**Cold War Simulation**

**Standards:** OK U.S History: CS 5.1 A-C, 5.2 A-B

**Objectives:** The student will be able to understand the main causes for conflict during the Cold War and the repercussions for the decisions.

**Time needed:** one class period

**Materials needed:** print out of the discussion questions, smart-board

**Procedure:**

1. Start out with the Map on the board so all students can see it clearly. Do not tell them that the lesson is over the Cold War
2. Split the students into two “teams” or countries: Deltas and Omegas.
3. Explain to the students that the object of the game is to be the country with the most power, land, and influence.
4. Point out on the map that everything in yellow belongs to Delta and yellow stripes mean that country is an ally of Delta.
	1. Explain the same for the blue with Omega
5. Teacher insider info: Each “country” represents a real place during the Cold War
	1. Upsilon = United Kingdom
	2. Beta = Divided Germany
	3. Xi= West Berlin
	4. Pi = Egypt
	5. Chi East = North Korea
	6. Chi West = South Korea
	7. All other countries represent NATO or Soviet Satellite States.
6. First Scenario: Satellite States/ Potsdam Conference
	1. Explain to the students that Delta has asked Omega to let Gamma, Tau, Rho and Pi make their own decisions and that if Omega doesn’t comply, Delta will react.
		1. Let the Omegas know that again, the object is to be the country with the most power. Give them the option to either leave the countries alone or to *influence* them to see their side of things. Remind them that allowing them to make their own decisions might lead to those countries siding with Delta.
			1. In almost all cases, they choose to influence them. If so, shade them blue.
			2. If they choose not to influence, this is fine. Leave them be.
		2. Make sure to tell the Omegas to write down their answer to their first Discussion question
7. Scenario two: Berlin Blockade
	1. Bring the Omegas attention to the Island of Beta, noting that it is split in half. Tell them that some of the people on their part of the island have been unhappy and fleeing to the island of Xi. Ask them why they think the island of Xi could be a problem for them. (Their answers are usually that it is so close to them, it could be an invasion point, etc.)
	2. If the Omegas feel threatened by the island of Xi, try and lead them to build a wall, create a naval patrol, or something of that nature.
	3. Have them answer discussion question #2.
		1. Usually they send them things like food and supplies. Let them know that the people of Beta are hearing rumors that the Delta side of the island is much better and richer. This usually prompts the students to send information and literature about how much better their side is and how bad Delta is. It is important to get them to this point and explain to them that what they are planning is technically propaganda.
	4. Turn to the Deltas and explain to them that the people of Xi are terrified of Omega and that they feel threatened or trapped. They are fearful that Omega will try to attack them. Have them answer their discussion Question #1
		1. The response is usually to send food supplies and help them out. Point out that the people might feel more secure if you stationed some military forces there for protective measures only. They usually agree.
8. Scenario 3: Warsaw Pact
	1. Turn to the Omegas and ask them how they feel about the Deltas placing troops so close to their own land. Ask them if they feel this could be a potential threat. Mostly they will agree that it makes them feel uneasy.
	2. Point out to them that WWII taught us that when countries feel threatened, they do one of 3 things: create treaties or alliances, build up their military power, or attack. Have them answer discussion questions #3
		1. Persuade them that making alliances would probably be the least threatening decision.
			1. If they choose to make alliances, convince them that Pi, Rho, Gamma, and Tau would make the best ones. (Kappa is off limits due to internal conflicts) If they choose to do this name it the Omega Pact
			2. If they choose to attack, point out that Delta has bombing capabilities, usually they will back down.
			3. If they choose to build up their military, allow them to do so.
	3. Have them answer Omega discussion question #3
	4. Turn to the Deltas. Ask them what it seems like the omegas are doing. Point out that it looks like they are preparing for conflict. Ask them to answer their question #2. They have the same choices: alliances, military might, or attack
		* 1. If they choose to make alliances, convince them that Alpha, Phi and Eta would make the best ones. (Kappa is off limits due to internal conflicts) If they choose to do this name it the Delta Powers
			2. If they choose to attack, point out that starting a war is probably not the best solution, usually they will back down.
			3. If they choose to build up their military, allow them to do so.
9. Scenario 4: China falls to communism
	1. Tell them word has just come from Kappa. They are having a civil war. The current leader, Jim (aka Chang Kai Shek) is a terrible leader, however, he wants to ally himself with Delta. The Rebel leader who wants to take over, Mac (Mao Zedong), wants to recreate the country into a mini version of Omega.
		1. Ask each group to decide who they want to throw their support behind and why. (question #3 for Deltas and #4 for Omegas)
		2. Tell them that they have to wait for the election results to come in
10. Scenario 5: Korean War and Arms race
	1. Draw and arrow from Chi East to Chi West. Tell the students that Chi East has attacked Chi West, trying to take over the whole island. Ask Delta to answer question #4.
		1. If they don’t know what to do, prompt them to send supplies, or troops or other military aid. Usually they will agree to these terms.
		2. Then let them know that Mac has taken over Kappa (mark it with blue stripes). Kappa has decided to send troops and military to Chi East.
			1. At this time, have Deltas answer question #5. If they choose to back out, move on to scenario 6.
			2. If they choose to continue the war. Play the scenario over, with kappa sending more and more troops and bombs until they decide to back down.
	2. Have Omegas answer question #5. Push them to feel like they should be concerned about Deltas doing anything they can to keep control. To push them further, tell them their people are terrified and afraid. How can they make them feel safer?
		1. Try to lead them to either expanding their army or creating some sort of bombs or weapons of mass destruction.
		2. Afterwards, have Deltas answer question #6. Let them know that their lead scientists have just discovered how to build bombs, but they need approval. Usually they will give them approval.
		3. Repeat once again with both sides until they are on the brink of going to war or blowing each other up.
11. Scenario 6: Revolutions
	1. Tell Omega that Pi, Tau, and Rho want to go their own way. They have agreed to continue to ally themselves with Omega if there is a war, but they want to make their own decisions. Have the Omegas answer #6.
		1. If they let them go, give one country over to Delta.
		2. If they don’t let them go, completely fill the countries in with blue, indicating they are fully under the control of Omega.
		3. Ask the Deltas has the outcome makes them feel.
12. Scenario 7: Suez Canal Crisis
	1. Pi has decided to build a canal to help increase international trade. One of their best trading partners is Upsilon. The problem is that Pi doesn’t have enough money to build the canal on their own and neither does Upsilon. Kappa, who’s leader Mac has turned out the be a terrible person, has volunteered to build the canal if they can have a portion of control over who uses it.
		1. Ask both sides how they feel about Kappa helping Pi.
	2. Upsilon is begging Delta to build the canal so it stays under the control of Delta and their allies. Have the deltas answer question #7.
		1. Usually they help Pi build the canal. If they randomly choose not to help, remind them that they will lose Upsilon as a friend and ally. Keep pushing until they choose to help.
	3. Turn to Omegas and have them answer #7, goading them with the fact that Pi is under their control and now Delta has access to waterways deep in Omega territory.
13. Ending the simulation
	1. Tell the students that you are pausing the game.
	2. THIS IS THE MOST IMPORTANT STEP: let them know that the object of the game was not to win, but actually to learn about the major events of the Cold War.
		1. Take the opportunity to correct any scenarios that started to stray from the truth. Tell them who each country represented.
		2. Point out that the thing about that Cold War is that it all seems silly and a bunch of over reactions when you read about it. Then remind them that they made the same choices the leaders of the world did in the 1940s and 1950s.
		3. Make sure to clarify what event each scenario represented as well. Frequently refer back to it during the rest of the unit to make sure the students can connect the dots.
	3. You can choose to grade the discussion questions for participation or completion as I did or you can choose to grade it another way. The most important thing is to make sure they see how one event related to another and why the US and the USSR were involved in the events.