A CHRONICLE OF THE FIVE TRIBES

a small atlas of belief

Teacher's Guide

A classroom companion for an emergent simulation of belief, culture, and civilization

Recommended for Grades 9-12

World History · Comparative Religion · Sociology & Anthropology
Philosophy & Ethics · Interdisciplinary Humanities & Systems Thinking

Companion to the game's User Manual (v1.0)

Contents

1 · How to Use This Guide

This guide is the pedagogical layer that sits on top of the game. It does not repeat the technical instructions - keep the User Manual nearby for controls, parameter definitions, and save-file details - instead it answers the teacher's questions: what does this simulation actually teach, where does it fit in a course, how do I run it with a room full of students, and how do I assess what they learn?

Everything here is modular. The lesson sequences in Section 8 range from a single class period to a multi-day capstone project, and you can pull any one of them on its own. A reasonable first pass is to read Sections 2 through 7 once, run Lesson A and Lesson B yourself, then decide how deep to go.

> **At a glance.** Sections 2-5 make the case for the simulation and frame the sensitive content. Sections 6-7 cover setup and teaching method. Section 8 is the heart of the guide: five ready-to-run lessons. Sections 9-13 supply discussion questions, assessment, differentiation, troubleshooting, and extensions. The appendices give you printable references and student handouts.

2 · What the Simulation Teaches

Most humanities content arrives as a finished story: a civilization rose, believed certain things, and fell. A Chronicle of the Five Tribes does something unusual - it lets students watch a civilization happen, with no script, and then asks them to explain why it happened the way it did. That single shift, from consuming history to accounting for it, is what makes the game a teaching tool rather than a diversion.

Emergence: complex history from simple rules

The simulation has no storyline. Wars, alliances, golden ages, and collapses all arise from a handful of underlying rules acting on five tribes over time. This is emergence - large-scale patterns that no one designed appearing out of local interactions. Students who grasp emergence stop asking "who decided this?" and start asking "what conditions made this likely?", which is the central move of social-scientific reasoning.

Belief as a system of variables

The seventeen religious parameters are, in effect, a comparative-religion framework rendered as sliders. Instead of memorizing isolated facts about traditions, students learn to read a worldview as a configuration of positions along spectra: is time a wheel or an arrow? Is the sacred guarded by elites or shared openly? Is justice about punishment or repair? This is exactly how scholars of religion compare traditions - along analytic dimensions rather than as fixed labels - and the game gives students fluent, hands-on practice with that vocabulary.

Cultural evolution, diffusion, and contingency

Technologies spread between peaceful neighbors. Beliefs convert across borders. A single discovery - the printing press - can fracture a unified faith into competing sects. Students see culture as something that moves, mixes, and mutates, and they see that history is contingent: rerun the world and it comes out differently. That insight is hard to deliver through a textbook and almost automatic through play.

The designer's stance

Because students can set parameters and intervene, they are not only observers but theorists. They form hypotheses ("a more open, materialistic culture should out-research a closed, ascetic one"), test them, and confront the gap between prediction and outcome. The simulation becomes a laboratory for the humanities - a rare thing - where claims about culture can be made, tested, and revised.

3 · Recommended Grade Levels & Course Fit

High school (grades 9-12) is the sweet spot, and your instinct there is sound. Three demands point to it: the parameter model rewards abstract reasoning; comparative religion and ethics benefit from the maturity to discuss belief without judgment; and emergence and feedback are genuinely sophisticated systems concepts. Below that band the full matrix overwhelms; well above it, the game still earns its place in introductory college survey courses.

The game is unusually cross-curricular. The table below shows where it lands in common courses.

Course	How the game fits
World History	Models civilizational dynamics - expansion, conflict, technology, and the spread of belief - as living processes rather than dates to memorize.
Comparative / World Religions	The seventeen parameters are a ready-made analytic framework for comparing traditions along dimensions of cosmology, authority, ethics, and revelation.
Sociology & Anthropology	A working model of social cohesion, in-group identity, cultural diffusion, and how shared belief shapes collective behavior.
Government, Civics & Law	Authority distribution, moral universality, and justice mechanism map directly onto debates about centralized vs. distributed power and retributive vs. restorative justice.
Philosophy & Ethics	The player's divine power invites questions about intervention, manipulation, consent, and whether some capabilities should be used at all.
AP World History / AP Human Geography	Excellent for cultural diffusion, the role of environment in settlement, and continuity-and-change-over-time reasoning, with quantitative trend analysis via the statistics window.
Interdisciplinary / Systems Thinking / CS modeling	The game is an agent-based model. It is a natural bridge between the humanities and computational thinking - variables, feedback loops, and emergent behavior in a social system.

Scaling. For advanced grade 7-8 classes, reduce the model to five or six "headline" parameters and emphasize observation and storytelling over the full matrix. For AP and dual-enrollment, require quantitative use of the statistics graphs and the counterfactual project in Lesson E.

4 · Curriculum Connections

State standards vary, so the anchors below are framed at the conceptual level - map them to your specific standards as you build the unit. The fit is strongest with inquiry-based social-studies frameworks and with disciplinary-literacy and systems-thinking practices.

Inquiry arc (C3 Framework)

The simulation moves cleanly through the four dimensions of an inquiry arc. Students develop compelling questions about why civilizations diverge (Dimension 1); apply disciplinary concepts from history, geography, and the study of religion (Dimension 2); gather and evaluate evidence - here the Chronicle log and the statistics graphs are the evidence (Dimension 3); and communicate conclusions through chronicle-writing, essays, and presentations (Dimension 4).

Disciplinary literacy

The Chronicle panel writes history in the voice of a medieval annal. Students can read those entries as a primary source - asking who is narrating, what is emphasized, and what is left out - and then write in the same genre. This pairs naturally with reading real chronicles and annals and supports historical-thinking skills around sourcing and corroboration.

Systems & computational thinking

Variables, feedback loops, and emergent behavior are first-class citizens here. The "snowball effect" (population feeds technology, which feeds military strength, which feeds territory, which feeds population) is a reinforcing feedback loop students can name, trace, and diagram. This bridges directly to science and engineering practices around modeling and to any computer-science treatment of simulation.

Civil discourse and social-emotional learning

Discussing belief systems respectfully, in academic terms, and holding the perspective of cultures unlike one's own are skills the game exercises constantly. Section 5 sets up the norms that make this work.

5 · Teaching About Religion: Read This First

Because the game turns religions into designable, comparable systems - complete with holy wars, conversion, and extinction - a thoughtful setup matters. None of what follows should discourage you; handled well, this is one of the most valuable things the simulation offers. It is simply worth establishing the frame before the first session.

Take the academic stance

In a public-school setting the goal is to teach about religion - describing, comparing, and analyzing it as a human and cultural phenomenon - not to practice, endorse, or disparage any faith. This "teach about, don't preach" principle is the long-standing consensus in religious-studies education. Keep the language descriptive and neutral, and you stay on solid ground both legally and pedagogically.

The abstraction is your ally

The five tribes are fictional, and the parameters are analytic lenses, not a ranking of real religions. Say this to students explicitly, and resist one-to-one mapping - "Pyros is really religion X" - which flattens both the game and the real tradition. Use the parameters to illuminate concepts that appear across many traditions (cyclical versus linear time, for instance) rather than to label living faiths.

Handle the hard mechanics honestly

Holy war, forced conversion, and extinction are real historical dynamics, and the game models them. Name them as such and connect them to actual history rather than letting them feel flippant. When a tribe is wiped out, that is a moment to acknowledge that real religious conflict caused real suffering - and to ask what the model leaves out. Turning the game's simplifications into a critical-thinking prompt ("what can a slider never capture about a person's faith?") is far more powerful than pretending the simplifications aren't there.

Set inclusive norms up front

Your room will include students of many faiths and of none. A short set of norms, posted and restated, makes the difference:

- Curiosity over judgment - we describe beliefs, we don't rank them.
- No one speaks for a whole religion, and no one is asked to.
- Sharing a personal connection is welcome but never required.
- The tribes are invented; we use them to think about ideas, not to stand in for any real community.

> **If a student feels their faith was mocked:** treat it as a serious, legitimate signal, not a disruption. Reaffirm the fictional framing, and invite the concern into the lesson as a critique of the model - "you're right that this leaves out something essential; what is it, and why can't the simulation hold it?" That move respects the student and sharpens the whole class's thinking about what models miss.

6 · Before You Begin: Setup & Logistics

Technical requirements

- **Engine:** Godot 4.4 or higher, with .NET support, running the project from the game folder.
- **Platform:** Windows, macOS, or Linux.

- **Display:** 1400 × 900 pixels minimum - confirm your projector or lab monitors meet this.

Because the game is still in active development, do a full dry run before class: launch it, run a world for several decades, try each divine action, and save a clean baseline you can reload. Knowing where the reset and load shortcuts live (R and L) will save you in front of a live room.

Three ways to deploy it

1. Single station + projector (whole class). The lowest-barrier option and the best for a first exposure. You operate the simulation while students direct it by discussion or vote - the class collectively holds the divine hand. Ideal for Lessons A, B, and the debriefs.

2. Small-group stations. Three or four computers, with teams of four to six, each stewarding its own world. The right setup for the design project in Lesson D and for controlled experiments in Lesson C. Assign roles (see Section 11) so every student has a job.

3. One-to-one lab. Maximum student agency and the most management overhead. Best once students already know the interface. Pair students who are new to the controls.

A note on pacing

At 1× speed roughly seven to eight game-years pass per minute, rising to about seventy-five per minute at 10×. Plan deliberately: run fast to reach an interesting state, then slow to 1× or use Step to advance one season at a time when you want the class to watch closely. The Pause button is your most important teaching tool - the best discussions happen frozen in time.

7 · Pedagogical Approach: Guided Discovery

The simulation rewards a discovery-oriented classroom - students learning by forming and testing ideas rather than receiving conclusions. A few principles make it work.

Run the Predict-Observe-Explain loop

This loop is the engine of nearly every activity in Section 8. Before any change - a parameter adjustment, a divine intervention, a fast-forward - students write down what they expect to happen and why. Then they observe the result in the Chronicle and statistics. Then they explain the gap between prediction and reality. The learning lives in that gap; a wrong prediction that gets explained well is worth more than a lucky guess.

Treat the Chronicle as evidence

Train students to read Chronicle entries as data and as text. Key verbs tell the story: "clashes" signals low-compatibility war, "shares" signals peaceful exchange, "discovers" marks a breakthrough, "converts" marks religious spread, "falls" and "extinct" mark defeat. The statistics window adds the quantitative trend behind the narrative.

Pause and ask why

Do not let the simulation run unattended for long stretches. Freeze it at inflection points - a war breaking out, a technology appearing, a tribe vanishing - and ask the room: why did that just

happen, and what is the evidence? The rhythm of run, pause, interrogate, run is what converts watching into learning.

Let failure teach

Tribes will collapse, and that is not a malfunction to be rescued from. A civilization that stagnates because it rejected technology, or one that bankrupts itself on continuous ritual while neighbors out-produce it, is delivering the lesson. Resist the urge to keep everyone alive; productive failure is part of the design.

8 · Lesson Sequences

Five modular lessons, roughly in order of increasing student agency. Each lists a time estimate, an objective, materials, and a sequence built around the Predict-Observe-Explain loop. Mix and match freely.

Lesson A · The Anatomy of Belief

One period (≈50 min) · Introductory. Objective: students learn to read a worldview as a configuration of variables and to predict cultural compatibility.

Warm-up (10 min). Project the Codex of Belief with no tribe selected. Ask: "If you had to describe a culture's entire worldview using nothing but sliders, what would you measure?" Collect student-invented dimensions on the board before revealing the game's seventeen.

Explore (20 min). Walk the five parameter groups. In pairs, each pair takes three or four parameters and rewrites each spectrum as "two honest ways of seeing the world," then sketches where a familiar concept - not a labeled real religion - might fall (a tradition that sees time as a wheel versus an arrow, say).

Predict (12 min). Select each of the five tribes in turn; read their epithets and starting tendencies aloud. Students predict which two tribes will get along and which will clash, justifying their answer with the idea that compatibility is similarity across the seventeen parameters. Record these predictions to revisit in Lesson B.

Exit ticket (8 min). "Name one parameter and give a real-world example of each end of its spectrum." (Reinforce the academic, describe-don't-endorse framing.)

Lesson B · Watching a World Wake

One period (≈50 min) · Observation. Objective: observe emergence, gather evidence, and practice the chronicle genre.

Set up. Load your pre-saved baseline world. Hand out the Scribe's Log (Appendix B).

Run & log (20 min). Resume at 1×-2×. Students record events in their logs: the timestamp, what happened, and - crucially - their interpretation of why.

Pause & interrogate (15 min). Freeze at three or four inflection points. For each, ask "why did that happen?" and have students point to evidence in the Chronicle, the Council Card, and

the statistics window. Revisit the Lesson A predictions: were the alliances and clashes as expected?

Debrief on emergence (8 min). Drive home the central point: no one wrote this story. It arose from the rules. That is emergence.

Output (7 min). Each student writes a four-to-six-sentence Chronicle entry, in period voice, summarizing the era they witnessed.

Lesson C · The Divine Hand: Cause & Effect

One to two periods · Controlled experiment. Objective: run controlled experiments, isolate variables, and reason about feedback loops.

Frame it as a lab. Each group draws a hypothesis card, for example: "raising Cosmic Dualism increases warfare," "open Knowledge Transmission speeds technology," or "Wrath on a tribe, followed by a compatible neighbor's prophet, causes conversion."

Protocol. Save first so the world can be reset. Predict in writing. Change exactly one variable or apply one intervention - controlling variables is the whole point. Observe via the Chronicle and statistics. Explain the result.

Introduce feedback (mid-lesson). When a group notices a tribe pulling away from the pack, name the snowball loop: population feeds technology feeds military strength feeds territory feeds population. Have them trace it.

Debrief. Build a class cause-and-effect map on the board, linking parameters to outcomes. Connect to real history - the printing-press-to-reformation dynamic is literally modeled in the game, an ideal hook into the actual Reformation.

Lesson D · Design a Belief System (Capstone)

Three to five days · Project. Objective: synthesize understanding by designing a coherent worldview, predicting its civilization-level consequences, observing them, and narrating the result as history.

1. Design. Teams set all seventeen parameters with a written rationale - "our people believe X, so we set Y" - and must articulate at least two internal synergies and one trade-off they are accepting.
2. Hypothesize. Each team commits to two or three falsifiable predictions about how their civilization will fare.
3. Run. Apply the configuration to a chosen tribe (or seed it as the world religion) and let it run for an agreed span of game-years.
4. Chronicle. Produce an illuminated "Chronicle of [Tribe]" - a short history in the chronicle genre - plus a reflection comparing predictions to outcomes and explaining the surprises.
5. Present (optional). Teams present their worlds to the class as competing founding myths, defending their design choices.

This is where the designer's stance pays off: students become theorists of culture, accountable to evidence their own world generates. Assess with the rubric in Section 10.

Lesson E · Roads Not Taken (Extension)

One to two periods, or homework · Counterfactual reasoning. Objective: reason about historical contingency - how much of history is inevitable, and how much is accident?

Branch a save. Load a single world at a pivotal moment. Run it twice with one divine choice changed between runs. Compare the two histories.

Discuss contingency. How much did that one choice matter? Connect to real historiographical debates - structural versus contingent accounts of history - and to the role of environment, since the game's terrain preferences echo arguments about geography and settlement (a good, contested foil for discussion).

9 · Discussion Question Bank

Grouped by theme. Most work as warm-ups, mid-lesson pauses, or written reflection prompts.

On emergence and systems

- Did anyone decide this history? If not, what produced it?
- Find a moment where a small change led to a large effect. What loop amplified it?
- Which outcome surprised you most, and which rule, in hindsight, made it predictable?

On comparative religion

- Which parameters seem to travel together - to reinforce one another - and why might that be?
- Is there such a thing as a "warlike" belief system, or do circumstances make beliefs militant? Argue from evidence.
- Pick a single parameter. Where do real traditions you've studied sit on it, and what does that position seem to shape?

On ethics and power

- You hold divine power. When, if ever, is intervening in a tribe's fate justified?
- Is it ethical to redesign a people's beliefs without their knowledge? What real-world parallels does that raise?
- The game lets you design a religion from scratch. What does that capability assume about belief - and what does it ignore?

On models and their limits

- What does this simulation get wrong, or leave out, about real religion and history?
- Name something essential about faith that a slider can never capture. Why does the omission matter?

10 · Assessment

Formative

- **Scribe's Log:** scored for completeness and, more importantly, the quality of the "what I think it means" interpretations.
- **Prediction sheets (Lesson C):** credit the reasoning, not the accuracy - a well-explained wrong prediction earns full marks.
- **Exit tickets:** quick checks on vocabulary and the core concept of the day.

Summative options

- **Design Project (Lesson D)** with the rubric below.
- **Comparative essay:** "Using two tribes from your world, explain how differing beliefs produced differing histories," citing Chronicle evidence.
- **Primary-source analysis:** give students a set of Chronicle entries and have them reconstruct and interpret the era - who narrates, what is emphasized, what is missing.

Sample rubric - Design a Belief System

Criterion	Emerging	Developing	Proficient	Exemplary
Conceptual coherence	Parameters set arbitrarily; little rationale.	Some choices justified; coherence uneven.	Most choices justified; synergies identified.	Fully coherent worldview; synergies and trade-offs articulated.
Use of evidence	Claims unsupported by the simulation.	Occasional reference to Chronicle or stats.	Regular, accurate use of in-game evidence.	Precise evidence, including quantitative trends.
Prediction & reflection	No clear predictions; little reflection.	Vague predictions; surface reflection.	Falsifiable predictions; reflects on gaps.	Sharp predictions; insightful account of surprises.
Communication & craft	Disorganized; genre not attempted.	Understandable; weak grasp of chronicle voice.	Clear, organized, credible chronicle voice.	Polished, persuasive, convincing period voice.

11 · Differentiation & Accessibility

By readiness

- **Foundational:** reduce to five or six headline parameters; emphasize observation and storytelling; provide sentence stems for the chronicle genre.
- **Advanced / AP:** require the full matrix, quantitative use of the statistics graphs, and the counterfactual project in Lesson E; connect outcomes to academic theory.

Group roles

Assigning roles keeps every student accountable and lets varied strengths shine: a Scribe (keeps the log), a Diviner (operates the controls), a Cartographer (watches territory and the map), and a Theorist (frames predictions and explanations). Rotate roles across sessions.

Access

- Projector mode lowers the individual tech load and gives the whole class a shared text-and-map reference.
- The visual map plus the text Chronicle offer multiple representations of the same events - useful for varied learners.
- Tribal identity is signaled by color; in discussion, always pair color with the sigil and name so colorblind students are never reliant on hue.
- **Multilingual learners:** pre-teach the parameter vocabulary; the glossary in Appendix C and the parameter table in Appendix A double as language scaffolds.

12 · Common Pitfalls & Troubleshooting

"It ran and nothing seemed to happen." Use Pause and Step, and pre-stage saves at interesting moments so you can jump straight to the action.

"One tribe snowballed and it got boring." That is the snowball loop - make it the lesson, or use Wrath and Blessings to rebalance. Either way, name what students are seeing.

"Students just tried to win." There is no win condition. Redirect: success in this classroom is the best explanation, not the biggest empire.

"A student felt their faith was mocked." Revisit the norms in Section 5, reaffirm the fictional framing, and fold the concern into the "what models miss" discussion.

"Off-task button-mashing." Assign roles and require the Scribe's Log as the accountability artifact for the session.

Technical hiccups. The game is pre-release - do a dry run, keep the User Manual handy, save often, and learn the reset (R) and load (L) shortcuts. Save files live under the Godot user-data folder noted in the manual.

13 · Extensions & Cross-Curricular Ideas

- **English / Language Arts:** study the chronicle genre directly; compare the game's entries to real medieval annals as primary sources.
- **Art & Design:** students design their tribe's sigil and an illuminated manuscript page, echoing the game's aesthetic.
- **Math & Data:** analyze the population and happiness graphs; compute compatibility between two tribes by hand; model the snowball as exponential versus logistic growth.
- **Computer Science:** discuss agent-based modeling - what assumptions are baked into the rules, and how would changing them change the world?

- **Geography:** terrain preferences and expansion patterns open the question of how environment shapes where and how people settle.
- **Civics & Debate:** authority distribution and justice mechanisms map onto real debates about governance and legal philosophy.

Appendix A · The 17 Parameters: A Teaching Lens

This reframes the parameters for the humanities classroom: not what each does to gameplay (see the User Manual for that) but what it models in the real world and how to open it for discussion.

Parameter	Spectrum	What it models	Discussion hook
Temporal Orientation	Cyclical ↔ Linear	Whether history repeats or progresses toward a destination.	*Where do traditions that see time as a wheel differ from those that see it as an arrow?*
Divine Accessibility	Remote ↔ Immanent	Whether the divine is distant and mediated or close and present.	*What changes in a community when God is near versus far?*
Afterlife Embodiment	Ethereal ↔ Physical	Whether the hereafter is abstract spirit or a physical realm.	*How do burial practices reflect beliefs about what comes after?*
Cosmic Dualism	Unified ↔ Oppositional	Whether the cosmos is harmonious or locked in good-vs-evil struggle.	*How does a worldview of cosmic struggle shape how a people treats outsiders?*
Sacred Boundary	Rigid ↔ Permeable	How strictly the sacred is separated from the everyday.	*What is gained and lost when sacred and profane blur?*
Material Spirituality	Ascetic ↔ Materialistic	Whether wealth is rejected or embraced as religiously meaningful.	*Why might a tradition build vast temples - or forbid possessions?*
Ritual Frequency	Occasional ↔ Continuous	How much of life is given over to worship and ritual.	*What does a society trade away for constant communal ritual?*
Authority Distribution	Centralized ↔ Distributed	Whether religious power sits in a hierarchy or among the people.	*How does centralized authority resist - and distributed authority invite - change?*
Conversion Attitude	Exclusive ↔ Inclusive	Whether the faith guards its boundaries or seeks converts.	*What drives missionary movements, and what resists them?*
Community Focus	Individual ↔ Collective	Whether salvation is personal or achieved through the group.	*How does an individual vs. collective focus shape identity and resilience?*
Knowledge Transmission	Secretive ↔ Open	Whether sacred knowledge is guarded by elites or freely shared.	*How does control of knowledge become control of power?*
Revelation Source	Textual ↔ Experiential	Whether truth lives in scripture or in personal experience.	*Why are "book religions" stable, and mystical ones adaptable?*
Prophecy Temporality	Past ↔ Future	Whether prophets recall ancient truth or foretell what comes.	*What kind of society produces reformers and millenarians?*
Technology Attitude	Restrictive ↔ Embracing	Whether innovation is resisted or welcomed.	*When has religion accelerated, and when slowed, technology?*

Parameter	Spectrum	What it models	Discussion hook
Moral Universality	Contextual ↔ Absolute	Whether moral rules are situational or fixed and universal.	*What are the strengths of flexible vs. absolute moral codes?*
Purity Concept	Physical ↔ Spiritual	Whether purity is bodily and ritual or inward and mental.	*How do purity rules shape daily life and group boundaries?*
Justice Mechanism	Retributive ↔ Restorative	Whether wrongdoing is punished or reconciled.	*How do punishment and reconciliation each shape a community?*

Appendix B · Student Handout: The Scribe's Log

Reproducible. Each scribe records the unfolding history and, in the third column, what they believe the events mean - that interpretive work is the point.

Name: _____ **World / Era:** _____
Date: _____

Year · Season	Event from the Chronicle	What I think it means	Evidence I used

Reflection. Choose one event above. Could it have gone differently? What single change might have altered the outcome - and why?

Appendix C · Glossary

Game terms and the academic concepts they connect to.

Term	Meaning
Emergence	Large-scale patterns that arise from simple local rules without being designed - the core idea the simulation illustrates.
Compatibility	How similar two tribes are across the seventeen parameters; high compatibility brings peace and exchange, low compatibility brings conflict.
Codex of Belief	The panel of seventeen parameter sliders. With no tribe selected it sets the "world religion" that new beliefs trend toward; with a tribe selected it edits that tribe's beliefs.
Chronicle	The scrolling event log, written in the voice of a medieval annal - the simulation's primary-source narrative.
Divine Power	The player's limited resource for intervening; it regenerates slowly, forcing strategic choices.
Blessing / Wrath / Prophet / Boon	The four divine interventions: strengthen, weaken, inspire conversion and morale, or advance technology.
Conversion	The gradual spread of one tribe's religion into another; accelerated by crisis, prophets, and high compatibility.
Snowball effect	A reinforcing feedback loop in which population, technology, military strength, and territory amplify one another.
Schism	A split within a religion - in the game, can follow the printing press when authority is distributed; historically, a driver of reformations.
Cultural diffusion	The spread of ideas, technologies, and practices between societies - modeled here through technology sharing and conversion.
Contingency	The idea that history could have unfolded otherwise; explored directly in the counterfactual lesson.
Agent-based model	A simulation in which independent agents follow simple rules, producing complex collective behavior - what this game is, under the hood.
Teaching about vs. teaching religion	The academic stance of describing and analyzing religion as a human phenomenon, as distinct from practicing or endorsing it.

May your chronicles be long, and your classrooms curious.