



Experimental game for the July Crisis of 1914

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Content

The school students are assigned the task of using peaceful means to resolve the international crisis of July, 1914 and thus of preventing the onset of World War I. The historical circumstances at the end of June, 1914, and the assassination of the two Austrian-Hungarian heirs to the throne in Sarajevo are the starting point.

The school students should recognise in the subsequent comparison of the historical and actual decision-making processes which political decisions led to the failure of the historical crisis management.

Subjects: History, political science

Age group: 14-18 years

Level: advanced

Duration: approx. 1 school year

Tools to be used: TwinSpace, presentation software, videos, photos and drawings, forum, video conference

The following country roles are to be assigned:

German Reich, Austria-Hungary; France; Great Britain; Russia; Italy; Serbia; (Turkey, Ottoman Empire)

Either each participating school shall assume one country role or several roles shall be assigned to one school.

Individual roles can be defined within the country groups, and namely:

1st Position: Head of State

2nd Position: Foreign Minister

3rd Position: Minister of Defence

4th Position: Minister of Economics

The Head of State is authorized to give instructions when differences of opinion occur inside the groups, but can be dismissed as Head of State with the majority vote of the group members.

Educational goals

The school students deal with the political situation in Europe in 1914 in an experimental game.

The students recognise that political decisions are made on the basis of national interests.

As part of the project, the students practice ICT skills and foreign languages and involve themselves with the historical legacy of their country and partner countries.

Process**Warm-up: September to November**

Formation of the working groups in the individual countries.

The groups introduce themselves in a self-portrait (the participants, the school, the town, the country, ...). A Wiki, a blog, as well as picture and file archives in TwinSpace can be used for this.

The teaching staff agree on a questionnaire for the school students, which is subsequently used for evaluation purposes. The expectations of the teachers and learners should be recorded here.

(Project language - English)

Phase 1: December to February

The various country roles in the July Crisis of 1914 are assigned to the participating groups. The groups receive information on the situation of their country role from the supporting teacher in the form of sources, texts, films, Internet addresses...

(Country language)

The individual groups work out national positions and develop a strategy on how they could prevent a war.

What are the goals?

Who is available as a negotiation partner?

Which alliances should be formed?

(Position paper in the English project language)

Phase 2: March to May

The groups interact with each other by E-Mail in TwinSpace, Chat in TwinSpace, Skype or video conferences. The countries contact each other and try out various alliance options. Bilateral negotiations here are just as possible as multi-lateral. The negotiations can optionally be held secretly or in public.

The teachers work in parallel in the TwinSpace teachers room and exchange information on the development and progress of the game.

(Project language - English)

Phase 3: End of May

Press releases (written by the teachers) on the political situation are published in TwinSpace. The teachers can directly intervene in the game happenings here.

(Project language - English)

Phase 4: April to June

The groups are given a final opportunity to carry out negotiations with other groups.
(Project language - English)

Phase 5: End of June

Final reports of the individual groups are written on the methods used during the game and for explaining the results.
(Project language - English)

Phase 6: July

The individual groups compare their game results with the historical events and present their results to the other groups.
(Project language - English)

Conclusion: Final evaluation

Evaluation

The teachers agree on a questionnaire for the school students which is subsequently used for evaluation purposes. Expectations of both the teachers and students should be recorded here. The questionnaire jointly developed by the teachers is used for the evaluation.

Continuation

After its completion, the students can organise an exhibit of their project at their schools.

Upon conclusion of the project, an additional historical project can be added, such as "The first World War and its consequences".

Links

Materials on the individual countries as well as a film can be found in the resources section of the Desktop. Please enter "Planspiel" in the description field.

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Film on the progression of such an experimental game:

<http://www.lmz-bw.de/landesmedienzentrum/medienzentren/stadtmedienzentrum-stuttgart-am-lmz/praxis-unterrichtsideen.html>