**The Alliance Game: A World War I Simulation Game**

**Materials:**

1. Signs with each nation's name on them to be placed on the group of desks or table corresponding to that nation.

2. Copies to be given to students of Figure 1 and Figure 2

3. Large piece of butcher paper for the peace treaty and new map of the world's boundries to be written on and some markers or colored pencils.

4. Crowns for each nation. (I just ask Burger King to donate some of their kids crowns each year.)

**Step 1:** Divide Students into small groups each group representing one of the given nations.

**Step 2**: Read the following to class:

This is a simple international relations game that can be played by our class. As a model of international relations for example, the game can be effectively used to point out the condition of international anarchy that has been an important part of the affairs of people and nations throughout history. International relations terms, too, come to be better understood in action. Terms such as FOREIGN POLICY, CRISIS, ALLIANCE, DIPLOMACY, TREATY, NEUTRALITY, AND PEACE CONFERENCE.

During the game, the classroom becomes an imaginary world made up of a continent and an island--the area of interaction of seven soverign nations. **(Hand out the copies of Figure 1 and 2)** A map of this little world (Figure 1) and a chart showing relative war powers of the nations (Figure 2) are the materials given. The numbers do not correspond to the numbers of men, regiments, or ships of war. They are relative figures that express the comparative war powers of the nations. NMF stands for national moral factor and since all nations are equally patriotic and passionate about their country all nations are equal in NMF.

**Step 3**: Read to the group and have them complete this small activity.

The first job of the group is to pick a ruler for the nation to serve as chairperson of the team and speak out. The ruler may be either a king, queen, prime minister, president, dictator. Please create a name tag so that students who visit your country know how to address the leader. **(Give students 2 minutes to do this)** The next stage of the game is introduction. Each leader must stand and one at a time introduce himself in a dignified manner by title, name, and nation. (Example: King Alfred of Bismania) **(Teachers Note: As leaders introduce themselves I go around and place the Burger King crowns on their heads)** Have students be seated.

**Step 4:** Read to students with a serious tone.

The Realities:

Atweena, a landlocked nation, has no navy but it does have the most powerful army. Galbion, an island nation, has the largest navy. The two most powerful nations are Bismania and Galbion. The two weakest are Bontus and Egrama. It is a competitive and hostile world and each nation is faced with different problems in maintaining its power, security, and independence. In any war the more powerful nations or alliance of nations always dictates the terms of peace and settlement. In a war a defeated nation can lose some or all of the power of its army, navy, and or territory on the map to the victorious nation or nations.

The Crisis:

A state of war exists between Nurovia and Atweena. Neither side is to be considered the aggressor; there is no right or wrong attached to either; all possibilities of peace have been thoroughly exhausted. The peace and security of all other nations is threatened. Atweena will conquer Nurovia unless Nurovia is able to successfully bring other nations into war on her side. Therefore, Atweena is forced to seek allies since Nurovia is. Every nation is faced with the decision to enter the war or remain neutral. Neutrality does not mean you can not lose territory or other assets in the end. Each side must figure out who to seek out for an alliance and what kind of bargain in the form of treaties to make for joining one side or another.

**Step 5**: Read to students:

Each nation will now go into a SECRET CONFERENCE to decide what to do in the crisis, what its long term foreign policy should be and what nations its ambassadors, which are all the other members except the leader, should visit to negotiate and make alliances with. NO COMMUNICATION WITH OTHER NATIONS IS PERMITTED DURING THIS PHASE. (**Give Students 5 Minutes. You can also use this time to check for understanding**)

**Step 6**: Read to Students

The next stage is negotiations. Rulers are NOT allowed to leave their countries for fear of hostile take over. Nations' objectives are to be carried out by sending diplomats to confer SECRETLY and QUIETLY with the rulers of other nations. Rulers should only receive ONE diplomat at a time from a foreign country to protect the security of the conference, any treaties created during the conference, and the security their own nation. Rulers have the right to refuse to confer with any nation's diplomat. **(Teacher Note: This portion of the game should take all but the last 5 minutes of your class period. Do not be surprised if students ask if they can break a treaty they made with one nation because they got a better deal from another nation. I tell them if it can happen in real life, it can happen here.)**

**Step 7:** (Of course we can't really fight a war, so we skip to international declarations). Read the following to the students.

International Declaration and Determining the Victors

The next stage of the game is INTERNATIONAL DECLARATIONS. Diplomats return to their own countries and rulers must stand. The five nations not originally concerned in the war will be asked to DECLARE themselves. The teacher's question will be "War or Peace" and if war on whose side. **(Teachers Note: I place a list with Nurovia and Atweena on the board and list nations joining them underneath their names and any that stayed neutral off to the side.)** Nothing else can be stated by the rulers. The teacher then will total the powers of the belligerents and announces the results of the war. **(Teachers Note: Use the total column on the map to add together to determine the winner. The other columns were just distracters to keep the class guessing how to determine the victor(s).)** Tell the students that a peace conference will take place tomorrow in class.

**Step 8:** Read to Students

Peace Conference

If more than the original two nations were involved in the war, the victorious rulers and diplomats go to a peace conference to DECIDE what is to be done with the defeated nations. They must announce whether the defeated are to be wiped out of existence or merely weakened and left alive. The victors get to revise the map of the world and create the terms of peace and POST WAR FOREIGN POLICY to PREVENT ANOTHER WAR FROM EVER HAPPENING. **(Teachers Note: Handout butcher paper to victorious countries to do this on. I tend to have students left out of the conference work on Step 9 and any additional HW that night to keep them working during the conference.)** **(Teachers Note: Do not be surprised if the victors are not fair or even cruel to the fate of the losing nations or even anyone who stays neutral. This is good! They are making the same mistakes that happened in the Treaty of Versailles and this will cause them to re-think their positions later after you have taught WWI and the Treaty and its mistakes.)**

**Step 9:** Students should complete the Peace Treaty and at the end of class present it to the class. **(Teachers Note: Do not be surprised if the losers are mad. That is okay, and provides a great learning experience later. Be sure to keep the poster and bring it out again after you have taught WWI and the Mistakes of the Treaty of Versailles)**

**Step 10:** Students should complete the reflection piece and class should discuss.

**Step 11:** After you have completed your unit on WWI and the Mistakes of the Treaty of Versailles pull the butcher sheet back out of the Peace Conference Treaty. Ask the students if they truely created a treaty that would end all war? Let students revise the treaty.