



Instructor's Guide

Version 2.0

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I. Introduction to the Instructor's Guide

About this Guide

Thank you for choosing Muzzy Lane Software's MAKING HISTORY®. This Instructor's Guide was written to help you integrate MAKING HISTORY into your classes. Based on the thoughts of experienced professors and teachers, the guide:

- explores how games can be powerful educational tool
- answers frequently asked questions
- models different methods of playing MAKING HISTORY
- suggests how to lead and moderate a game experience
- surveys game scenarios
- explores how to evaluate students after playing MAKING HISTORY
- explains how to use instructor tools.

You will discover how MAKING HISTORY engages students in the World War II era and the process of understanding history. We hope that you use the suggestions in this guide as a foundation for your own ideas.

Other Support Materials

Along with this Instructor's Guide, MAKING HISTORY includes an in-game tutorial, game manual, student handouts, maps, bibliography, recommended resources, and technical handout.

For detailed information on how to play MAKING HISTORY, you can consult the Game Manual. This is included as a PDF when you install the game. The manual also covers technical issues and details of game features. The Quick Guide provides a visual guide to the game interface, plus instructions on how to perform important game actions. The technical handout will help you and/or your IT department install the game.

In the Community section of www.making-history.com you will find suggestions from other educators and you can add your own ideas.

II. Teaching Digital Students with MAKING HISTORY

Today's students are "always on"—they see video games, the Internet, and cell phones as technological standards, not innovations. How can we engage these digital students? How can they become critical thinkers and enthusiastic learners? Here is how MAKING HISTORY answers these questions.

Excites students

Combining the entertainment of games with the richness of history, MAKING HISTORY lets students *interact* with the past. Students want to play. They want to respond to international challenges, make thoughtful decisions, and explore this complex, fun world.

Engages students at all levels

This game captivates top students and average students—those already committed to learning—but it also pulls uninvolved and struggling students into its historical world. *MAKING HISTORY gives all students a new entry into learning history.* For those challenged or frustrated by traditional methods, MAKING HISTORY can change their understanding and appreciation of history.

Rewards students for deepening their knowledge of history

The more students know about the history of a scenario and the countries they play, the better their chances of success. Because they want to "win" the game, students are motivated to refer to class lectures and readings. MAKING HISTORY also *motivates students to go beyond assigned learning* and seek out additional readings, maps, primary sources, and other materials.

Adapts to your class set-up and needs

MAKING HISTORY can be played during class or as homework. An entire class, a small group, or an individual student can lead a country. Each style of play provides a different learning experience. You can adapt the game to best suit your students' needs.

Captures every move and event

If you choose to save all turns, you can review every action taken by every student. Walkthrough mode and Reports allow you to look back and identify key moments. Both are useful when assessing students' MAKING HISTORY experiences and encouraging student reflection and analysis.

Ties scores to historic objectives

The goals of MAKING HISTORY countries are not simply vanquishing an enemy or conquering the world. Students are scored on the economic, diplomatic, military, and industrial strength of their nations.

Allows you to watch student decisions in real time

Instructors are not limited to peering over students' shoulders. You can use the Observer mode to review student choices while a game is in play. (See Section VIII)

Uses artificial intelligence to create a flexible gaming environment

MAKING HISTORY's artificial intelligence programming (AI) plays the countries not selected by human players. In a game, students are challenged by their classmates and this complex AI programming. The AI-controlled countries will respond to what students do and force student decisions. AI countries can do everything a student-played country can do—decide to accept or reject treaty proposals, buy and sell on the world market, react to military invasions, and come to the aid of allies.

III. Frequently Asked Questions

These are some of the most frequently asked "big picture" questions. If you have a question that is not addressed here, we welcome you to ask it on our web forum (go to www.making-history.com and click the Community tab).

A. *What technical skills do I need?*

You do not need any special technical skills to play MAKING HISTORY. All you need are computers that meet the technical requirements and a willingness to try something new!

MAKING HISTORY has an in-game tutorial that can introduce you and your students to the basic elements of gameplay.

As with any new resource, plan to spend some time exploring MAKING HISTORY and reviewing the options available to students. Beyond the tutorial, playing as each country—even if just for a few turns of a single-player game—will further familiarize you with what your students will experience.

B. *How do I integrate MAKING HISTORY into my class?*

MAKING HISTORY will deepen and extend students' knowledge of this historical era and enhance their critical thinking, decision making, and analytical skills. To play the game, your students need to first understand the time period. Teachers typically use MAKING HISTORY to inspire discussion after students have participated in World War II lectures and readings.

In Section IV you can view several suggested models of play. You can use or adapt these models to best fit your students' needs.

C. *How do I make room for the game in my curriculum?*

Playing MAKING HISTORY does take time, as do post-game analysis and discussions. However, you will find great return on this investment, as students expand their critical thinking and decision-making skills, engage in course materials, and increase their understanding and retention of information. Your students will be richly rewarded by the time dedicated to learning with MAKING HISTORY.

D. *Will students want to play?*

Yes! Many students are familiar with video game simulations and will be excited to play MAKING HISTORY as a class assignment. With MAKING HISTORY you will be able to channel students' enthusiasm for games to create a meaningful, memorable learning experience.

E. How can MAKING HISTORY teach “real” history?

Students start each MAKING HISTORY scenario from their countries' historic positions. Researchers have established each nation's goals, finances, resources, international relations, and more. As they play, however, students will inevitably create events and situations that did not happen in history. This departure is a valuable teaching opportunity for you.

Have students consider their nation's goals and challenges as they play. Ask them to compare and contrast what happens in their game with what happened in history. What decisions in the game led to specific outcomes? How were these decisions different from those made by real world leaders?

Through these departures from history, you can *teach students that history is not inevitable*; the choices they make determine the flow of events.

F. What are the ethical concerns of this WWII game?

MAKING HISTORY is a multidimensional gaming simulation, designed for educational settings. While military features are built into the game—reflecting the realities of the 1930s and 1940s—students must make military decisions in the context of the economic and diplomatic considerations that also existed at the time. Unlike most World War II simulations on the market, in MAKING HISTORY war is only one option among many, and the consequences of choosing that option can be severe.

MAKING HISTORY intentionally does not include the Holocaust and has limited opportunity to develop the atom bomb. MAKING HISTORY encourages students to rationally balance domestic and international demands. In the real world, leaders did not always make the most rational decisions and, unfortunately, ethical considerations were not high on many agendas. We believe that the moral lessons of war, genocide, and nuclear weapons are, at this time, more appropriately taught using other tools. *MAKING HISTORY* is an exciting, effective new way to engage students in many, but not all, aspects of World War II history.

IV. Ways of Playing MAKING HISTORY

The following are a few models of use possible with MAKING HISTORY. Instructors typically select a model based on class size, computer access, and the frequency and duration of class meetings. Choose or adapt the model that best fits your needs.

Note that *students do not have to complete a scenario to enjoy and learn from MAKING HISTORY*. The longer they play, the more opportunities they have to make choices and learn from their actions--but, what completes the game experience is a meaningful post-game discussion, not finishing all the turns. (See Section VI: Choosing a Scenario)

A. Playing in Class

If you have sufficient computers and time, we recommend that you play an in-class multiplayer game.

The in-class model allows instructors to oversee gameplay, while giving students unique MAKING HISTORY experiences. Teachable moments will spill over the allotted class period, as students excitedly enter the game world and debate real history with their classmates and instructors.

Requirements	Why
Install MAKING HISTORY on 5-10 networked computers.	Each playable country must have its own computer. An additional computer for hosting the game is strongly suggested but not required.

Recommendations	Why
2-4 students per country.	Small groups share and discuss decision-making. 2-4 is ideal for sharing a computer screen.
10-30 minutes of introduction.	A teacher-led introduction to what the class will be doing and why.
30 minutes for the in-game tutorial.	To familiarize themselves with the game, students can play the tutorial on their own time or as led by the teacher.
60-180 minutes of gameplay.	This depends on the scenario, turn length, and number of classes dedicated to the game.
Follow-up discussions, assignments, and/or assessment of game experiences.	Student learning comes from playing the game and post-game activities.

B. Playing at Home as Homework

If students are linked to a network either over a school's intranet, they can participate in multiplayer games from computer labs or their dormitories. For discussion and assessment, students can then bring game reports to class and/or post comments to online class forums.

Alternatively, students can play single-player games on their own computers against the game's AI. In this case, they do not need access to any networks.

Requirements	Why
Install MAKING HISTORY on at least one in-class computer, with projector and screen.	To introduce the game to students and to lead post-game discussions.
Staff and/or students install MAKING HISTORY on home or lab computers.	For playing the game! (For group play, the computers must be connected via a network, with an additional computer serving as the game host.)

Recommendations	Why
20-40 minutes of in-class game introduction.	A teacher-led introduction to what students will be doing and why.
30 minutes with the in-game tutorial.	To familiarize themselves with the game, students can play the tutorial on their own time or as led by the teacher.
90-350 minutes of at-home gameplay (depending on the scenario and turn length).	This depends on the scenario, turn length, and time dedicated to the game.
Follow-up discussions, assignments, and/or assessment of game experiences.	Student learning comes from playing the game and post-game activities.

The “Long Game” Option

Instead of dedicating a few days to MAKING HISTORY, students can spend weeks--even a whole semester--playing the game. With a long game, students have ample time to research the scenario, study their countries, and assess the consequences of decisions. The game is integrated into all other learning activities undertaken during this period.

Students can log in and out of a game as frequently as they want, but they must complete turns before an End Turn deadline you set. You can give students this deadline or set the turn to end automatically. (Go to Section VIII: Setting the Turn Timer to learn more.)

C. Playing with a "Single Driver"

Although we do not encourage "single driver" play, you can choose this one-computer, one-player model if you want students to have an identical MAKING HISTORY experience, if you cannot devote extensive time to the game, or if your computer access is limited.

Typically, the teacher is the driver, with the game projected so that all can watch. You can make all the choices or call on students to make decisions.

With this model, students only need a brief in-class tutorial. As the "driver," you will have to spend more time familiarizing yourself with the game.

The post-game discussion can also be brief, as you and your class can analyze the game while playing.

Requirements	Why
Install MAKING HISTORY on at least one in-class computer.	To play the game!
Connect computer to an overhead projector.	So students can easily see MAKING HISTORY and participate in the game.

Recommendations	Why
Brief introduction to MAKING HISTORY	A teacher-led introduction to what students will be doing and why.
60-180 minutes of gameplay (depending on scenario, turn length, and number of classes dedicated to the game)	This depends on the scenario, turn length, and number of classes dedicated to the game.
Follow-up discussions, assignments, and/or assessment of game experiences.	Student learning comes from playing the game and post-game activities.

V. Facilitating the Game

To ensure that MAKING HISTORY is an effective educational tool, it must be integrated into a curriculum. If the game is played as a treat—a break from studies or a reward for good behavior—students will have fun, but they will not learn as much as students who engage with MAKING HISTORY on a deeper educational level. That experience requires teacher input before, during, and after the game. Students need you to give them historical context, reinforce game goals, and stimulate reflections.

With this in mind, the following thoughts on facilitation were gathered from teachers who have integrated MAKING HISTORY in their courses. Use their suggestions as you create an engaging, educationally significant experience for your students.

A. Pre-Game Briefings

Before students begin a MAKING HISTORY scenario, they should have a basic awareness of how to play the game. You can have them play the in-game tutorial, read the Game Manual, look over the Quick Guide, and/or walk them through a few turns. Additionally, before students start a game, be sure that you have addressed the following:

Context

Before playing the game, your class should complete some or all your intended lectures and readings on the World War II era. This will give them the historical knowledge they need to make informed gameplay decisions.

Briefing

Review country handouts, so students understand their countries' problems and goals. They can then identify the challenges they want to focus on and in what order they want to address them.

Turns

Explain that some game actions happen during turns, while others do not occur until they end the turn. For example, treaties are accepted or rejected in a turn, while military movements do not happen until you end the turn. Also let students know whether the turn timer will be off or on for their game.

Playing in Groups

if each country is played by a small group of students (often preferable to 1 student=1 country) you should consider distributing game-savvy students throughout all groups, just as you might pair strong students with weaker ones.

Students are excited to play MAKING HISTORY, and this enthusiasm should be encouraged, but over-eager students should not be allowed to dominate their teams. One way to avoid this is to have students take turns “driving” (controlling the mouse). Also, you can have groups divide the responsibilities for their countries. Each student will then advise his or her team on specific diplomatic, economic or military decisions.

B. In-Game Reflection

Whether students play MAKING HISTORY in class or at home, you will find frequent “teachable moments” and rich opportunities for reflection, especially when students compare game events to actual events.

Turn Summary

At the beginning of turns, students should review the Turn Summary panel for international and national events. Have them think about how these military, economic and diplomatic changes relate to their countries’ needs and ambitions.

In Class

In class, student reflections can come through a teacher-led discussion. You can ask questions based on your and your students’ historical knowledge. By observing gameplay, you can turn student or group decisions into learning experiences for the entire class.

Outside Class

For outside-the-classroom play, students can write up their thoughts for classroom discussion or teacher review.

Single Driver

With this model of play, you can have students reflect on diplomatic, political, economic and military decisions at the start of each turn. Also, your class can advise you on what to do next.

C. Post-Game Debriefings

In pre-game briefings, students learn about a scenario’s historical context and study their country objectives. This sets the stage for the gameplay to come. During the game, players must consider their decisions in light of history. Finally, in post-game debriefing students review and synthesize all they have experienced.

Questions & Discussions

Game-specific questions help students reflect on their game experience and focus them on their game’s relevance to history. Complex questions can also open students to big-picture ideas, like the challenges of leadership, the significance of geography, and the many-layered impact of war. Sample questions for conversations and essays can be found in Sections VI and VII of this guide.

Regardless of where or how a game is played, in-class or online discussions are crucial for student reflection and learning. Both forums allow students to give explanations of their actions and respond to teacher and peer comments.

Reports

Student reports summarize a country's score, military power, alliance power, and economic power. Reports are also valuable for teacher evaluation of student game experiences. See Section VII to read more about assessments and Section VIII to learn how to create reports.

Walkthroughs

The MAKING HISTORY walkthrough mode visually connects game events to real history. As a class or individually, students can review their leadership decisions and also look at the game from a “big picture” perspective.

Additional Projects

MAKING HISTORY inspires students to dig deeply and enthusiastically into the past. You can have them apply their motivation to additional, relevant projects. Students can continue "playing" their countries outside the game and/or further compare their game experiences to real history. This role-playing might address aspects of World War II not contained in the game (the home front, the Holocaust, political shifts, etc . . .) or carry past the World War II era into the Cold War. You can have students reread relevant course materials and conduct historical research on the Web or in the library. These MAKING HISTORY-related projects are only limited by your and your students' imaginations, and we hope you'll share them on our community forum at www.making-history.com.

VI. Choosing a Scenario

Each MAKING HISTORY scenario begins at a critical moment in World War II history. This section is intended to help you choose a scenario and prepare to use it in your class. It contains brief descriptions of each scenario, key thematic questions for you and your students to consider prior to playing a scenario, and questions for post-game discussions and assessments. Further thoughts on post-game evaluations can be found in Section VII.

As mentioned in Section IV: Ways of Playing MAKING HISTORY, students do not have to complete a game to have a meaningful learning experience. This is especially true with *The End of Diplomacy*. This scenario covers all of World War II, but you need not play through the end of the war. If you prefer to focus on the beginnings of the European conflict, your students can play 50 or 60 turns (52 turns=1 year).

A. *The Limits of Peace*

The global order established after the Great War is collapsing. Civil war has erupted in Spain. Totalitarian nations grow in power and ambition, while the rest of the world must reevaluate goals and alliances.

Global Scenario, 480 Turns

July 20, 1936 — October 1, 1945

Playable Countries:



China



France



German



Italy



Japan



United
Kingdom



United
States



USSR

Key Thematic Questions

1. How should the Great War (World War I) and the Versailles Treaty guide you?
2. What do Germany's growing power and Italy's recent triumph in Ethiopia mean for your nation?
3. How should the world respond to Japanese aggressions in Asia?
4. Should countries--particularly your country--give troops and aid to one side in the Spanish Civil War? Why or why not? What might be the international repercussions?
5. What alliances should nations make? Which should they honor? What will protect them/protect their allies/increase their power?

Discussion and Assessment Questions

1. In the game, what were reasons for making, keeping, and breaking alliances? How does this compare to what actually happened?
2. What were the repercussions for breaking alliances, both in the game and in reality?

3. In the game, how did countries respond to German, Italian, and Japanese aggressions? What were the real world responses? Why?
4. What was the importance of economic depression in the game? How did the Great Depression impact leaders' decisions in the 1930s?
5. In the game, what was the significance of having or needing natural resources? How does this compare to real history?
6. How did your response to the Spanish Civil War reflect your nation's political beliefs? Domestic constraints? International pressures? Compare this to what really happened. What was the relationship between the Spanish Civil War and World War II?

B. The Politics of Appeasement

Germany, fresh from Anschluss with Austria, now threatens Czechoslovakian lands. How will Europe respond?

Focused Scenario, 30 Turns

September 1, 1938 — March 30, 1939

Playable Countries:



France



German



Italy



**United
Kingdom**



USSR

Key Thematic Questions

1. As German aggressions grow, what alliances should nations make? Which should they honor? What will protect them? Increase their power?
2. Can a full-scale war be avoided? How?
3. To prevent a large war, what sacrifices must be made? By which nations? Why?

Discussion and Assessment Questions

What alliances were reached in your game? Why? Were there alliances you wanted to create, but couldn't?

In the game, how did nations respond to German aggressions? Compare this to history—why, in 1938, didn't France and the USSR honor their defense pacts with Czechoslovakia?

Why did British Prime Minister Neville Chamberlain and other European leaders choose appeasement?

How did your knowledge of the Munich Conference and the policy of appeasement influence your game decisions?

C. The End of Diplomacy

Europe, shocked by the destruction of Czechoslovakia, must decide what to do, now that Germany threatens Poland. Across the globe, Japan continues its invasion of China, despite Western disapproval.

Global Scenario, 320 Turns

September 1, 1939 — October 19, 1945

Playable Countries:



China



France



German



Italy



Japan



United
Kingdom



United
States



USSR

Key Thematic Questions

1. Appeasement failed in Munich. Can German aggression be tempered or is full-scale war unavoidable?
2. What alliances will put your nation in the best position for war?
3. How will the Sino-Japanese war affect your nation? How should you respond to this conflict?
4. What does the crisis in Europe mean for your nation? How should you respond?

Discussion and Assessment Questions

1. What alliances were made, kept, or broken in the game? Why? In the real world, Germany and the Soviet Union signed the Molotov-Ribbentrop pact on August 23, 1939. Why were other nations so shocked by this?
2. In the game, did alliances protect your nation? Did you defend your allies? How and why? In reality, why did the UK and France agree to support Poland? Why did they declare war against Germany, but not send soldiers to Poland?
3. Was your country prepared for war? What about other nations? What was needed to succeed? Compare your thoughts to history.
4. What were the repercussions for breaking alliances, both in the game and in reality?

D. Steps to a Global War

Germany has marched through Europe and now threatens Britain. Japanese aggressions continue. Can the world escape the ever-tightening grip of the Axis powers? Can their triumph be prevented?

Global Scenario, 270 Turns

August 1, 1940 — October 4, 1945

Playable Countries:



China



France



German



Italy



Japan



United
Kingdom



United
States



USSR

Key Thematic Questions

1. What alliances should be made, reaffirmed, or broken?
2. How can Britain be defended/defeated? What role should the US play?
3. How does the crisis in Europe impact the rest of the world?
4. What is the significance of having or needing natural resources? What impact can embargos have?
5. Can the Sino-Japanese War be resolved through international intervention? Can Japanese aggressions be curtailed by economic or diplomatic pressures?

Discussion and Assessment Questions

1. How did the US support the UK in the game? Why? In reality, why did the US choose to aid the UK through the Lend-Lease Act?
2. In the game, what was the international response to Japanese territorial aggressions? Why? Compare this to what really happened--why did the US impose strict embargos on Japan?
3. What role did diplomacy have in this scenario? Were any conflicts resolved through discussion and agreements? Compare your experiences to history--why did US-Japanese diplomatic efforts fail? Why did Japan bomb Pearl Harbor and other US and UK territories?
4. Were alliances important in this scenario? Did they help or hurt your nation? Other countries?
5. In the game, what happened between Germany and the UK? What other attacks occurred? Why, in reality, did Germany attack the USSR without having conquered Britain? Was it a good decision? Why or why not?

E. The World at War

Germany has pushed deep into Soviet territory. Japanese expansion continues in Asia and now includes Western colonies. Can the world escape the ever-tightening grip of the Axis powers? Can their triumph be prevented?

Global Scenario, 200 Turns

December 7, 1941 — October 7, 1945

Playable Countries:



China



France



German



Italy



Japan



United
Kingdom



United
States



USSR

Key Thematic Questions

1. What alliances should be made, reaffirmed, or broken?
2. Which regional conflicts have global significance? How do they impact the world?
3. How should Japan expand its empire? How should the US and UK respond to Japanese attacks?
4. How can Britain defend itself against the Axis powers? Or, how can the Axis defeat Britain? What role should the US play?
5. How can the USSR defend against German forces? Or, how can Germany conquer the Soviets?
6. What is the significance of having or needing natural resources?

Discussion and Assessment Questions

1. How did the US support the UK in the game? Did they form an alliance? Did either nation ally or send aid to the USSR?
2. What happened between the US and Japan in your game? In the real world, why did US-Japanese diplomatic efforts fail? Why did Japan bomb Pearl Harbor and other US and UK territories?
3. Were alliances important in this scenario? Did they help or hurt your nation? Other nations? Compare your experiences to history.
4. In the game, what happened in the German invasion of the USSR? In reality, Germany attacked the USSR without having conquered Britain. Based on your game experiences, do you think that was that a good decision? Why or why not?

F. Conclusion of the War

The end of combat is in sight. How will the Axis be defeated? The US and UK have planned a major Western assault in Europe. Strain lines appear among the Allies as they begin to imagine the post-war world.

Global Scenario, 70 Turns

June 6, 1944 — October 9, 1945

Playable Countries:



China



France



German



Italy



Japan



United
Kingdom



United
States



USSR

Key Thematic Questions

1. Can the Allies obtain unilateral surrender from Germany and Japan? How?
2. How will the end of the war impact the Allied partnership?
3. How do the Axis powers want the war to end? With a final offensive engagement? With an attempt at peace negotiations?
4. Can the Allies work together in the post-war world? Why or why not? What different visions do they have?
5. What does the strength of Communist China mean for Nationalist China? For the rest of the world?

Discussion and Assessment Questions

1. Did the US and UK attack Germany from the west? How did Germany respond? What did this mean for France? In the real world, how did the D-Day invasion influence the path of war?
2. In your game, did any nation develop the atomic bomb? If yes, was it dropped? How did knowledge of the attacks on Hiroshima and Nagasaki affect your game?
3. Did World War II end in your game? If yes, how? Was there total surrender or was peace negotiated? If the war was still being fought at the end of the game, how did it differ from where the world really was in 1945?
4. What was the importance of total victory, both in the game and in reality? Why did the Allies demand this? What territories did each Allied power control at the end of your game? How did these occupations affect post-war plans? How does this compare to the real Allied positions and decisions at the end of the war?
5. In the game, did the Allies work together to plan a post-war world? Compare the game to history--how did decisions made at the end of WWII shape the Cold War?
6. Consider the Versailles treaty and the post-WWI peace. How did those choices influence the design of the post-WWII peace? Compare your game to history.

VII. Evaluating Student Experiences

MAKING HISTORY does not simply teach students history. It gets them thinking about the very nature of history. Students come to new understandings of the challenges of leadership and the factors that contribute to history. By taking on historic roles, students learn about others' perspectives, as well as their own. Because of this complexity, a MAKING HISTORY experience is best evaluated through discussions (both in class and online) and essay-style questions.

MAKING HISTORY is a student-centered experience, where students are in control of their actions. For this reason, discussions and assessments are most effective when they address both history and student game experiences. Students' understanding of the interwar and war years is strengthened as they relate history to what they did as leaders.

Examples of different types of questions are provided here. These questions are based on what happened in various games. The questions in Section VI also can be used in discussions or essays, but questions written after students play the game can reference specific events.

A. Game History Compared to Real History

Here are two examples of how you might compare game events to history:

1. In your game, France, Britain, the USSR and the United States took a unified and firm stand against German territorial expansion. What were the results for Germany and the rest of Europe? How did coalition partners and economies respond to this? How do the alliances developed in the game compare with the actual policy of appeasement that European nations followed before, during, and after the Munich Conference in 1938? What historical conditions created an environment for appeasement?
2. In your game, the United States was not attacked and remained neutral for the entire war. How did these facts affect the decisions made by other nations in the game? How did US neutrality affect the outcome of the war? Compare and contrast this with the history of US involvement and participation in the war. Was the US war effort essential to Allied victory?

B. Cause and Effect

Students determine the course of events in the game. This control helps them develop stronger understandings of cause and effect. Here are two sample questions:

1. As you saw in your game, Japan's territorial aggression in Asia not only affected China but also the rest of the world. In real history, how did Japan's actions change the plans and decisions of each of those powers? How did it change the global dimensions of World War II?
2. In the game and in actual history, Nationalist Spain went to war against Republican Spain. In real history, how did this civil war affect relations among European nations? How did it contribute to the conditions that led to WWII?

C. Drawing Larger Lessons

With MAKING HISTORY, students learn about World War II, but also grow in their understanding of abstract concepts and challenges. You can ask broader interdisciplinary questions to assess students' abilities to synthesize and apply knowledge. Some examples include:

1. There is a famous phrase: geography is destiny. After playing MAKING HISTORY, do you agree or disagree with this sentiment? Identify and explain two events that support your arguments.
2. Consider this statement: Given Nazi Germany's goals, World War II was inevitable. Do you agree or disagree. Identify those goals and argue your position. Were there key moment in your game when you believe war became inevitable? When war could have been prevented? Describe and explain those moments.
3. Effective leadership requires balancing multiple objectives and making the right decision at the right time. What were the most difficult aspects of leading your nations? Give specific examples from your experience playing the game. Where were you most successful as a leader and why?

VIII. Instructor Tools

A. *Setting the Turn Timer*

Games can be played with or without turn lengths. You can switch the Turn Timer on or off and set turn lengths on the Scenario Options page. (You set scenario options after you choose your scenario.)

For timed games, the turn ends when the turn timer counts down to zero or all players click on End Turn. Then everyone's orders take effect, the computer-controlled countries and population groups respond to player actions, and the game is updated to start a new turn.

For untimed games, each player finishes a turn by clicking End Turn.

B. *Observer Mode*

In Observer mode, you can monitor the decisions of students without controlling a playable country yourself. Why do so? Observing from within the game gives you a unique perspective. You can view player actions and, with in-game chat, ask questions and give suggestions to your students.

The game looks similar to the player's view, but an observer cannot change anything. As the observer, you can only participate through chats.

Using Observer Mode

1. Double-click the **MAKING HISTORY** icon.
 2. In the lobby, click on **OPTIONS** to set system options. When finished, click **SAVE CHANGES**.
 3. Back in the lobby, click **MULTIPLAYER**.
 4. Click on **GAME SERVER**.
 5. Select **CREATE NEW GAME**
 6. Choose your scenario. (Do not choose the tutorial.)
 7. Click **LOAD SCENARIO**.
 8. Click **SCENARIO OPTIONS** to change options.
 9. When finished, click **SAVE CHANGES**.
 10. Have players join and choose countries.
 11. When all are ready, click **START GAME**.
 12. The game will start. You can then click on **WATCH**.
- Once in the game, note the menu at the top center of your Map view. From this menu you can choose to observe any playable country.
 - To chat, click the Chat box (from any country's point of view) and select New. A host icon appears instead of a country flag. Other chat controls work in the same way as they do when you are playing.
 - Click the Save Game icon (diskette) to save the game.

C. Walkthrough Mode

You can use Walkthrough mode to review a partially played or complete saved game. You can see all actions, chats, and scoring charts. Also, you can view the saved game from the perspective of any playable country.

Walkthrough is especially useful for reviewing a game with a class, as you and your students can watch critical game events. Connected to a projector, the Walkthrough mode is a powerful visual tool.

To use Walkthrough mode, you must save some or all of a games' turns. Saving a game is not automatic. You or your students can switch on "Save Turn History" in the Scenario Options panel (this button appears after you've selected your scenario). This will give you a complete record of the game, but can potentially generate an enormous game file. If you're only playing a 30-turn game, then automatic save is a reasonable choice. If you're playing a 200+ turn game, you might not want to save everything. Instead, you can turn off automatic save, and, every few turns, you or your students can save the game, just as you would back up a document.

Using Walkthrough Mode

1. Play a Single or Multiplayer game and save the game at any point. (The game does not have to be finished.)

To save a game:

- a. Click on the diskette icon next to End Turn.
 - b. Choose **SAVE GAME**.
 - c. Name your saved game.
 - d. Click on the **SAVE GAME** button--a sentence will appear to confirm that the game has been saved.
 - e. Click on **BACK**.
 - f. Exit **MAKING HISTORY**.
2. Start the game again by double-clicking on the MAKING HISTORY desktop icon.
 3. In the lobby, choose **LOAD SAVED GAME**.
 4. Click on **WALKTHROUGH**.
 5. From the list of saved games, choose one and set your starting turn.
 6. Click on **LOAD SCENARIO**.
 7. Click on a country icon. (You will be able to switch from country to country from within Walkthrough mode.)
 8. Click on **START GAME**.
 9. Click on **ENTER GAME**.
 10. Once in the game, look for the Walkthrough menu in the top center of the map. By clicking on this the menu you can change countries and turns.

D. Reports

Reports give you and your students another way to review a game. You can look back on student decisions, game events, goal scores, question responses, log entries, and chat transcripts. Report graphs display goal progress and compare countries to one another.

Student reports contain data on the country a student has played, while Teacher reports allow instructors to review all playable countries.

Creating a Report

1. Play some or all of a game.
2. Click on the diskette icon to leave the game.
3. Click on **REPORTS**.
4. In the left-hand column, choose Student or Teacher Report.
5. Click on **RUN**.
6. The report will take a few moments to build. When the report is finished, the sentence "This report has been saved in:___ " will appear.
7. You can either open the given address or, from your desktop, click on the MAKING HISTORY Reports icon to access the report.
8. Click on the index.html file to open the report.

Reports are in html, so you can print report pages as easily as printing a web page. Simply press Control+P or select File→ Print.