V.D After the defeat of Napoleon by a coalition of European powers, the Congress of Vienna (1814–1815) attempted to restore the balance of power in Europe and contain the danger of revolutionary or nationalistic upheavals in the future.	10	Students counteract imperialism by building treaties, collective security agreements, and alliances to balance runaway powers	ALL	ALL

STATECRAFT SIMULATIONS

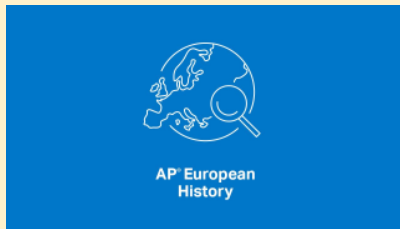| Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
6.1 Contextualizing Industrialization and Its Origins and Effects	Unit 6: Learning Objective A: Explain the context in which industrialization originated, developed, and spread in Europe.	KC-3.1 The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry. KC-3.1.I Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates. KC-3.1.II Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship. KC-3.2 The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location. KC-3.2.I Industrialization promoted the development of new classes in the industrial regions of Europe. KC-3.2.II Europe experienced rapid population growth and urbanization, leading to social dislocations. KC-3.2.III Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families. KC-3.3 Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses. KC-3.3.I Ideologies developed and took root throughout society as a response to industrial and political revolutions. KC-3.3.II Governments, at times based on the pressure of political or social organizations, responded to problems created or exacerbated by industrialization.	10	Students industrialize their countries buy building factories, manufacturing, and mining their natural resources. As they increase economic production they see both the potential benefits and challenges to the environment and social welfare	ALL	ALL

STATECRAFT SIMULATIONS

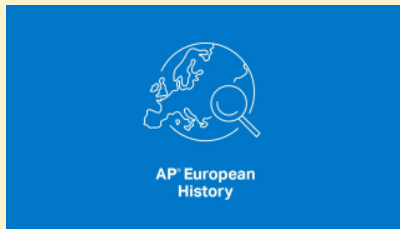| Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
6.2 The Spread of Industry Throughout Europe	Unit 6: Learning Objective B: Explain the factors that influenced the development of industrialization in Europe from 1815 to 1914.	KC-3.1.I.A Britain's ready supplies of coal, iron ore, and other essential raw materials promoted industrial growth. KC-3.1.I Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates. KC-3.1.I.B Economic institutions and human capital such as engineers, inventors, and capitalists helped Britain lead the process of industrialization, largely through private initiative. KC-3.1.I.C Britain's parliamentary government promoted commercial and industrial interests because those interests were represented in Parliament. KC-3.1.II.A France moved toward industrialization at a more gradual pace than Great Britain, with government support and with less dislocation of traditional methods of production.KC-3.1.II.C A combination of factors, including geography, lack of resources, the dominance of traditional landed elites, the persistence of serfdom in some areas, and inadequate government sponsorship, accounted for eastern and southern Europe's lag in industrial development. KC-3.2.V Because of the continued existence of more primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization while facing famine, debt, and land shortages.	10	Students build their industrial production off of their natural resource capabilities and face both the benefits and consequences to the environment and changes to equality and culture	ALL	ALL

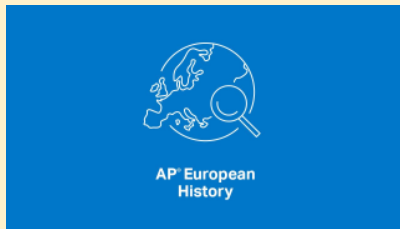| Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
7.1 Contextualizing	Unit 7: Learning Objective A: Explain the context in which nationalistic and imperialistic sentiments developed in Europe from 1815 to 1914.	KC-3.4 European states struggled to maintain international stability in an age of nationalism and revolutions. KC-3.4.II The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere. KC-3.4.III The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order. KC-3.5 A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers. KC-3.5.II Industrial and technological developments (e.g., the second industrial revolution) facilitated European control of global empires. KC-3.6 European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other. KC-3.6.II Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.	10	As the power dynamics of the Statecraft world changes, students experience changing domestic political influence, pressure to change world view on how the world should unfold, and cultural changes to their population	ALL	ALL
7.2 Nationalism	Unit 7: Learning Objective B: Explain how the development and spread of nationalism affected Europe from 1815 to 1914.	KC-3.3.I.F Nationalists encouraged loyalty to the nation in a variety of ways, including romantic idealism, liberal reform, political unification, racialism with a concomitant anti-Semitism, and chauvinism justifying national aggrandizement. KC-3.3.I.G While during the 19th century western European Jews became more socially and politically acculturated, Zionism, a form of Jewish nationalism, developed late in the century as a response to growing anti-Semitism throughout Europe. KC-3.4.II.B A new generation of conservative leaders, including Napoleon III, Cavour, and Bismarck, used popular nationalism to create or strengthen the state. KC-3.4.II.C The creation of the dual monarchy of Austria-Hungary, which recognized the political power of the largest ethnic minority, was an attempt to stabilize the state by reconfiguring national unity.	10	Students manage domestic politics including nationalists, socialists, capitalists, intellectuals, and environmentalists	ALL	ALL

STATECRAFT SIMULATIONS

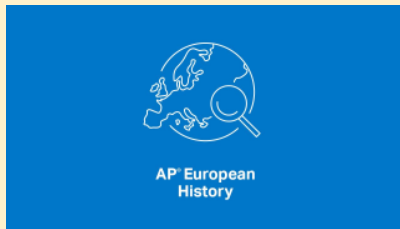| Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
7.3 National Unification and Diplomatic Tensions	Unit 7: Learning Objective C: Explain the factors that resulted in Italian unification and German unification.	KC-3.4.II.A The Crimean War demonstrated the weakness of the Ottoman Empire and contributed to the breakdown of the Concert of Europe, thereby creating the conditions in which Italy and Germany could be unified after centuries of fragmentation. KC-3.4.III.A Cavour's diplomatic strategies, combined with the popular Garibaldi's military campaigns, led to the unification of Italy. KC-3.4.III.B Bismarck used Realpolitik, employing diplomacy, industrialized warfare, weaponry, and the manipulation of democratic mechanisms to unify Germany.	10	Students must deal with the results of conflict in the simulation including changing geopolitics borders, diplomatic strategies, and power balance	ALL	ALL
7.6 New Imperialism: Motivations and Methods	Unit 7: Learning Objective G: Explain the motivations that led to European imperialism in the period from 1815 to 1914.	KC-3.5.I European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa. KC-3.5.I.A European national rivalries and strategic concerns fostered imperial expansion and competition for colonies. KC-3.5.I.B The search for raw materials and markets for manufactured goods, as well as strategic and nationalistic considerations, drove Europeans to colonize Africa and Asia, even as European colonies in the Americas broke free politically, if not economically. IKC-3.5.I.C European imperialists justified overseas expansion and rule by claiming cultural and racial superiority.	10	Students build spheres and influence through trade, diplomacy, and conquest throughout the simulation	ALL	ALL
7.6 New Imperialism: Motivations and Methods	Unit 7: Learning Objective H: Explain how technological advances enabled European imperialism from 1815 to 1914.	KC-3.5.II.A The development of advanced weaponry ensured the military advantage of Europeans over colonized areas. KC-3.5.II.B Communication and transportation technologies facilitated the creation and expansion of European empires. KC-3.5.II.C Advances in medicine enabled European survival in Africa and Asia.	10	Students unlock new national security technological that lead to changes in diplomatic and foreign policy dynamics.	ALL	ALL

STATECRAFT SIMULATIONS

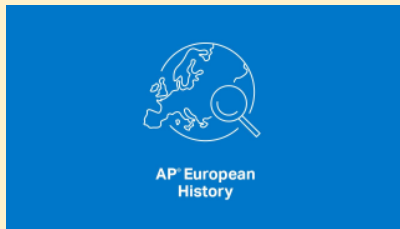| Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
7.7 Imperialism's Global Effects	Unit 7: Learning Objective I: Explain how European imperialism affected both European and non-European societies.	KC-3.5.III Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad. KC-3.5.III.A Imperialism created diplomatic tensions among European states that strained alliance systems. KC-3.5.III.B Imperial encounters with non-European peoples influenced the styles and subject matter of artists and writers and provoked debate over the acquisition of colonies. KC-3.5.III.C Especially as non-Europeans became educated in Western values, they challenged European imperialism through nationalist movements and by modernizing local economies and societies.	10	Students can build empires that seek to gain land and influence across the Statecraft world. Balance of power and diplomacy become strained and students must react and create answers	ALL	ALL
7.9 Causation in 19th-Century Perspectives and Political Developments	Unit 7: Learning Objective K: Explain the influence of nationalist and imperialist movements on European and global stability.	KC-3.4 European states struggled to maintain international stability in an age of nationalism and revolutions. KC-3.4.II The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere. KC-3.4.III The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.KC-3.5 A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers. KC-3.5.II Industrial and technological developments (e.g., the second industrial revolution) facilitated European control of global empires. KC-3.6 European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other. KC-3.6.II Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.	10	Students experience changing world dynamics brought about by the rise and fall of powers, alliance structures, technological developments, and industrialization throughout the simulation	ALL	ALL

STATECRAFT SIMULATIONS

Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
8.2 World War I	Unit 8: Learning Objective B: Explain the causes and effects of World War I.	KC-4.1.I World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished. KC-4.1.I.A A variety of factors—including nationalism, military plans, the alliance system, and imperial competition—turned a regional dispute in the Balkans into World War I.	10	Students must carefully navigate international tension and conflict or dissolve into a world war	Turns 3-8+	Turns 3-8+
8.2 World War I	Unit 8: Learning Objective C: Explain how new technology altered the conduct of World War I.	KC-4.1.I.B New technologies confounded traditional military strategies and led to trench warfare and massive troop losses.'	10	Students advance their military technology and it completely changes the dynamics of military tactics and national security	Turns 3-8+	Turns 3-8+
8.2 World War I	Unit 8: Learning Objective D: Explain how the developments of World War I changed political and diplomatic interactions between and among nations.	KC-4.1.I.C The effects of military stalemate, national mobilization, and total war led to protest and insurrection in the belligerent nations and eventually to revolutions that changed the international balance of power. KC-4.1.I.D The war in Europe quickly spread to non-European theaters, transforming the war into a global conflict. KC-4.1.I.E The relationship of Europe to the world shifted significantly with the globalization of the conflict, the emergence of the United States as a world power, and the overthrow of European empires.	10	Large scale wars lead to social unrest, changes of power balance, and changes to global trade networks	Turns 3-8+	Turns 3-8+

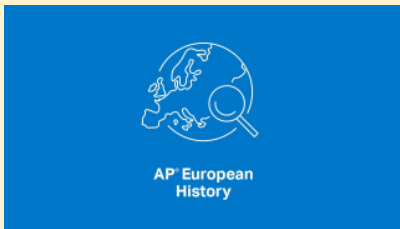| Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
8.4 Versailles Conference and Peace Settlement	Unit 8: Learning Objective F: Explain how and why the settlement of World War I failed to effectively resolve the political, economic, and diplomatic challenges of the early 20th century.	KC-4.1.II The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few. KC-4.1.II.A Wilsonian idealism clashed with postwar realities in both the victorious and the defeated states. Democratic successor states emerged from former empires and eventually succumbed to significant political, economic, and diplomatic crises. KC-4.1.II.B The League of Nations, created to prevent future wars, was weakened from the outset by the nonparticipation of major powers, including the U.S., Germany, and the Soviet Union. KC-4.1.II.C The Versailles settlement, particularly its provisions on the assignment of guilt and reparations for the war, hindered the German Weimar Republic's ability to establish a stable and legitimate political and economic system. KC-4.1.VI.B The League of Nations distributed former German and Ottoman possessions to France and Great Britain through the mandate system, thereby altering the imperial balance of power and creating a strategic interest in the Middle East and its oil.	10	As students resolve international conflict they'll have to build treaties and international organizations to manage the peace and stability of their world	ALL	ALL
8.5 Global Economic Crisis	Unit 8: Learning Objective G: Explain the causes and effects of the global economic crisis in the 1920s and 1930s.	KC-4.2.III The Great Depression, caused by weaknesses in international trade and monetary theories and practices, undermined Western European democracies and fomented radical political responses throughout Europe. KC-4.2.III.A World War I debt, nationalistic tariff policies, overproduction, depreciated currencies, disrupted trade patterns, and speculation created weaknesses in economies worldwide. KC-4.2.III.B Dependence on post-World War I American investment capital led to financial collapse when, following the 1929 stock market crash, the United States cut off capital flows to Europe. KC-4.2.III.C Despite attempts to rethink economic theories and policies and forge political alliances, Western democracies failed to overcome the Great Depression and were weakened by extremist movements.	10	Students manage their economies and global trade networks. If certain commodities or unforeseen resource shortages become common students will struggle to manage their countries	ALL	ALL

STATECRAFT SIMULATIONS

Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
8.6 Fascism and Totalitarianism	Unit 8: Learning Objective H: Explain the factors that led to the development of fascist and totalitarian regimes in the aftermath of World War I.	KC-4.2.II The ideology of fascism, with roots in the pre-World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability. KC-4.2.II.A Fascist dictatorships used modern technology and propaganda that rejected democratic institutions, promoted charismatic leaders, and glorified war and nationalism to attract the disillusioned. KC-4.2.II.B Mussolini and Hitler rose to power by exploiting postwar bitterness and economic instability, using terror, and manipulating the fledgling and unpopular democracies in their countries. LEARNING OBJECTIVE Unit 8: Learning Objective H Explain the factors that led to the development of fascist and totalitarian regimes in the aftermath of World War I. HISTORICAL DEVELOPMENTS KC-4.2.II.C Franco's alliance with Italian and German fascists in the Spanish Civil War—in which the Western democracies did not intervene—represented a testing ground for World War II and resulted in authoritarian rule in Spain from 1936 to the mid-1970s. KC-4.2.II.D After failures to establish functioning democracies, authoritarian dictatorships took power in central and eastern Europe during the interwar period.	8	Students build their government system from the ground up deciding whether to be communist, dictatorship, democracy, or constitutional monarchy. Each political system creates unique advantages and issues that require students account for unique political factions and policy choices	ALL	ALL
8.7 Europe During the Interwar Period	Unit 8: Learning Objective J: Explain how and why various political and ideological factors resulted in the catastrophe of World War II.	KC-4.1.III.A French and British fears of another war, American isolationism, and deep distrust between Western democratic, capitalist nations and the authoritarian, communist Soviet Union allowed fascist states to rearm and expand their territory. KC-4.1.III In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.	8	Mistrust around states in the simulation can cause the rise of dictatorship powers to conquer and control vast amounts of the Statecraft world	Turns 3-8+	Turns 3-8+

STATECRAFT SIMULATIONS

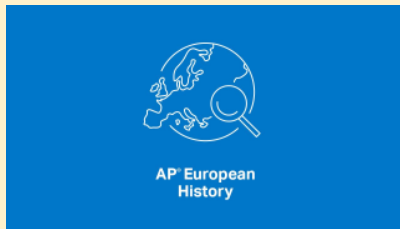| Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
8.8 World War II	Unit 8: Learning Objective K: Explain how technology and innovation affected the course of World War II and the 20th century.	KC-4.1.III.B Germany's Blitzkrieg warfare in Europe, combined with Japan's attacks in Asia and the Pacific, brought the Axis powers early victories. KC-4.1.III.C American and British industrial, scientific, and technological power, cooperative military efforts under the strong leadership of individuals such as Winston Churchill, the resistance of civilians, and the all-out military commitment of the USSR contributed critically to the Allied victories. KC-4.3.II.C Military technologies made possible industrialized warfare, genocide, nuclear proliferation, and the risk of global nuclear war	10	Students will enter into military conflict and have to map out and plan their military tactics and strategies throughout the wars they may face	Turns 3-8+	Turns 3-8+

STATECRAFT SIMULATIONS

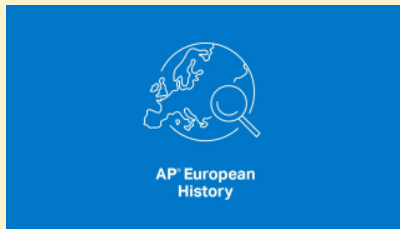| Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
8.11 Continuity and Changes in an Age of Global Conflict	Unit 8: Learning Objective N: Explain how economic challenges and ideological beliefs influenced prior conceptions about the relationship between the individual and the state.	KC-4.1 Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union. KC-4.1.I World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished. KC-4.1.II The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few. KC-4.1.III In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization. KC-4.2 The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between and among democracy, communism, and fascism. KC-4.3 During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards. KC-4.3.II Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge. KC-4.4 Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life. KC-4.4.I The 20th century was characterized by large-scale suffering brought on by warfare and genocide, but also by tremendous improvements in the standard of living.	10	Students must navigate heated tensions to avoid global conflict or dissolve into regional and even world war. Economic collapse, the rise of nationalism, and technological changes all play into rising challenges that lead to world war across the simulation.	Turns 3-8+	Turns 3-8+

STATECRAFT SIMULATIONS

Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
9.1 Contextualizing Cold War and Contemporary Europe	Unit 9: Learning Objective A: Explain the context in which the Cold War developed, spread, and ended in Europe.	KC-4.1 Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union. KC-4.1.IV As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century. KC-4.2 The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between and among democracy, communism, and fascism. KC-4.3 During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards. KC-4.3.I.ii The experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks. KC-4.4 Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life. KC-4.4.III New voices gained prominence in political, intellectual, and social discourse.	10	Students can enter into world war with unpredictable severe impacts to economies, culture, domestic politics, global trade, and social patterns	Turns 3-8+	Turns 3-8+
9.2 Rebuilding Europe	Unit 9: Learning Objective B: Explain how economic developments resulted in economic, political, and cultural change in the period after World War II.	KC-4.2.IV.A Marshall Plan funds from the United States financed an extensive reconstruction of industry and infrastructure and stimulated an extended period of growth in Western and Central Europe, often referred to as an "economic miracle," which increased the economic and cultural importance of consumerism.	10	As conflict arises students can provide foreign aid to help bolster countries that are struggling to recover.	ALL	ALL

STATECRAFT SIMULATIONS

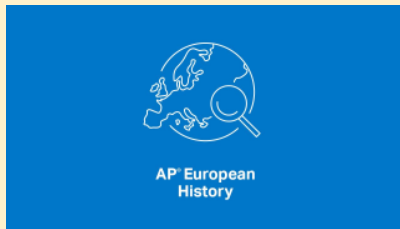| Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
9.3 The Cold War	Unit 9: Learning Objective C: Explain the causes, events, and effects of the Cold War in the period following World War II.	KC-4.1.IV.A Despite efforts to maintain international cooperation through the newly created United Nations, deep-seated tensions between the USSR and the West led to the division of Europe, which was referred to in the West as the Iron Curtain. KC-4.1.IV.B The Cold War played out on a global stage and involved propaganda campaigns; covert actions; limited "hot wars" in Asia, Africa, Latin America, and the Caribbean; and an arms race, with the threat of a nuclear war.	10	Students build alliance blocks with collective security agreements. Students can use espionage, covert operations, and backroom diplomacy. They can also build nuclear missiles and experience mutually assured destruction	Turns 3-8+	Turns 3-8+
9.4 Two Superpowers Emerge	Unit 9: Learning Objective D: Explain the economic and political consequences of the Cold War for Europe.	KC-4.1.IV.C The United States exerted a strong military, political, and economic influence in Western Europe, leading to the creation of world monetary and trade systems and geopolitical alliances, including NATO. KC-4.1.IV.D Countries east of the Iron Curtain came under the military, political, and economic domination of the Soviet Union within the Council for Mutual Economic Assistance (COMECON) and the Warsaw Pact. KC-4.2.V.A Central and Eastern European nations within the Soviet bloc followed an economic model based on central planning, extensive social welfare, and specialized production among bloc members. This brought with it the restriction of individual rights and freedoms, suppression of dissent, and constraint of emigration for the various populations within the Soviet bloc. KC-4.2.V Eastern European nations were bound by their relationships with the Soviet Union, which oscillated between repression and limited reform, until the collapse of communist governments in Eastern Europe and the fall of the Soviet Union. KC-4.2.V.B After 1956, Soviet leader Nikita Khrushchev's de-Stalinization policies failed to meet their economic goals within the Soviet Union; combined with reactions to existing limitations on individual rights, this prompted revolts in Eastern Europe, which ended with a reimposition of Soviet rule and repressive totalitarian regimes. KC-4.2.V.D.i The rise of new nationalisms in Central and Eastern Europe brought peaceful revolution in most countries but resulted in instability in some former Soviet republics.	8	Students build spheres of influence as their countries become more economically, militarily, and technologically advanced. Countries who, at the outset of the simulation were on equal footing, eventually feel that they must take into account the needs of nations with more global influence and power	5-8+	5-8+

STATECRAFT SIMULATIONS

Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
9.5 Postwar Nationalism, Ethnic Conflict, and Atrocities	Unit 9: Learning Objective E: Explain the causes and effects of mass atrocities in the period following World War II to the present.	KC-4.1.V Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace. KC-4.2.V.D.ii New nationalisms in central and eastern Europe resulted in war and genocide in the Balkans.	10	Students must resolve regional conflicts involving ancestral claims along with human atrocities that occur during their simulation.	Turns 2-5	Turns 4-8+
9.6 Contemporary Western Democracies	Unit 9: Learning Objective F: Explain state-based economic developments following World War II and the responses to these developments.	KC-4.2.IV Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state. KC-4.2.IV.B The expansion of cradle-to-grave social welfare programs in the aftermath of World War II, accompanied by high taxes, became a contentious domestic political issue as the budgets of European nations came under pressure in the late 20th century.	10	Students manage the need to industrialize and build their economies while also trying to ensure that the welfare of their people is maintained. This happens not just through government economic and domestic policy, but through managing the needs and wants of both capitalist and socialist political factions	ALL	ALL
9.12 Technology	Unit 9: Learning Objective M: Explain how innovation and advances in technology influenced cultural and intellectual developments in the period 1914 to the present.	KC-4.3.II.B Medical theories and technologies extended life but posed social and moral questions that eluded consensus and crossed religious, political, and philosophical perspectives.	10	Students invest in and build their medical systems with new technological advancements, medical buildings, and domestic policies	ALL	ALL
9.13 Globalization	Unit 9: Learning Objective N: Explain the technological and cultural causes and consequences of increasing European globalization in the period from 1914 to the present.	KC-4.3.IV.C Increased imports of U.S. technology and popular culture after World War II generated both enthusiasm and criticism. KC-4.4.I.D New communication and transportation technologies multiplied the connections across space and time, transforming daily life and contributing to the proliferation of ideas and to globalization. KC-4.4.III.A Green parties in Western and Central Europe challenged consumerism, urged sustainable development, and, by the late 20th century, cautioned against globalization.	10	Students can export technological and cultural advancements to other countries in their simulation. This comes with both benefits and challenges to sustainability, domestic politics, and the environment	ALL	ALL

STATECRAFT SIMULATIONS

Topic	Learning Objective	Essential Knowledge	IR Simulation Connection	Explaining Key Concepts	Most Prominent Turn	2nd Most Prominent Turn
9.15 Continuity and Change in the 20th and 21st Centuries	Unit 9: Learning Objective P: Explain how the challenges of the 20th century influenced what it means to be European.	KC-4.1 Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union. KC-4.1.IV As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century. KC-4.1.V Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace. KC-4.2 The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between and among democracy, communism, and fascism.	10	The Statecraft world will change and evolve off of student decisions in moments of conflict, imperialism, domestic politics and nationalism. As students build their countries and the eventual ending conditions of their world they will run a debrief on how they reached their final state and make connections to how Europe experienced and evolved through each major conflict and change in its history	END	END