

WORLD
HISTORY

of

RACISM
IN MINUTES



developed by

Tim McCaskell

Toronto District School Board
Equity Department

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Assembly Note: ***Facilitators' packet should include*** instructions plus information sheets for their assigned area.

Coordinator's packet should include instructions plus information sheets to be distributed throughout the course of the game. (Several sheets per group per period)

OVERVIEW

RATIONAL:

This exercise was developed for use at the Toronto Board of Education's Anti-Racist camp program. Its **aim** is to acquaint students with the general lines of history that led to the development of racism and global inequality. It attempts to communicate the understanding that people's ideas are grounded in their real life situations and activities. It therefore follows that challenging racism is not just a matter of changing ideas, but of changing people's real life situations.

A **secondary theme** is to acquaint students with the fact that all history is not European history and that other groups have been responsible for human development and achievement, an insight that is hard to glean from much of our present day history curriculum.

HOW THE GAME IS PLAYED:

The exercise is **led by a coordinator** who moves the group through different stages of historical development and conflict. The coordinator gives instructions, explanations and conducts interviews of the various personages that the students produce as they interpret history.

The **facilitators** will work with each geographical group to help them keep themselves organized in their interpretation, and alert to what is going on in the other geographical groups.

Most of the tasks involve the technique of **statuing**, where the members of the group produce, with their bodies, a static scenario that displays a particular event or relationship, or communicates a feeling or atmosphere.

WHORM may be played with **as many as 100 and as few as 20 people**.

OPTIONS FOR PLAY:

The kit reproduced here is the **extended version**. If played in its entirety, it will take over two hours to complete, which in most cases will be too much for a group. There are several alternative ways to deal with this problem.

OPTION 1 The long version that you have here includes six areas: America, Africa, China, Europe, India and the Mid-East.

The game can be effectively played while **dropping the Mid-East** area. This does leave out some important historical information, but since Mid-Eastern history is so closely bound up with that of Africa on one side and the Indian sub-continent on the other, its omission can still leave the general lines of history as they affect racism, relatively intact. This is the present form of the game used at the Board's Race Relations camp. Done this way, the game takes from one and a half to two hours to play.

OPTION 2 A second possibility that focuses on the most relevant period in terms of modern racism is to **begin at 1000 AD - 1300 AD**. This option shortens the game considerably but at the expense of time allowing players to warm up and develop a real identification with their areas and cultural accomplishments.

OPTION 3 Alternately, the game can be played **over a series of days** depending on class time. Students can be asked to research the relevant periods between sessions. This option allows for more thorough debriefing at the end of each session although it demands more set-up (and perhaps warm-up) time.

OPTION 4 Finally, if you can have **students work in their groups** on other tasks **before the game** much less time will be needed for warm up

INSTRUCTIONS FOR COORDINATOR

INTRODUCTION

WHORM is a series of interacting tableaux or statues that attempt to portray the historical origins of many racist ideas that circulate in our society today. It tries to show how these ideas are connected to present and past inequalities, power relationships and conflicts.

A second intention of WHORM is to illustrate that all cultures have a history and have contributed to the development of humankind. It therefore challenges the Eurocentric notions that are often produced by the standard curriculum.

The question of 'where do ideas come from?' and the question of 'historical fact', are, therefore, intertwined in WHORM. Because of its extremely schematic character, 'fact' often gets treated superficially. WHORM is not a substitute for the study of history. It has proven successful in giving students an overview that 'puts together' many discrete areas they have studied elsewhere. It also encourages students to look into particular areas that they can identify as relevant to them.

The Spirit of WHORM

WHORM must be played. It must be fun. Students learn more when they are enjoying themselves.

Your role as coordinator is to keep a certain amount of order and to make sure everyone can see, hear, and understand what is going on. It is also to help the creative energies of students get as much exercise as possible. Don't worry if things get a little unmanageable occasionally. The task of producing a dozen interacting statues in six geographical areas with about five minutes preparation time is not an easy one. On the other hand, history itself is seldom neat and ordered. And, we are never quite prepared for it.

How WHORM is Played

The players are divided into major geographical groups; America, Europe, Africa, India and China (Mid-East optional). The coordinator conducts a quick mixing exercise at the beginning of the game to make sure people are distributed randomly. Players in each group will have a name tag showing their area. Each group should be approximately the same size except Europe which may be slightly bigger. We have played WHORM with as few as 20 (5 groups of 4) and as many as 100 (5 groups of 20) people. 40 to 50 people is optimum for students.

INSTRUCTIONS FOR COORDINATOR

The coordinator sets the atmosphere for each historical period. He or she gives information and distributes the information sheets that provide background and instructions for the group statue.

After five minutes or so, the coordinator should call for silence and ask each group in turn to display its tableau and explain what is going on. When other groups are displaying, it is important for you to keep players quiet and attentive. This is the only way they will get information about what is happening in parts of the world other than their own. If people can see from a sitting position, please keep them sitting so that those at the back can see.

All the historical periods involve information sheets except three. Those that do **not** are:

- ⊗ **30,000 BC** - Here each group portrays hunting and gathering societies in their areas. The coordinator will give the overview. Facilitators should try to supply or elicit from their players any climatic or geographical information that might be integrated into their statue.
- ⊗ **1300 - 1500 AD** - This period sets the stage for European expansion. The action focuses on Europe which sends out explorers. The consequences of exploration will emerge in the next stage. The coordinator directs the action in this section.
- ⊗ **The Future** - This is a free-for-all. There are not blueprints for the future. Players often form a big circle symbolizing unity.

Remember, WHORM, is about the emergence of ideas, not just the portrayal of historical scenarios. Preparation involves the production of justifications, rationalizations, knowledge and stereotypes. The coordinator has an important role in drawing these ideas out of the participants.

As coordinator you will set the pace for the whole exercise. It is important to keep things moving quickly otherwise the game will begin to drag. Don't worry about rushing people. They don't have to get it perfect.

Finally, WHORM is a developing exercise. Your comments and criticisms are more than welcome. The game has developed and changed substantially since it was first played in 1985, thanks to many important suggestions from among the thousands of students and teachers who have played it so far. We would like to thank them for their help. **Good luck and have fun!**

P.S.: Try not to let people eat the cookies.

INSTRUCTIONS FOR COORDINATOR

SET-UP

A rough map of the world should be laid out with masking tape on the floor. There should be enough room in the five or six areas to comfortably hold the number of people assigned to each group.

A flip chart with an illustration characterizing the different time period on each page can be prepared. It will help focus attention on the movement of history.

Label cards showing the names of the five six areas should be prepared so that there are enough for all the participants when they are in groups. All groups should be approximately the same size except Europe which may need more people since it will send people out during colonization.

Facilitators should be assigned to each group. If possible two facilitators should be assigned to Europe and America. All facilitators should have a chance to go over the "instructions for Facilitators" and read the information sheet for their groups in advance. The game may be played with adults without facilitators and we have done so with students as well. However, facilitators will make the process happen much more smoothly.

The information sheets should be prepared and sorted for easy access. You will need to distribute them without delay during the development of the game.

Depending on the size of the group the co-ordinator may want to use a microphone to make sure he or she can be heard clearly.

INSTRUCTIONS FOR COORDINATOR

STAGE ONE

EXPLAIN to the group that we are going to act out the history of the world to investigate the origins of racism. We will be moving through different stages of development and they will be producing 'statues' to display life in different parts of the world at a particular time.

Groups will be given time to produce their statues but when the bell rings everyone should sit and be quiet immediately. The coordinator will then call on each group in turn to present its statue.

HAND OUT the label cards with the names of different parts of the world:

America	(2 facilitators)
Europe	(1 or 2 facilitators)
Africa	(1 facilitator)
India	(1 facilitator)
China	(1 facilitator)
Mid East	(facilitator) (Optional)

TELL students to mingle, introduce themselves and exchange label cards with each other. When they have thoroughly mixed, tell them to put on the label they have been left with, and move to the appropriate part of the map where they will be joined by their facilitators.

ASK the facilitators to lead their group in a spaghetti and a name whip.

NOTE: If students have been working together in the appropriate number of groups before (5 or 6) this stage may be skipped and they can be asked to go directly to the hunting and gathering stage (30,00 BC).

INSTRUCTIONS FOR COORDINATOR

30,000 BC

EXPLAIN

Thirty thousand BC was a long, long time ago. It was before your teachers were born, before the pyramids were built, before civilization as we know it.

All over the world people make their living by hunting and gathering. Sometimes it is hard to find enough food to survive and everybody has to work all day looking for game or fruit or roots, just to have enough to feed themselves. Even when things are better and food is plentiful there isn't any way to save anything for a worse time.

The disadvantage is that we are all dependent on nature for our next meal.

The advantage is that since nobody has anything, everybody is more or less equal.

INSTRUCTIONS

Tell groups to put together a human statue that displays hunting and gathering in their part of the world. Tell them to consider what they know about their area's climate and geography.

QUESTIONS

What is happening in your statue?

What is your life like?

What would you like most of all?

What do you know about other peoples?

Is there any racism here?

INSTRUCTIONS FOR COORDINATOR

5000 BC - 1000 AD

EXPLAIN

Agriculture has been invented. In America they grow corn and potatoes, in Europe oats and rye, in Africa sorghum and millet, in India and China rice, and in the Mid-East wheat.

Now you **can produce extra**, more than it takes to feed yourself. People can also save up these grains for hard times. Some people don't have to work at all. They can live off what others--the peasant--produce. You can even force other people to work for you. They are **slaves**.

Now you can have **kings and queens and priests and governments, armies, etc.** The advantage is that there is more to go around. The disadvantage is that people aren't treated equally anymore.

INSTRUCTIONS

Hand out information sheets. Tell groups to do a statue that shows the activities and divisions in their society based on the information sheet. Each group will explain its statue and answer questions.

QUESTIONS

What is your statue portraying?

What are the accomplishments of your society?

Where does the wealth come from?

How could you get more wealth?

What do you know about other peoples?

Is there any racism here?

INSTRUCTIONS FOR COORDINATOR

1000 AD - 1300 AD

EXPLAIN

Over most of the world things are much the same. Most people farm. Some are slaves. There are kings/queens and nobility that take most of the wealth. In a few parts of the world, people still live in poorer but more equal hunting and gathering societies.

People still don't know much about each other but **trade is developing**. The richest parts of the world are India and China. There are trade routes across the deserts from China, through the Mid-East to Europe and there is also trade by sea from China to India and the East Coast of Africa. Nobody has ever gone around Africa to Europe. North America trades with South America but neither is in contact with Asia or Europe yet. Everybody who knows about them, especially Europe, wants to trade with India and China, who produce the world's best cloth, silk, tools, artwork, spices and gunpowder.

INSTRUCTIONS

Hand out information sheets and cookies. The best cookies are for India and China. The Mid-East, America and Africa get middle quality and Europe gets wheat thins. Tell people not to eat their cookies (national wealth).

While most of the group prepares its statue, have them set a rate of exchange, pick two traders and send them off along the existing trade routes to see what kind of cookies they can bring home. Allow a little more time to prepare because of trading activities.

QUESTIONS

- What does your statue portray?
- How did the trading go?
- What do you know about other peoples now?
- Is there racism here?

EXPLAIN

All this trade increases the wealth of China and India until the Mongols, a nomadic people from Central Asia, sweep over the Middle-East and cut the trade routes. Now the kings and queens of Europe can't get their silk and spices. What are they going to do?

INSTRUCTIONS FOR COORDINATOR

1300 AD - 1500 AD

EXPLAIN

Europe looks for alternate ways to get to the East. First they send off **Christopher Columbus**.

INSTRUCTIONS

Columbus crosses the Atlantic in a boat, looks at the latest American statue and heads back to Spain with the news.

EXPLAIN

But Chris doesn't get to China. He bumps into America which he finds is rich in gold and silver. He returns to Europe to tell the King and Queen about his discovery. They begin to try to figure out how they can get their hands on all that wealth which is exactly what they need to buy those silks and spices from China and India.

Next, off goes Vasco de Gama around the horn of Africa. But, when he arrives there, the traders don't want his shoddy European goods. They have better stuff of their own. So Vasco too, goes back to Europe with the news.

INSTRUCTIONS FOR COORDINATOR

1500 AD - 1600 AD

EXPLAIN

The Kings and Queens of Europe are desperate for the silver and gold that they found in America, especially now that they know that they can get around to India by going south of Africa. Let's see what they do.

INSTRUCTIONS

Hand out information sheets.

QUESTIONS

1. **America:** What does your statue portray?
To the Europeans in America: What good reasons do you have for this?
2. **Europe:** What does your statue portray?

EXPLAIN

So wealth pours into Europe from America, and with it, they finance bigger armies and navies to go around the horn. What's happening in Africa?

QUESTIONS (cont'd)

3. **Africa:** What does your statue portray?
To the Europeans in Africa: What good reasons do you have for this?
4. **Mid-East:** What does your statue portray?
5. **India:** What does your statue portray?
6. **China:** What does your statue portray?
7. **To Whole Group:** Do we see any racism here? Where is it coming from?

INSTRUCTIONS FOR COORDINATOR

1600 AD - 1820 AD

EXPLAIN

But America isn't just gold and silver. It also has good land for farming. The Europeans need people to work on the farms and in the mines. The native people can escape too easily. They often rebel and they are being wiped out by European diseases. European law says that it is alright to enslave non Christians. But the traditional sources of slaves for Europe, the Slavic countries, have recently become Christianised. The Moslem countries are too strong. Where can the Europeans get non Christians for slaves?

INSTRUCTIONS

Hand out information Sheets.

QUESTIONS

1. **Africa:** What does your statue portray?
2. **America:** What does your statue portray?
3. **Europe:** What does your statue portray?
What reasons do you have for doing this?
4. **Whole Group:** Do we have racism here?

EXPLAIN

So the slave trade begins. Ten million people are seized from Africa and taken to America. Europeans also begin to move across America creating a white European-style civilization there, and driving the Native people out. At the same time, European power also increases in the rest of the world.

QUESTIONS (cont'd)

5. **Mid-East:** What does your statue portray?
6. **India:** What does your statue portray?
7. **China:** What does your statue portray?

INSTRUCTIONS FOR COORDINATOR

1820 AD - 1930 AD

EXPLAIN

Now wealth is coming into Europe from around the world. This wealth is invested in science and inventions and the development of new machines. People in Europe now work in factories. But with all these factories and machines, Europe needs more raw materials and places to sell its goods. The Europeans race to take over the world and fight among themselves to see who will get the biggest share. Let's see how this changes things.

INSTRUCTIONS

Hand out Information Sheets. Allow a little more time for preparation since some Europeans will be running around through this period.

QUESTIONS

1. **Africa:** What does your statue portray?
2. **China:** What does your statue portray?
3. **Mid-East:** What does your state portray?
4. **India:** What does your statue portray?
5. **South America:** What does your statue portray?
6. **North America and Europe:** What does your statue portray?
What do you think of yourselves?
How can you tell Europeans from other people?
How are you different?
What do you think about the peoples you have conquered?
How do you justify your control of the world?
7. **Others:** What do you think of yourselves?
What do you think of the Europeans?
What power do you have to get these ideas across?

INSTRUCTIONS FOR COORDINATOR

1930 AD - 1965 AD

A new war is brewing in Europe. In Germany the Nazis have taken the commonly held ideas that white Europeans are superior to the craziest limit. Millions of Jews, Gypsies, Poles, etc., whom the Nazis see as not being "pure" are taken to the concentration camps.

Germany also thinks it should control the rest of the world. The Nazis say that the Germans are the 'whitest' race and therefore should rule the world.

England, France, the USA and the Soviet Union and their allies, fight Germany and Italy to protect themselves. To get help, they declare that they believe all people are equal and promise that if they win the war they will give the different Asian and African colonies independence if these people will help them fight the Germans. There is fighting all over the world.

INSTRUCTIONS

Hand out information sheet.

QUESTIONS

1. **Europe:** What does your statue portray?

EXPLAIN

The war is over. Now Africa and Asia demand their independence. In some places the Europeans leave peacefully. In others, there is fighting to throw them out. But the principles of the new United Nations, that all people are equal, means that the idea that some people are racially superior can no longer be used to take over weaker peoples.

QUESTIONS

2. **China:** What does your statue portray?
What do you think about the old ideas that Europeans are superior?
3. **India:** " "
4. **Mid-East:** " "
5. **Africa:** " "
6. **America:** " "

INSTRUCTIONS FOR COORDINATOR

1965 AD - PRESENT

EXPLAIN

Though we have seen people celebrating their independence, the results of history are still with us. Who has all the cookies?

To produce new wealth a society needs people to work, but it also needs old wealth for them to work on - machines and factories, transportation systems and schools to train people, etc. i. e. cookies.

In the old colonies there are lots of people but not many cookies left. Their wealth has been taken to develop Europe and America. In Europe and North America there are lots of cookies. So people begin to follow their cookies. They immigrate to look for work. And often Europe and America need them.

INSTRUCTIONS

Hand out information sheets.

QUESTIONS

1. **Africa:** What does your statue portray?
2. **China:** "
3. **Mid-East:** "
4. **India:** "
5. **South America:** "
6. **North America:** "
7. **Europe:** "
8. Is there racism here?

INSTRUCTIONS FOR COORDINATOR

THE FUTURE?

EXPLAIN

So now there are people from all over the world living everywhere and most governments agree to the principles that all people should be treated equally. But remember all those ideas that you thought up about how people were different over history.

Those ideas don't just disappear. They still exist in books, in people's minds, in the ways we think about and treat each other. And whenever there is conflict between people they can use those ideas to justify putting people down and saying they should have fewer rights, or shouldn't be here, or are naturally not as good as 'us'.

Europe and America are still very wealthy from all their years of power while other countries are poor from years of being dominated. The cookies are still in Europe and America. That makes some people think that Europeans or Americans are somehow better than others.

So we have to fight against those ideas and ways of discriminating against people that are left over from the past, wherever we find them. We must make sure that new ones are not invented in the future.

INSTRUCTIONS

Everyone should do a statue of the kind of world you would like to build.

INSTRUCTIONS FOR FACILITATORS

Introduction

WHORM is a series of interacting tableaux or statues that attempt to portray the historical origins of many racist ideas that circulate in our society today. It tries to show how these ideas are connected to present and past inequalities, power relationships and conflicts.

A second intention of WHORM is to illustrate that all cultures have a history and have contributed to the development of humankind. It therefore challenges the Eurocentric notions that are often produced by the standard curriculum.

The question of 'where do ideas come from?' and the question of 'historical fact', are, therefore, intertwined in WHORM. Because of its extremely schematic character, 'fact' often gets treated superficially. WHORM is not a substitute for the study of history. It has proven successful in giving students an overview that 'puts together' many discrete areas they have studied elsewhere. It also encourages students to look into particular areas that they can identify as relevant to them.

The Spirit of WHORM

WHORM must be played. It must be fun. Students learn more when they are enjoying themselves. Your role as facilitator is to keep a certain amount of order and to make sure everyone can see, hear, and understand what is going on. It is also to help the creative energies of students get as much exercise as possible. Don't worry if things get a little unmanageable occasionally. The task of producing a dozen interacting statues in six geographical areas with about five minutes preparation time is not an easy one. On the other hand, history itself is seldom neat and ordered. And, we are never quite prepared for it.

How WHORM is Played

The players are divided into major geographical groups; America, Europe, Africa, India and China. The coordinator conducts a quick mixing exercise at the beginning of the game to make sure people are distributed randomly. Players in each group will have a name tag showing their area.

As a facilitator you will be assigned to a group. Do not take part in the mixing exercise. Join your group when people move to their respective areas and begin the warm-up exercises; (name whip, spaghetti, pyramid). America will be swelled with players from Europe, Africa, North and South America, and will

INSTRUCTIONS FOR FACILITATORS

occasionally be required to present separate tableaux. Groups will be approximately the same size except Europe which will have several extra players on order to meet the demands of colonization.

The coordinator will set the atmosphere for each historical period. He or she will give information and distribute the **Information Sheets** that provide background and instructions for the group statue. You should have a set of these Information Sheets for your area in your packet to read before the game begins. The others will not see the sheets until they are distributed during the game.

When your group receives its Information Sheet:

1. Make sure everyone understands the scenario.
2. Brainstorm ideas for your statue.
3. Construct your statue.

If you are required to invent rationalizations for your actions, do this before you begin the brainstorming work on your statue. Remember, time is limited. Move fast. It doesn't have to be perfect.

After five minutes or so, the coordinator will call for silence and ask each group in turn to display its tableau and explain what is going on. When other groups are displaying, it is important for you to keep your players quiet and attentive. This is the only way they will get information about what is happening in parts of the world, other than their own. If people can see from a sitting position, please keep them sitting so that those at the back can see.

All the historical periods involve Information Sheets except three. Those that do **not** are:
30,000 BC - Here each group portrays hunting and gathering societies in their areas. The coordinator will give the overview. You should try to supply or elicit from your players any climatic or geographical information that might be integrated into your statue.

1300 - 1500 AD - This period sets the stage for European expansion. The action focuses on Europe which sends out explorers. The consequences of exploration will emerge in the next stage. If you are in Europe, prepare some volunteers to mime the voyages of Columbus and Da Gama on the coordinator's instructions. If you are located in America, Africa and India, prepare your statues from the last period for the explorers to 'discover'.

The Future - This is a free-for-all. There are no blueprints for the future. Players often form a big circle symbolizing unity.

INSTRUCTIONS FOR FACILITATORS

Throughout WHORM you should feel free to draw on your own or other players' knowledge of the situations or areas you are asked to portray. The Information Sheet attempts to give you some basic background that will be enough if your group doesn't know anymore, but the statues can be enriched by drawing on your group's resources. Watch for stereotypes, however.

Remember, WHORM, is about the emergence of ideas, not just the portrayal of historical scenarios. Preparation involves the production of justifications, rationalizations, knowledge and stereotypes which should be explained when the coordinator asks you to display your statue.

After we have finished playing the game and you return to your discussion groups, a series of questions have been provided to guide your discussion. We hope you find them useful.

Finally, WHORM is a developing exercise. Your comments and criticisms are more than welcome. The game has developed and changed substantially since it was first played in 1985, thanks to many important suggestions from among the more than 600 students and teachers who have played it so far. We would like to thank them for their help.

Good luck and have fun!

P.S.: Try not to let people eat the cookies.

INSTRUCTION SHEETS

INFORMATION SHEETS

WHORM

CHINA



CHINA 5000 BC - 1000 AD

You develop the lunar calendar and learn to produce fine articles of copper, bronze, glass and porcelain. You build the Great Wall, the largest piece of architecture in the world. You use coal for fuel and invent gunpowder and paper money.

Along with India you are one of the richest and most developed parts of the world. Most of the wealth of your society comes from the peasants who work the land and pay tribute to your rulers.

The Han dynasty conquers many surrounding peoples to produce a great empire.

PREPARE A STATUE THAT SHOWS US YOUR CIVILIZATION AND ITS ACCOMPLISHMENTS.

INFORMATION SHEETS

WHORM

INDIA



INDIA 5000 BC - 1000 AD

You develop huge irrigation systems, learn to make cotton clothes and domesticate animals. Your scientists invent the decimal system, calculate the value of "pi", and discover that the earth rotates on its axis. Your architects build great palaces and temples.

Along with China, you are one of the richest and most developed areas of the world. Most of the wealth of your society comes from the peasants who work the land and pay tribute to your rulers.

Emperor Ashoka unites all of India for the first time.

PREPARE A STATUE THAT SHOWS US YOUR CIVILIZATION AND ITS ACCOMPLISHMENTS.

INFORMATION SHEETS

WHORM

AFRICA



AFRICA 5000 BCE - 1000 AD

In Egypt, your advanced civilization builds the pyramids, invents the first boat and develops irrigation systems to grow grains and vegetables. You study mathematics, develop a calendar and write down your knowledge on paper, which you make from papyrus reeds. Your architects build great palaces and temples and your philosopher priests develop a complex religious system.

To the South, Nomadic peoples tend their great herds of cattle on the plains, while in the West, camels are being used to cross the Sahara desert.

Africa also leads the world in the development of complicated percussion systems of music.

PREPARE A STATUE THAT SHOWS US YOUR CIVILIZATION AND ITS ACCOMPLISHMENTS.

INFORMATION SHEETS

WHORM

EUROPE



EUROPE 5000 BC - 1000 AD

You learn how to grow wheat from people in the mid-east. In the north you still mix agriculture and hunting. While in the south, along the Mediterranean there have been several advanced civilizations that have developed architecture and science, and built cities. The Greeks hold the first Olympics.

The Romans establish an empire that covers most of Europe, North Africa and the Mid-East and your scientists and philosophers are figuring out astronomy, philosophy and geometry and study history. Meanwhile, the farmers produce most of the wealth and pay tribute to their rulers.

PREPARE A STATUE THAT SHOWS US YOUR CIVILIZATION AND ITS ACCOMPLISHMENTS.

WHORM

MID-EAST



MID-EAST 5000 BC - 1000 AD

You invented the wheel, domesticated sheep, goats, pigs and cattle. You cultivate wheat and barley. Your first writing was cuneiform script and you have gone on to develop the first alphabet. Your scientists develop mathematical theories of cubes and square roots. You are the first society to use soap. You are one of the richest and most developed parts of the world. The Sumerian cities are full of palaces for their rulers and temples to the gods. Later, Babylon becomes a great empire and the city is one of the wonders of the world.

Most of the wealth of your society comes from the peasants who work the land and pay tribute to their rulers.

PREPARE A STATUE THAT SHOWS US YOUR CIVILIZATION AND ITS ACCOMPLISHMENTS.

INFORMATION SHEETS

WHORM

AMERICAS



AMERICA 5000 BC - 1000 AD

You grow corn and cotton and in many places you have developed a complex irrigation system. You have become skilled workers in gold, and construct great pyramid temples to your gods. You have developed hieroglyphic writing systems, a lunar calendar and are advanced in astronomy, and mathematics.

Your richest areas are the Mayan cities in Central America, where peasants work the land and pay tribute to their rulers. In the North and South, people mix hunting with agriculture.

PREPARE A STATUE THAT SHOWS US YOUR CIVILIZATION AND ITS ACCOMPLISHMENTS.

INFORMATION SHEETS

WHORM

CHINA



CHINA 1000 AD - 1300 AD

The Sung Dynasty rules China which is one of the most developed parts of the world. You have a system of roads and canals which makes trade and travel easier. You are the only country in the world to use paper money. Everyone wants to trade with you because you have fine manufactured goods, silks and spices. The basis of your economy, are still the peasants who work the land and pay their taxes.

Although you have strengthened the Great wall, attacks by Mongol invaders from the north are becoming a problem, but you are sure that these barbarians will never give you any real trouble. You feel you are the centre of the world.

You don't care much for European goods, but you will trade with them if they offer you a good price in gold and silver.

CHOOSE TWO TRADERS TO BARGAIN WITH THOSE WHO WANT YOUR SILKS AND SPICES.

YOU HAVE THE BEST COOKIES. WHEN THE EUROPEANS OR OTHERS COME TO TRADE, REFUSE TO TRADE WITH THEM UNLESS THEY GIVE YOU A VERY GOOD DEAL!

PREPARE A STATUE SHOWING YOUR CIVILIZATION

INFORMATION SHEETS

WHORM

CHINA



CHINESE TRADERS 1000 AD - 1300 AD

People from all over the world come to you to buy silks, spices and fine manufactured goods (your cookies). You generally are not very interested in their shoddy products, since yours are better, but you will trade with them if the price is right. Make sure you get lots of European crackers for every cookie you trade, or demand they pay you with African gold.

Only Indian cookies are equal to yours.

INFORMATION SHEETS

WHORM

INDIA



INDIA 1000 AD - 1300 AD

The north of India has become Moslem and there are several great dynasties that regularly trade with their fellow Moslems in the Mid-East.

Southern India is dominated by strong Hindu kingdoms who continue to maintain their traditions and northern and southern kingdoms are often at war over territory.

You continue to make great advances in the sciences, mathematics, and architecture. You are willing to trade with the Europeans if the price is right.

CHOOSE TWO TRADERS TO BARGAIN WITH THOSE WHO WANT YOUR SILKS AND SPICES

YOU HAVE THE BEST COOKIES. WHEN THE EUROPEANS OR OTHERS COME TO TRADE WITH YOU, REFUSE UNLESS THEY GIVE YOU A VERY GOOD DEAL!

PREPARE A STATUE SHOWING YOUR CIVILIZATION.

INFORMATION SHEETS

WHORM

INDIA



INDIAN TRADERS 1000 AD - 1300 AD

People from all over the world come to you to buy silks, spices and fine manufactured goods (your cookies). You generally are not very interested in their shoddy products, since yours are better, but you will trade with them if the price is right. Make sure you get lots of European crackers for every cookie you trade, or demand they pay you with African gold.

Only Chinese cookies are equal to yours.

INFORMATION SHEETS

WHORM

AFRICA



AFRICA 1000 AD - 1300 AD

The new religion of Islam has spread across Northern Africa and trade is well developed across the Sahara Desert and along the East African coast.

The great University of Timbuktu is founded and Al Bakri has completed the first geography text of Africa.

The Mali Empire, just south of the Sahara, has become the world's leading producer of gold, and there is constant trade with Europe which needs the metal for coins and luxury goods.

CHOOSE TWO TRADERS TO GO TO EUROPE TO TRADE YOUR COOKIES (GOLD) FOR THEIRS.

REMEMBER, DON'T TRADE UNLESS THE PRICE IS RIGHT. YOUR COOKIES ARE BETTER THAN THEIRS!

PREPARE A STATUE SHOWING YOUR SOCIETY.

INFORMATION SHEETS

WHORM

AFRICA



AFRICAN TRADERS 1000 AD - 1300 AD

You may trade with the Europeans to the north or with India and China to the East. Your gold (cookies) is very valuable. You will trade with Europeans (or others) only if they give you a good deal. Make sure you get lots of European crackers for each cookie you trade them.

INFORMATION SHEETS

WHORM

EUROPE



EUROPE 1000 AD - 1300 AD

The Roman Empire has fallen apart and Europe has broken into small states. Although all these states have become Christian and are loyal to the Pope in Rome, they are constantly at war with one another.

The economy of Europe is organized around the feudal system which means that the majority of people work the land as peasants and pay part of their crops to the Lords, who in turn pay taxes to the King or Queen.

Most people are very poor. Only lords and the Kings can afford the expensive luxury goods imported from India or China.

CHOOSE TWO TRADERS TO GO TO THE MID-EAST, INDIA, NORTH AFRICA OR CHINA TO BARTER YOUR COOKIES FOR THEIRS.

PREPARE A STATUE SHOWING YOUR SOCIETY

INFORMATION SHEETS

WHORM

EUROPE



EUROPEAN TRADERS 1000 AD - 1300 AD

You may trade with the Africans to the south or go across the Mid-East to China and India. You really want to trade with them because they have the best cookies.

WHORM

MID-EAST



MID-EAST 1000 AD - 1300 AD

Baghdad has become the centre of the new Islamic (Moslem) civilization. The city is known around the world for its wealth and scholarship, its artists, traders and scientists. Here the writing of Plato, Aristotle and the other great Greek philosophers have been translated into Arabic and preserved, since most of them have now been lost back in Europe.

Your traders carry much of the goods between India, China and Europe, both over land by caravan and by ships which sail from the African coasts through to Indonesia and China.

CHOOSE TWO TRADERS TO TRAVEL TO EUROPE, AFRICA, INDIA AND CHINA, TO BARTER YOUR COOKIES. REMEMBER, DON'T TRADE UNLESS THE PRICE IS RIGHT. YOUR COOKIES ARE BETTER THAN MOST!

PREPARE A STATUE SHOWING YOUR SOCIETY.

INFORMATION SHEETS



WHORM

MID-EAST



MID-EAST TRADERS 1000 AD - 1300 AD

You control the important trade routes between Europe and the far east. The Europeans want to trade for both your cookies and those of India or China. Try charging them a tax for passing through your territory. If they trade with you make sure you get a good deal. Your cookies are better than theirs.

You may also want to act as a middle man between China, India and Europe, trading your cookies with China and India and then getting a better price from the Europeans. You may demand the Europeans pay you in African gold.

INFORMATION SHEETS

WHORM

AMERICAS



AMERICA 1000 AD - 1300 AD

The Aztec empire rules over Mexico. Huge pyramids, bigger than those in Egypt, have been built to the Aztec gods. The Aztecs continue to develop the astronomy and mathematics discovered earlier by the Mayas.

In South America, the Inca empire is uniting what is today most of Peru, Bolivia, Ecuador and Colombia. The Incas have developed a system of roads and cities throughout their empire and have united their people using a national language, Quechua.

In both areas the kings are considered gods, and a strong army makes sure that the peasants pay their regular taxes.

PREPARE A STATUE SHOWING YOUR CIVILIZATIONS. YOU MAY CHOOSE TRADERS TO BARTER COOKIES BETWEEN NORTH AND SOUTH AMERICA.

INFORMATION SHEETS

WHORM

CHINA



CHINA 1500 AD - 1600 AD

After a brief rule by the Mongols, you have kicked out these invaders and established the Ming dynasty. The new dynasty is very suspicious of foreigners of all kinds and the European traders who find their way as far as China are not welcome.

Life in the countryside continues as it always has, with the peasants paying taxes to the landlords who pay their taxes to the Emperor.

China is still one of the most developed and richest societies on earth.

PREPARE A STATUE SHOWING YOUR CIVILIZATION

INFORMATION SHEETS

WHORM

INDIA



INDIA 1500 AD - 1600 AD

Akbar is the Mogal Emperor of India. Islam is the official religion, but other religions are tolerated and the arts and sciences thrive. Jesuit missionaries arrive on the coast of India in 1542 and are allowed to preach and mix with the Indian people.

The Indians allow Europeans to establish trading posts along the coasts.

PREPARE A STATUE SHOWING YOUR CIVILIZATION

INFORMATION SHEETS

WHORM

AFRICA



AFRICA 1500 AD - 1600 AD

Africa continues to develop strong centres of wealth and culture. Cairo has now become a centre of commerce and learning for the new Turkish Empire that extends over most of the north.

Ethiopia has also emerged as a strong empire uniting much of the north-east. The Congo Basin is under the rule of Alfonso I who is recognized by European monarchs. He tries to negotiate an end to the slave trade that is beginning on the coasts of his country.

Swahili trading cities such as Lamu, Mombassa and Malinde are now important trading ports down the east African coast. When European fleets arrive with cannons, the cities cannot defend themselves.

PREPARE A STATUE OF YOUR CIVILIZATION AND WITH THE EUROPEANS, SHOW THE DESTRUCTION OF THE EAST AFRICAN TRADING CITIES BY THE PORTUGUESE NAVY

YOU ARE GOING TO HAVE TO GIVE UP SOME OF YOUR COOKIES TO THESE INVADERS.

INFORMATION SHEETS

WHORM

MID-EAST



MID-EAST 1500 AD - 1600 AD

The Turks have created a strong empire that extends across the mid-East to Eastern Europe and North-Africa. Although the Turks are not Arabs, they are Moslems and continue the traditions of architecture, scholarship and science.

The Turks are often at war with Christian Europe and their armies advance as far as Vienna. However they concentrate on their land empire and the Mediterranean, allowing European traders to increase their influence along the African and Arabian coasts.

PREPARE A STATUE SHOWING YOUR CIVILIZATION

INFORMATION SHEETS

WHORM

AMERICAS



AMERICA 1500 AD - 1600 AD

The great empires of Peru and Mexico have been conquered by the Spanish. The god-kings have been killed, and many great pyramids have been pulled down and the cities destroyed. European diseases spread like wildfire through the native populations and millions die.

The Spanish begin to ship out billions of dollars of gold back toward Spain.

PREPARE A STATUE SHOWING THE CONQUEST WITH THE EUROPEAN CONQUISTADORS.

YOU ARE GOING TO HAVE TO GIVE UP MOST OF YOUR COOKIES TO THESE INVADERS.

INFORMATION SHEETS

WHORM

EUROPE



EUROPE 1500 AD - 1600 AD

Europe has emerged from the dark ages and European science is finally catching up with the rest of the world. The Europeans use such Chinese inventions as gunpowder, the compass and printing, to build cannons, develop better systems of navigation and to improve communication.

Europe has also become divided along religious lines. The north has become protestant, and the south is largely Catholic. The many religious wars help to develop European skill at warfare and arms production. There is also a great deal of persecution of religious minorities such as Jews and Moslems.

The gold and silver that Europe gets from the new world can be used to finance bigger and stronger armies and navies and to buy goods from India and China.

DIVIDE INTO THREE GROUPS. ONE SMALL GROUP GOES OVER TO AMERICA TO DO A STATUE OF THE CONQUEST. THE SECOND SMALL GROUP GOES TO EAST AFRICA TO DO A STATUE OF THE DESTRUCTION OF THE AFRICAN TRADING CITIES. THE REST SHOULD PREPARE A STATUE SHOWING THE SITUATION IN EUROPE

EUROPEANS GOING TO AMERICA AND AFRICA SHOULD BRING BACK LOTS OF COOKIES TO EUROPE.

THINK UP SOME GOOD REASONS FOR TAKING OVER (AND TAKING THE COOKIES).

INFORMATION SHEETS

WHORM

CHINA



CHINA 1600 AD - 1820 AD

A new dynasty, the Manchu, overthrows the Mings and takes over China. They expel Christian missionaries and tighten their control of foreign trade. The economy and the arts flourish and the empire begins to expand again. Tibet becomes part of China.

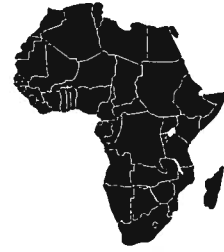
China exports silks, porcelain, medicines and tea, but does not want European manufactured goods. The Europeans must pay in silver and gold. In order to get some of their money back the Europeans begin to sell opium grown in Turkey and India, to the Chinese. Millions of Chinese become addicted to it.

PREPARE A STATUE SHOWING YOUR CIVILIZATION AND THE OPIUM TRADE AND ITS EFFECTS

INFORMATION SHEETS

WHORM

AFRICA



AFRICA 1600 AD - 1820 AD

The Europeans begin to nibble away at Africa. The Swahili trading cities have been destroyed by the Portuguese. The French invade the coast of Algeria. The Dutch establish a colony at Capetown which is taken over by the British who also establish a colony on the coast of Sierra Leone.

Only in the interior do the African empires continue to thrive. The Ethiopian empire is now bigger and stronger than ever and defeats attempts by the Europeans to take it over. In the south, the Zulus unite under King Shaka. Egypt also wins its independence from Turkey.

But the slave trade begins to bleed the West African coasts dry. The Europeans use some groups to raid further inland in order to kidnap other Africans to be sold as slaves. Ten million people are shipped across the Atlantic. Parts of Africa are severely depopulated and its economy is in ruins.

PREPARE A STATUE SHOWING YOUR CIVILIZATION AND THE SLAVE TRADE.

THE EUROPEANS WILL TAKE A NUMBER OF YOU TO AMERICA TO DO A STATUE OF THE SLAVES ARRIVING THERE. YOU WILL STAY IN AMERICA.

INFORMATION SHEETS

WHORM

INDIA



INDIA 1600 AD - 1820 AD

As the Moghal empire begins to collapse, India breaks up into small states which are often at war with one another. The British take advantage of the situation, and by allying with one group after another, they take over state after state and soon control most of the country. The British now rule India with the help of a new elite of Indians having a British education.

British rule opens the doors to imports of cheap machine-made cotton cloth, but finished Indian cloth cannot be sold in Britain. This destroys the famous Indian textile industry. People are thrown out of work and must return to the land to farm, causing great poverty and famine.

DO A STATUE SHOWING YOUR SOCIETY AND THE PROBLEMS ARISING FROM BRITISH RULE.

THE EUROPEAN RULERS MUST THINK UP SOME GOOD REASONS FOR TAKING OVER INDIA.

INFORMATION SHEETS

WHORM

EUROPE



EUROPE 1600 AD - 1820 AD

With the wealth of world trade pouring in, Europe is now developing faster and faster. Its armies and navies soon are able to impose their will almost anywhere in the world.

European science also develops. In the natural sciences animals are divided up into different species. This gives the Europeans the idea that there are different species, or races of people too. According to these ideas, just as different kinds of animals have different uses, some people are fit to think and rule, while others are fit only to work.

In order to get cheap labour for their new American plantations, the Europeans expand the slave trade. Ten million Africans are kidnapped and taken across the Atlantic.

SEND OUT SOME OF YOUR MEMBERS TO TAKE A LARGE NUMBER OF THE AFRICANS TO AMERICA AND DO A STATUE THERE, SHOWING THE ARRIVAL OF THE SLAVES AND THE SLAVE TRADE. THE REST OF YOU SHOULD PREPARE A STATUE SHOWING ASPECTS OF LIFE IN EUROPE.

THINK UP SOME GOOD RELIGIOUS OR SCIENTIFIC REASONS FOR THE SLAVE TRADE.



WHORM

MID-EAST



MID-EAST 1600 AD - 1820 AD

The Turkish or Ottoman Empire is becoming weaker and weaker. The Turks lose their North-African colonies, and much of their foothold in Europe, as Greece wins independence.

European traders now dominate the Mediterranean and the Arabian seas with their new weapons and strong navies. The Turkish empire now becomes more conservative as it attempts to resist change.

PREPARE A STATUE OF YOUR CIVILIZATION

INFORMATION SHEETS

WHORM

AMERICAS



AMERICA 1600 AD - 1820 AD

The Europeans in America drive back the native peoples and set up European style societies of their own. The British colonies in the United States become independent while Canada remains part of the British Empire. By the end of this period, most of South and Central America is also independent of Spain.

In both North and South America it is the descendants of the Europeans who control society. In South America the original inhabitants become peasants. In North America, the native people continue to resist but are pushed back and many die of new diseases brought from Europe.

The slave trade continues until 1807, and slaves support the plantations growing cotton and sugar across America. Most of the slaves now have become Christians so the slave owners need a new excuse to keep them enslaved. They come up with the idea that being Black is a curse from God and that Black people are destined to be slaves. The Europeans in America feel that the 'white race' is bound to rule the world.

PREPARE A STATUE SHOWING THE EUROPEANS PUSHING BACK THE NATIVE PEOPLE AND THE PLANTATIONS IN THE SOUTH.

THE EUROPEANS ARE GOING TO BRING YOU PEOPLE FROM AFRICA TO DO A STATUE OF THE ARRIVAL OF SLAVES.

INFORMATION SHEETS

WHORM

CHINA



CHINA 1820 AD - 1930 AD

In the Mid-1800's the Chinese attempt to stop the British from bringing opium into China. One in ten Chinese people have become addicted.

However, Britain defeats China and forces the Chinese government to legalize the opium trade, to allow missionaries to enter the country, and to grant Britain special trading privileges. Over the years, the other European powers also receive concessions from the declining Manchu government.

The Manchus are finally overthrown in 1919 and China becomes a republic. But by this time, China is divided up into spheres of influence by the European powers and famine is common in the countryside.

PREPARE A STATUE OF THE BRITISH FORCING THE EMPEROR TO SIGN THE TREATY LEGALIZING THE OPIUM TRADE, AND ITS EFFECTS ON CHINA.

IF A EUROPEAN OR AMERICAN ASKS YOU FOR A COOKIE, YOU MUST GIVE IT TO HIM OR HER.

INFORMATION SHEETS

WHORM

INDIA



INDIA 1820 AD - 1930 AD

In 1857 the Indians mutiny against their British rulers. The mutiny is put down and in 1858, India becomes a direct part of the British Empire.

The British proceed to build railroads to make it easier to get goods in and out of the country. The old handicraft and textile industries are destroyed by cheap foreign imports, resulting in a series of famines.

In order to maintain their power, the British play off one group against another, using religious differences amongst the Sikhs, Hindus and Moslems.

PREPARE A STATUE SHOWING THE CONSTRUCTION OF RAILROADS AND SOME OF THE TENSIONS AND PROBLEMS THAT ARE DEVELOPING IN BRITISH INDIA.

IF ANY EUROPEAN OR NORTH AMERICAN ASKS YOU FOR A COOKIE, YOU MUST GIVE IT TO HIM OR HER.

INFORMATION SHEETS

WHORM

AFRICA



AFRICA 1820 AD - 1930 AD

Although the slave trade has finally been stopped, Europeans now control almost all of Africa and its resources. Only Ethiopia and Liberia remain independent.

Plantations are set up and mines are dug where Africans work to produce goods for export. Those who still have land often produce crops to sell for export as well, rather than growing what they need in order to eat, as before. They need to sell their produce in order to get money to pay the taxes the new European rulers have imposed.

When prices fall for African products such as cocoa , palm oil and rubber, entire populations of Africans who used to be self-sufficient, are thrown into poverty.

PREPARE A STATUE OF LIFE ON YOUR CONTINENT

IF A EUROPEAN OR AMERICAN ASKS YOU, YOU MUST GIVE HIM OR HER A COOKIE.

INFORMATION SHEETS

WHORM

EUROPE



EUROPE 1820 AD - 1930 AD

Now wealth is coming into Europe from around the world. That wealth is invested in science and inventions and the development of new machines. This leads to the Industrial Revolution. Most people in Europe no longer make their living through farming. They live in cities and work in factories.

All these factories and machines producing products means that Europe needs more raw materials and places to sell all the goods it is producing. The Europeans begin to race to take over the world and fight amongst themselves over who will get the biggest share. By the end of World War 1, the world is divided up into spheres of influence and empires belonging to the victorious powers.

Most Europeans now feel it is obvious that they are a superior civilization and that it is their destiny to rule the world. There is disagreement as to whether the 'lesser races' should always be kept apart, or whether in time, they can be civilized.

DIVIDE INTO TWO TEAMS. EACH TEAM MUST MAKE A MACHINE THAT USES COOKIES AS RAW MATERIAL. EACH TEAM SHOULD SEND OUT A RUNNER TO GET COOKIES TO KEEP ITS MACHINE FED. PEOPLE IN THE REST OF THE WORLD WILL GIVE YOU A COOKIE ON DEMAND. A RUNNER CAN ONLY CARRY TWO COOKIES BACK TO EUROPE AT A TIME. BE READY TO ANSWER THE FOLLOWING QUESTIONS:

- WHAT DO YOU THINK OF YOURSELVES NOW? HOW ARE YOU DIFFERENT FROM OTHERS?
- WHAT DO YOU THINK OF THE PEOPLE YOU HAVE CONQUERED?
- HOW DO YOU JUSTIFY YOUR CONTROL OF THE WORLD?
- WHAT POWER DO YOU HAVE TO GET THESE IDEAS ACROSS?

WHORM

MID-EAST



MID-EAST 1820 AD - 1930 AD

The Turkish Empire is on the losing side in World War 1. Although Britain and France had promised the Arabs that they would be free if they helped defeat the Turks, most of the area falls under the control of the victorious European powers.

PREPARE A STATUE OF LAWRENCE OF ARABIA AND HIS ARAB ALLIES ATTACKING A TRAIN ON THE TURKISH RAILROAD.

IF A EUROPEAN OR AMERICAN ASKS YOU FOR A COOKIE, YOU MUST GIVE IT TO HIM OR HER.

INFORMATION SHEETS

WHORM

AMERICAS



AMERICA 1820 AD - 1930 AD

After the American Civil War in 1865, slavery is abolished in the United States, but the former slaves and their descendants are often still treated like second-class citizens. Canada is given its independence by Britain. As "white" civilization spreads west, the native peoples fight to preserve their land and way of life. Militarily defeated, they are forced to sign unequal treaties which restrict their territories to reservations. Although the South American countries are mostly independent, they are often dominated by the United States and Europe and basically provide these areas with raw materials and agricultural goods. When prices fall, people are thrown into poverty.

Both the United States and Canada become industrial powers and must look for raw materials to supply their machines, and places where they can sell the goods they produce. Most white Americans now feel that it is obvious that they are a superior civilization and that it is their destiny to lead the world. There is disagreement as to whether the 'lesser races' should always be kept apart, or whether in time, they can be civilized.

NORTH AMERICA SHOULD DIVIDE INTO TWO TEAMS. EACH TEAM MUST MAKE A MACHINE THAT USES COOKIES AS RAW MATERIAL. EACH TEAM SHOULD SEND OUT A RUNNER TO GET COOKIES TO KEEP ITS MACHINE FED. SHOULD SEND OUT A RUNNER TO GET COOKIES TO KEEP ITS MACHINE FED. PEOPLE IN THE REST OF THE WORLD MUST GIVE YOU A COOKIE ON DEMAND. A RUNNER CAN ONLY CARRY TWO COOKIES BACK TO NORTH AMERICA AT A TIME.

● WHAT DO YOU THINK OF YOURSELVES NOW: HOW ARE YOU DIFFERENT FROM OTHERS?

● WHAT DO YOU THINK OF THE PEOPLE YOU HAVE CONQUERED?

● HOW DO YOU JUSTIFY YOUR CONTROL OF THE WORLD?

● WHAT POWER DO YOU HAVE TO GET THESE IDEAS ACROSS?

SOUTH AMERICA SHOULD PREPARE A STATUE SHOWING ITS PLANTATIONS AND ITS MINES.

IF A EUROPEAN OR NORTH AMERICAN ASKS YOU FOR A COOKIE, YOU MUST GIVE IT TO HIM OR HER ON DEMAND.

INFORMATION SHEETS

CHINA



WHORM

CHINA 1930 AD - 1965 AD

The Chinese unite with the allies to defeat the Japanese in 1945. But after the war is over, the civil war between the Chinese Communists and Chinese Nationalists continues.

The Communists win in 1949 and begin land reform to improve the situation of the poor peasants in the countryside. After years of domination by foreign powers, the Chinese are suspicious about any outside influences and even ask their former friends, the Russians, to leave because they feel they were interfering too much.

PREPARE A STATUE OF THE CHINESE CELEBRATING THE DEFEAT OF THE JAPANESE, THE BEGINNING OF THE CIVIL WAR AND LAND REFORM.

INFORMATION SHEETS

WHORM

INDIA



INDIA - 1930 AD - 1965 AD

After a long struggle against the British, India achieves its independence again. But the mistrust along religious lines, which developed under British rule, leads to a division of the country into India and Pakistan, since many Moslems fear they would be persecuted by the Hindu majority.

PREPARE A STATUE SHOWING THE INDEPENDENCE STRUGGLE AS IT NEARS VICTORY AND SOME OF THE DIFFICULTIES INVOLVED.

INFORMATION SHEETS

WHORM

AFRICA



AFRICA 1930 AD - 1965 AD

After the defeat of Germany and Italy, Ethiopia, which had been invaded by the Italians, regains its independence.

By 1952, the Algerians begin trying to force out their French rulers, and the Kenyans begin to fight against the British. By the end of the 1950's, the Europeans begin to give up, and one by one, African countries regain their independence: Sudan - 1956; Ghana - 1957; New Guinea - 1958; Nigeria, the Congo, and all the French colonies - 1960; Algeria - 1962, etc.

In South-Africa, however, the European settlers refuse to give up and in 1948 establish Apartheid, to try to prevent the black majority from winning political power.

PREPARE A STATUE SHOWING SOME OF THE DIFFERENT WAYS PEOPLE WON THEIR INDEPENDENCE, AN INDEPENDENCE CEREMONY AND BEGINNING OF APARTHEID IN SOUTH AFRICA.

INFORMATION SHEETS

WHORM

EUROPE



EUROPE 1930 AD - 1965 AD

Europe begins this period in the depression. People are poor and desperate for a solution to their problems. The German Nazis take the commonly held ideas that white Europeans are superior, to their craziest limit. They begin to deprive people of their civil rights - a process that will end in the murder of millions of Jews, Gypsies, Poles and others across Europe. The Nazis do not see these people as being white or 'Aryan' enough.

Germany also wants to control the rest of the world. The Nazis say that because Germans are the 'whitest' race, they have the right to rule the world.

The Allied Nations - England, France, the USA and the Soviet Union, fight to protect themselves against Germany. They declare that they believe all people to be equal, and in order to get help in winning the war, they promise to give back independence to the people in Africa and Asia, if they will help fight the Nazis.

PREPARE A STATUE SHOWING THE FINAL DEFEAT OF GERMANY AND THE LIBERATION OF THE CONCENTRATION CAMPS.

WHORM

MID-EAST



MID-EAST 1930 AD - 1965 AD

As soon as the war is over, a number of Mid-Eastern countries which had been ruled by Europe, regain their independence: Lebanon, Syria, and in 1949, Israel.

The Arab countries try to modernize their economies and find an independent path to development, while maintaining their traditions and culture. But alliances with competing international powers and political and religious differences mean that unity and peace are very difficult to achieve in this region.

PREPARE A STATUE SHOWING DISAGREEMENTS AT A CONFERENCE TO BRING PEACE AND STABILITY TO THE NEWLY INDEPENDENT MID-EAST.

INFORMATION SHEETS

WHORM

AMERICAS



AMERICA 1930 AD - 1965 AD

After World War II, USA is the richest and strongest country in the world. While much of Europe has been damaged in the war, the USA has built up its economy and is untouched by fighting.

But this wealth is not distributed to everyone. Especially in the South, black people who fought in the war to defeat Nazi Racism, are now demanding equal treatment at home. The Civil Rights Movement begins. Many blacks and whites join together to change old patterns of prejudice and discrimination, even though there is much resistance.

This movement is given encouragement by the sight of black countries achieving independence in Africa and the Caribbean. Jamaica, Trinidad, and the other 'British' islands become independent by 1962.

First Nations people continue their struggle for respect and land claims.

PREPARE A STATUE SHOWING THE CIVIL RIGHTS MOVEMENT IN THE USA AND INDEPENDENCE CELEBRATIONS INTO CARIBBEAN.

WHORM

INFORMATION SHEETS

CHINA



CHINA 1965 AD – 1990

China continues to try and overcome the poverty of its many citizens through reorganizing agriculture and industry. There are, however, many disagreements as to how this should be done and how open China should be to foreign influence and trade.

To the south, difficulties between Vietnam and China have led to discrimination against people of Chinese origin in Vietnam. Many people leave to look for a new life.

PREPARE A STAGE OF A DEBATE ON AGRICULTURAL POLICY BETWEEN THOSE WHO FEEL THAT BIG FARMS WHERE EVERYBODY WORKS FOR A WAGE IS THE BEST WAY TO DEVELOP, AND THOSE WHO FEEL LETTING PEASANTS HAVE SMALL PRIVATE PLOTS OF LAND TO USE FOR MARKET GARDENING IS BEST.

SEND SOME PEOPLE TO FIND WORK (COOKIES IN EUROPE AND AMERICA).

INFORMATION SHEETS

WHORM

INDIA



INDIA 1965 AD - 1990

Although the economy is growing, India's expanding population and economic difficulties cause tension within the country between people of different regions and religions.

Millions of poor people from the countryside are moving to the cities to look for work where new industries are located.

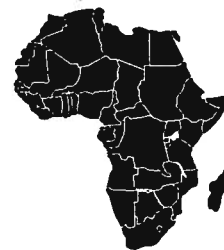
There are huge differences between the life of the educated elite formed under British rule, who still run the country, and the rest of the population, 80% of whom still live in the countryside.

DO A STATUE SHOWING BOTH THE DEVELOPMENT AND THE PROBLEMS OF INDIA. CHOOSE SOME PEOPLE TO SEND TO EUROPE AND AMERICA TO LOOK FOR WORK (COOKIES).

INFORMATION SHEETS

WHORM

AFRICA



AFRICA 1965 AD - 1990

The last of the European colonies receive their independence. In 1974 Mozambique and Angola achieve majority rule and in 1984 Zimbabwe (Rhodesia) does the same.

Now, only South-Africa remains controlled by a white minority government. Most whites in South-Africa still maintain the old racist ideas that black people are not fit to rule themselves. The struggle against Apartheid continues.

Elsewhere in Africa, there are serious economic problems left over from 100 years of colonial rule. People are poor. The economies of many countries are often based on the export of a single product and prices are falling. In some areas droughts are causing famine.

PREPARE A STATUE SHOWING THE SITUATION ON YOUR CONTINENT. YOU MAY WANT TO SEND SOME PEOPLE TO OTHER COUNTRIES TO LOOK FOR HELP (COOKIES) OR TO IMMIGRATE FOR WORK.

INFORMATION SHEETS

WHORM

EUROPE



EUROPE 1965 AD - 1990

Europe has rebuilt itself after the war. When its economy expands, it needs more people to work. When its economy slows down it needs fewer people. Sometimes the Europeans send out officials to convince people to come there to work. At other times, they make immigration very difficult.

When the economy slows down and people are out of work, immigrants often get blamed for 'stealing jobs' and many of the old racist ideas get used against them.

PREPARE AN IMMIGRATION SYSTEM TO CONTROL THE INFLUX OF PEOPLE WHO WILL BE COMING TO LOOK FOR WORK. BEHIND THE IMMIGRATION LINE SHOW SOME OF THE PROBLEMS FACED BY IMMIGRANTS.

INFORMATION SHEETS

WHORM

MID-EAST



MID-EAST 1965 AD - 1990

The increase in the price of oil has meant that some countries and some people in some countries, have become rich. Many of those who are still poor, however, are going off to look for work elsewhere.

This part of the world is still plagued with wars as different interests struggle for power.

PREPARE A STATUE OF YOUR PART OF THE WORLD. CHOOSE SOME PEOPLE AND SEND THEM TO GO AND LOOK FOR WORK (COOKIES) IN EUROPE AND NORTH AMERICA.

INFORMATION SHEETS

WHORM

AMERICAS



AMERICA 1965 AD - 1990

North America is still one of the richest and most powerful parts of the world. When its economy is expanding it needs many people to come and work. When the economy slows down, however, these new immigrants often get blamed for 'stealing jobs'.

The First Nations people intensify their effort for recognition of their land claims and economic independence.

In Central and South America, things are different. Industry is not so developed and many people, especially those in the countryside are very poor. Some are fighting their governments in order to achieve land reform. There is often war and unrest.

NORTH AMERICA SHOULD SET UP AN IMMIGRATION SYSTEM TO CONTROL THE INFLUX OF PEOPLE WHO WILL BE COMING TO LOOK FOR WORK. BEHIND THE IMMIGRATION LINE, SHOW SOME OF THE PROBLEMS FACED BY NEW IMMIGRANTS.

SOUTH AMERICA SHOULD PREPARE A STATUE SHOWING SOME OF ITS PROBLEMS AND SEND SOME PEOPLE NORTH TO SEE IF THEY CAN FIND WORK (COOKIES).

WHORM

INFORMATION SHEETS

CHINA



CHINA 1990-PRESENT

After considerable turmoil, the Chinese Communist Party abandons its old policies stressing job security for workers, co-operative agriculture and a planned economy. Instead it opts for a free market approach.

China becomes one of the fastest growing economies in the world. But this rapid growth also causes serious problems – increasing disparity between rich and poor and city and countryside, devastating environmental damage, and growing corruption among government officials.

In order to silence criticism about these serious social problems, the government keeps a tight control on media and resists calls for democratic reform.

WHORM

INFORMATION SHEETS

INDIA



INDIA 1990-PRESENT

India experiences dramatic economic growth based on its large population and low wage levels. But this growth also brings problems – increasing disparity between rich and poor and city and countryside, and serious ecological problems.

In the mid 1990s, Hindu Nationalists form the government in India. There are riots across the country which target Muslims and other minorities, and increasing tension with neighbouring Pakistan.

Both India and Pakistan develop nuclear weapons and there is fear of war.

INFORMATION SHEETS

WHORM

AFRICA



AFRICA 1990-PRESENT

Apartheid finally falls in South Africa and a new multi-racial government is elected with Nelson Mandela as president. But the huge economic disparities between rich and poor and white and Black continue to be a major problem for the new government.

In the rest of Africa, global warming is leading to increased droughts and famines and deepening poverty. Foreign companies seeking to exploit African resources are involved in bribery and corruption of government officials. Globalization means that Africa is flooded with cheap goods from abroad which undermine African industry. African agriculture cannot compete with government subsidized and protected agriculture in Europe and America. Meanwhile the spread of AIDS kills millions of Africans and further weakens the economies of many countries. Despite many promises, the rich countries fall far short on their commitments to increase aid.

All these conditions are used to promote ethnic rivalries which result in wars, civil wars and even genocide. Many of the post-independence hopes for African development and democracy remain unfulfilled. Many Africans continue to try to leave for Europe and America in search of a better life.

WHORM

INFORMATION SHEETS

EUROPE



EUROPE 1990-PRESENT

The European Union is strengthened to try to overcome the old rivalries between European countries and protect European corporate interests in a US-dominated global economy. As Europe competes in the new globalized economy, there is increasing downward pressure on the level of services and standard of living of working people.

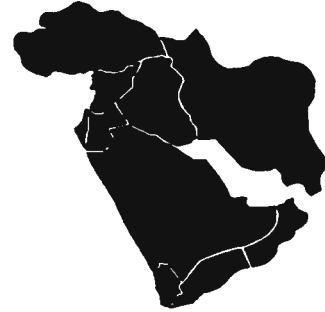
The collapse of the Soviet Union and the socialist countries of Eastern Europe leads to a dramatic increase in poverty in many of those countries, and many people begin to move west to look for work. They join other immigrants from Africa and Asia who make up an increasingly important part of the western European population.

Many Europeans – feeling that their standard of living and culture are being eroded – become increasingly xenophobic and racist to these newcomers. Young people of African and Asian origin have more difficulty finding work. After terrorist attacks in London and Madrid, much of this racism is turned on Muslims and people from the Mid-East.

INFORMATION SHEETS

WHORM

MID-EAST



MID-EAST 1990-PRESENT

Wealth from oil-rich Saudi Arabia promotes a very conservative version of Islam throughout the Muslim world, one that is distrustful of western notions of women's rights and religious pluralism.

Despite several attempts at promoting a peace process between the Palestinians and Israel, Israel continues to occupy Palestinian territories and to promote Jewish settlements there. Palestinians begin an armed uprising against the occupation and there are suicide attacks on Israel.

As the growing world economy demands more and more oil, control of the Middle East oil fields becomes more important for industrialized countries dependent on imported oil such as the United States. In order to maintain its influence in the region, the US invades Afghanistan and Iraq as part of its "war on terror."

WHORM

INFORMATION SHEETS

AMERICAS



AMERICAS 1990-PRESENT

With the collapse of the Soviet Union and its Eastern European allies in 1990, the United States has emerged as the world's only superpower.

American corporations push for "free trade" which will allow them unrestricted access to markets and raw materials around the world. Free Trade Agreements such as NAFTA result in a decline in North American manufacturing jobs. Corporations move production to poorer countries where they can take advantage of cheaper and usually non-unionized labour.

To try to protect and increase profits, federal and provincial governments in Canada begin to lower corporate taxes and cut back on social services and worker protection. "Free trade" also undermines the economies of many less developed countries in Central and South America. Countries such as Brazil, Venezuela, Bolivia, Argentina, Chile and Uruguay elect governments committed to resisting the effects of "globalization."

After the destruction of the World Trade Centre in New York in September 2001, the United States launches a "war on terror." As part of this war, and in order to secure access to mid-eastern oil, US armies occupy Iraq and Afghanistan. Muslims, and Middle Eastern and south Asian people in general, are increasingly stereotyped as terrorists, and face discrimination and hostility.

The American economy is based on cheap imported oil. The US refuses to sign the Kyoto Protocol, an international agreement which attempts to reduce petroleum consumption and pollution in order to try to limit global warming and ecological damage.

History of Development of Racist Ideas (Questions)

- ◆ How did people originally explain differences in Skin colour in the ancient world?
- ◆ What differences among people were considered most significant in the ancient world?
- ◆ How was slavery organized in the ancient world?
- ◆ Why did Europeans begin to explore the Atlantic ocean? What were they looking for?
- ◆ Who were the Europeans allowed to take as slaves?
- ◆ What was the great debate in America around using Native people as slaves? Who won?
- ◆ What was the new economic role of slavery in America?
- ◆ When did ideas about the religious basis for slavery begin to give way to racial ideas and why?
- ◆ When did Native people begin to be considered a special race?
- ◆ Who began to popularize the ideas of race in Europe? How did these ideas fit into the belief in the "Chain of Being"?
- ◆ Why did people abandon the "Chain of Being" idea?
- ◆ How was the theory of evolution used to explain "racial" differences?
- ◆ How did these new ideas of race effect different groups in Europe? Women? Homosexuals? Jews?
- ◆ How have these ideas affected life in Canada?
- ◆ How were these ideas made popular in Canada?
- ◆ How did the Nazis use common ideas about race in their platform & how did that contribute to the holocaust?
- ◆ What did the defeat of the Nazis mean for the idea of "White Supremacy"?
- ◆ How are these old racist ideas communicated to our society today?
- ◆ What uses do people put these ideas to?
- ◆ What needs to be done to fight racism today?

SOME QUESTIONS FOR DISCUSSION

DEBRIEFING

- 1) **ASK** students about the roles that they played:
 - How did it **feel** to belong to different (role) groups at different periods?
 - How did it **feel** to be powerful? Powerless?
- 2) **ASK** students to describe one part of the game that stuck in their minds:
 - Why did they find that part exceptional?
 - What did they feel?
 - Did something about that part surprise them?
 - Did they learn something they didn't expect?

ADDITIONAL CONTENT QUESTIONS

1. According to the game, why did Europeans develop stereotypes about other people?
2. Why did these stereotypes become so well-known and so widely believed?
3. Can you think of any of the stereotypes you saw developed in the game which are still current today in Canada?
4. The game says that people are tempted to use stereotypes to put down other people when there is conflict. Can you think of examples of such conflicts? (individual, jobs, strikes, education, national...).
5. Now that Europeans no longer rule over the rest of the world, what kind of things still allow old stereotypes to continue?
6. What kinds of situations allow new stereotypes to be created?
7. According to the game why are certain parts of the world now so much richer than others? How does this lead to stereotyping?
8. How does this situation affect immigration to Canada?
9. Can we change stereotypes without changing the inequalities of wealth and power that exist in the world?