

World History Unit 4: The 20th Century & Beyond

Unit: *Social Sciences and History*, Grade(s) *Grade 9 - Grade 12*

Unit 4 20th Century & Beyond 1945-Today

Duration: 8 Weeks

Unit

Essential Questions/Enduring Understandings

- EQ1: How have conflict and change influenced migration patterns internally and internationally?
- EQ2: How have international organizations influenced change?
- EQ3: How do the political, economic, and social differences among western eastern nations impact the world?
- EQ4: What were the steps in the outbreak and development of the Cold War, & what led to confrontation and conflict between the USSR & the West?
- EQ5: To what extent were cold war tensions reflected in Europe and the United States socially, culturally, and artistically?
- EQ6: How can the inhabitants of the world meet the challenges of a global community?
- EQ7: How has terrorism affected the world?
- EQ8: Why does Genocide continue to occur throughout the world?
- EU1: Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.
- EU2: International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.
- EU3: Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders
- EU4: Terrorism is a tool used by various people to try and bring about change. One man's freedom fighter is another man's terrorist. Genocides are avoidable. Each event was the result of government decisions, compliance of citizens, and the lack of interference from other nations. Genocides bring out the very best (e.g., sacrifice to help the suffering of humanity) and the very worst of humanity, (e.g., no reaction to the suffering of humanity).

Students will be able to...

- Compare and contrast the Soviet Union and the United States in the Cold War.
- Examine how the Cold War spread globally.
- Identify how nuclear weapons threatened the world.
- Explain how the two sides of the Cold War spread their tensions in Europe during the Cold War.
- Explain how Europe rebuilt its economy.
- Describe how Japan transformed itself.
- Analyze South Asia after World War II.
- Conclude how the Cold War ended.
- Analyze China's communist revolution.
- Explain how China's relationship with the Soviet Union deteriorated during the Cold War because of rivalries over ideology and borders.
- Explain the political and economic contrasts in mainland Southeast Asia.
- Determine how countries of groups have cooperated to achieve common economic and military goals.
- Describe key international agreements and treaties designed to further cooperative goals.
- Understand how the Vietnam War ended.
- Analyze the changes that transformed Eastern Europe.
- Explain how communism declined worldwide and the United States became the sole superpower.
- Evaluate the relevance of the European Union on member countries and other nations.
- Describe how Indian leaders built a new nation.
- Explain how India and Pakistan pursued independence from the superpowers in their foreign relations.
- Analyze the diversity of the Middle East and the political challenges it has faced.
- Explain the Middle East region's conflicts over resources and religion.
- Explain the complex causes of ethnic and religious conflicts.
- Describe the paths that nations in Asia, Africa, and Latin America have taken in developing in the global South.
- Examine how the policies of the Chinese government set up in 1949 failed to bring prosperity to China.
- Analyze how since the 1980s China's economy has moved towards free enterprise, yet has neglected to expand the political freedom of its people.
- Explain how development is changing patterns of life in the developing world.
- Determine the impact of technological advance in the world.
- Identify how the global economy and new global threats have prompted organizations and individuals to work on global problems.
- Describe how the United Nations focuses on international problems.

Evidence of Learning/ Assessment

- Competency 1 & Evaluation
 - [DBQ - World Leader Comparison](#)
 - PDF on DBQonline system
- Competency 2 & Evaluation
 - [Oral Presentations on the 21st Century](#)
- Summative Performance Assessment and Evaluation
- Formative Assessments
 - [Formative Assessment Digital Choices](#)
 - Quizzes
 - Essays
 - Oral Reports/Presentations
 - Class Participation
 - Projects
 - Cooperative Group Projects/Activities
 - Research Papers/Reports
 - Homework Assignments
 - Role Playing/Simulations
 - Portfolios
 - Journals
 - Debates/Mock Trial
 - Timelines/Posters

Instructional Design/Learning Plan

- [Suggested Sequence for Learning](#)
- Suggested Learning Activities
 - Draw evidence from informational texts to analyze the role of the Security Council in the United Nations and evaluate its influence on solving or mediating international conflicts.
 - Compare the point of view of authors to analyze the reasons for the collapse and breakup of the Soviet Union and evaluate its impact on self-determination in Eastern Europe and Asia.
 - Conduct short research to analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.
 - Analyze why terrorist movements and acts of terrorism have proliferated, and evaluate their impact on governments, individuals, and societies.
 - Use technology such as Facetime/Skype to collaborate with international students to develop possible solutions to an issue and present those solutions to relevant organizations.

Unit Materials

- [World History Resources/Materials](#)
- InfoBase
- Flocabulary
- Achieve 3000
- Modern World History Holt McDougal

Standards Covered

*ELA NJSL

History, Social Studies, Science and Technical Subjects Grade 9-10

RH: Reading History and Social Studies

- **Craft and Structure**
 - RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
 - RH.9-10.6: Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **Key Ideas and Details**
 - RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

WHST: Writing History, Science and Technical Subjects

- **Production and Distribution of Writing**
 - WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - WHST.9-10.6: Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **Range of Writing**
 - WHST.9-10.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **Research to Build and Present Knowledge**
 - WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **Text Types and Purposes**
 - WHST.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
 - WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

*Social Studies NJSL

SOC.6.2.12: World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

SOC.6.2.12.5: The 20th Century Since 1945 (1945-Today)

- SOC.6.2.12.A.5: Civics, Government, and Human Rights
 - SOC.6.2.12.A.5.a: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
 - SOC.6.2.12.A.5.b: Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
 - SOC.6.2.12.A.5.c: Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.

- SOC.6.2.12.A.5.d: Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
- SOC.6.2.12.A.5.e: Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
- SOC.6.2.12.B.5: Geography, People, and the Environment
 - SOC.6.2.12.B.5.a: Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
 - SOC.6.2.12.B.5.b: Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
 - SOC.6.2.12.B.5.c: Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
 - SOC.6.2.12.B.5.d: Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
 - SOC.6.2.12.B.5.e: Assess the role of boundary disputes and limited natural resources as sources of conflict.
- SOC.6.2.12.C.5: Economics, Innovation, and Technology
 - SOC.6.2.12.C.5.a: Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
 - SOC.6.2.12.C.5.b: Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
 - SOC.6.2.12.C.5.c: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
 - SOC.6.2.12.C.5.d: Determine the challenges faced by developing nations in their efforts to compete in a global economy.
 - SOC.6.2.12.C.5.e: Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
 - SOC.6.2.12.C.5.f: Assess the impact of the European Union on member nations and other nations.
 - SOC.6.2.12.C.5.g: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- SOC.6.2.12.CS5: The 20th Century Since 1945: Challenges for the Modern World: Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.
- SOC.6.2.12.D.5: History, Culture, and Perspectives
 - SOC.6.2.12.D.5.a: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
 - SOC.6.2.12.D.5.b: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
 - SOC.6.2.12.D.5.c: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
 - SOC.6.2.12.D.5.d: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Materials

For a closer look at the materials list below, log onto <https://edconnectnj.schoolnet.com/5805>

Resources:

1. Unit 4 Reflection World History

Additional Properties

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