

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Simulation: Life in the State of Nature

Objective: Students will participate in a simulation of the “state of nature” in which students seek to protect their “natural rights” of life, liberty and property as individuals and then, after providing their consent to be governed, under a government that they form.

Procedure:

1. Each student will start with:
  - one (1) six-sided die (representing liberty)
  - one (1) cup (representing life)
  - food item (x# of M&M’s) to be placed in cup (representing property)
2. Students will have three rounds in which to take/protect their natural rights by rolling only one die. Each student who has a cup at the end of a round will receive food at the end of the round.

Conflicts:

- One student shall initiate a conflict (Attacker), attempting to take away another student’s natural rights (Defender). Both students will roll their die until a winner is determined (higher number wins). Students may engage in as many conflicts as permitted by time in around.
- Attackers cannot attack the same person twice in a row unless retaliated against by defender.
- Conflicts can result in loss of property (theft), life (murder), liberty (slavery) for either attackers or defenders.

Table1: If an Attacker Wins:

If the attacker wins by:	Defender Gives Up	The Defender is now:
1 or 2	Property = food (stealing)	Free but without food.
3 or 4	Life = food + cup (murder)	Free now. Dead at end of round.
5 or more	Liberty = die (slavery)	Slave. Slaves keep their cup, but give all but one of their foods to their Master. Slaves give their die to their Masters

Table 2: If a Defender Wins:

<u>If defender wins by:</u>	<u>The attacker gives up:</u>	<u>The Attacker is now</u>
1 or 2	Nothing	Free
3	Property = Food (keep cup)	Free but without food.
4	Life = Cup (keep die)	Free now. Dead at end of round.
5 or more	Liberty = Cup, food, die	Slave. Slaves keep their cup, but give all but one of their foods to their Master.

Table 3: What should I do now that I lost my:

<u>Item</u>	<u>Concerns for Rest of Round</u>	<u>Start of new round</u>
Food	1. Protect cup 2. Take food from others.	Having a cup will get you food.
Cup	1. Protect die from others 2. Take cup from other 3. Take food from other.	Having a cup will get you food. Unable to get food = dies at start of next round.
Die	1. Offer to be Slave	No die and not Slave = death

3. There are four (4) statuses for each student: Free, Master, Slave, and Dead.

<u>Status</u>	<u>Become this by:</u>	<u>Student action:</u>
<u>Free:</u>	Start ( <i>tabula rasa</i> )	a. Protect your natural rights b. Take natural rights of others
<u>Master:</u>	Taking Liberty (Either Attacking or Defending)	A. <u>Keep Slave (w/ Cup):</u> 1. Collect all but one food initially; take all but one food each round. 2. Take die and can choose to roll with Slave's die (After Round 4). B. <u>Kill Slave (w/o Cup):</u> 1. Do not collect food each round but do not have to share. 2. Take die and can choose to roll with Slave's die.
<u>Slave:</u>	Losing Liberty	A. Give all but one food to Master B. Sit silently C. Wait for permission to eat one remaining food. D. Slaves are transferred when Master is killed.
<u>Dead</u>	Losing Life (Not Having a Cup @ End of Round/ Being Killed)	A. Sit Silently B. Watch the Living

Duration: 12 Rounds each 2 minutes + 5 minute break = approximately 30 minutes.

Round 1-4 (Locke): All students will have a six-sided die to represent Locke's idea that all are equal in the state of nature.

Round 5-8 (Hobbes): Four (4) students will receive die with more or fewer sides to represent individual inequality in the state of nature.

5 Minute Break between rounds: Should you form a government or continue in the state of nature?

Questions to Decide on:

*How does your government distribute power? (By number of slaves, by number of cups, By number of sides on dice? )*

*How does your government distribute benefits? Should everyone share food equally?*

*How does your government decide who/when/how to attack?*

*How will you protect your natural rights from members of your government?*

Round 9-12: Students who consent to be governed join a government. All members in a group roll together and add up the numbers of their rolls for attack/defense purposes.

Ex. Government A attacks Government B

Government A = 5 people.	Government B = 4 people	Results
1. Amanda O. rolls a 3.	1. Daniel N. rolls a 6	Defender Wins By: 11 Attackers are now slaves.
2. Bryan B. rolls a 5	2. Matt K. rolls a 4	
3. Brendan C rolls a 6	3. James C. rolls an 8	
4. Thomas P. rolls a 2	4. Charles C rolls a 10	
5. Dave G. rolls a 1		
Total Govt A = 17	Total Govt B = 28	

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State of Nature Simulation Score Sheet

Round	Role in Conflict (Att/Def)	Your Roll	Opp. Roll	Consequence (Gained/Lost)	# Food	Your Status ( <u>F</u> ree, <u>M</u> aster, <u>S</u> lave, <u>D</u> ead)
<i>Ex. R1</i>	<i>Att.</i>	<i>6</i>	<i>3</i>	<i>G. Food/Cup</i>	<i>10</i>	<i>Free</i>
<i>Ex. R1</i>	<i>Def.</i>	<i>1</i>	<i>3</i>	<i>L. Food</i>	<i>0</i>	<i>Free</i>
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
19.						
20.						
21.						
22.						
23.						

Conflict #/Round	Role in Conflict (Attacker/Defender)	Your Roll	Opp. Roll	Consequence (Gained Lost)	# M&M	Your Status (Free, Master, Slave, Dead)
24.						
25.						
26.						
27.						
28.						
29.						
30.						
31.						
32.						
33.						
34.						
35.						
36.						
37.						
38.						
39.						
40.						
41.						
42.						
43.						
44.						
45.						
46.						

A. Life in the State of Nature

1. How many rounds did you survive? \_\_\_\_\_
2. In how many total conflicts were you involved? \_\_\_\_\_
3. How many conflicts did you win? \_\_\_\_\_
4. Do the answers to Q1+2 suggest a Lockean or Hobbesian S.o.N? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
5. For how many rounds did you participate in the following status:
  - a. Free but not a Master? \_\_\_\_\_
  - b. Master? \_\_\_\_\_
  - c. Slave? \_\_\_\_\_
  - d. Dead? \_\_\_\_\_
  
6. If you became a master, did you enter more conflicts after acquiring slaves? Why might this be? \_\_\_\_\_  
\_\_\_\_\_

B. Life under Government

6. If you made it to Round 9 and joined a government, what rules did your government make? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
7. Was there anyone in your government with any die other than a 6 sided? Did they receive any special treatment? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
8. What did individuals in your state of government give up in order to have more security? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Journal Entry: Choose one of the two following quotes and discuss how your experience in this simulation does or does not support it

i) *“The condition of man... is a condition of war of everyone against everyone.”*

~Thomas Hobbes

ii) *“The state of Nature has a law of Nature to govern it... that being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions .*

. “ ~John Locke