

Unit 8 -- Cold War and Decolonization (1900 - Present)

Content Area: **Basic Skills**
Course(s): **Advanced Placement World History**
Time Period: **April**
Length: **3 Weeks**
Status: **Published**

Unit Overview:

This unit begins with the antecedents of the Cold War and decolonization. It discusses the period of the Cold War, its effects, and its end. It addresses the spread of communism and decolonization, including resistance to established power struggles and newly independent states. It finally focuses on causation in this period.

Enduring Understandings:

- Communism took over China after WWII.
- Movements for autonomy began in India when the British left between Hindus and Muslims.
- New states were created as imperialistic powers handed over government control.
- The conflicts of the 20th century affected newly independent states and long-established ones.
- The US and USSR became super powers after WWII.
- With the start of the Cold War, new military alliances for mutual protection formed in different parts of the world.
- WWII caused devastation throughout Europe and Asia.

Essential Questions:

- How did communism and land reform affect China and other countries?
- How did people pursue independence after 1900?
- In what ways did both the USSR and USA seek to maintain influence during the Cold War?
- What caused the end of the Cold War?
- What political changes led to territorial, demographic, and nationalist developments and the economic shifts that resulted?
- What was the historical context for the Cold War after WWII?
- What were differing reactions to existing power structures after 1900?
- What were the causes and effects of the ideological struggle of the Cold War?

Standards/Indicators/Student Learning Objectives (SLOs):

SWBAT explain the historical context of the Cold War after 1945.

SWBAT explain the causes and effects of the ideological struggle of the Cold War.

SWBAT compare the ways in which the US and the USSR sought to maintain influence over the course of the Cold War.

SWBAT explain the causes and consequences of China's adoption of communism.

SWBAT compare the processes by which various peoples pursued independence after 1900.

SWBAT explain the economic changes and continuities resulting from the process of decolonization.

SWBAT explain the causes of the end of the Cold War.

SWBAT explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.

SOC.6.2.12.6	Contemporary Issues
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.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.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.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.
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.

Lesson Titles:

- Causation in the Age of the Cold War and Decolonization
- Decolonization After 1900
- Effects of the Cold War
- End of the Cold War
- Global Resistance to Established Power Structures
- Newly Independent States
- Setting the Stage for the Cold War and Decolonization
- Spread of Communism After 1900
- The Cold War

21st Century Skills and Career Ready Practices:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy
- Life and Career Skills
- Communication and Collaboration
- Global Perspectives
- AP Exam Preparation

member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others'

action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
PFL.9.1.12.F.2	Assess the impact of emerging global economic events on financial planning.
PFL.9.1.12.F.3	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
PFL.9.1.12.F.5	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

Inter-Disciplinary Connections:

This unit will cross-content with the following:

Language Arts -- Students will read primary sources and write essays and DBQs.

Science -- Students will learn about new innovations throughout the world.

Art -- Students will learn about art work that represented the historical time period being studied.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key

	sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
LA.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6-8.MS-PS1-4.2.1	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Analyzing Primary Sources on time frames between 1900 to the Present (Analysis/DOK 4)

- Annotation writing of AMSCO book Unit 8 (Recall/ DOK 1)
- AP Test Preparation by translating multiple choice (Application/DOK 2)
- Comparing land based empires during the Cold War after 1900 (Compare and Contrast/DOK 2)
- Creating AP style Multiple Choice questions (Creating/DOK 6)
- Delsea One
- Evaluating other student's essay prompts (Grading/DOK 5)
- Group Activity on learning about AP writing formats (Formulate/DOK 3)
- Guessing scores from past AP Exams (Grading/DOK 5)
- Lecture/Discussion on different cultures from around the world (Compare and Contrast/DOK 2)
- Linking historical events from one time period to another (Synthesis/DOK 4)
- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate,synthesize,analysis/DOK 4)
- SWAG
- Vocabulary Exercise from the unit (Review/DOK 1)
- Writing Exercises on DBQ and Essay on the Cold War (Synthesis/DOK 4)

Modifications

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Formative Assessment:

- Anticipatory Set: Current event analysis as needed to connect today to the past
- Anticipatory Set: Explain review game rules
- Anticipatory Set: How do political movements change over time?
- Anticipatory Set: Impact of the Cold War
- Anticipatory Set: Prepare and motivate students for their test/quiz
- Closure: Discuss Key Terms from Unit 8
- Closure: Exit Card on lectures
- Closure: Review Cold War quiz
- Closure: Whip Around from Test/Quiz results
- Closure: Whip Around from the Consequences of Cold War lecture notes
- Warm Up: AP DBQ writing tips
- Warm Up: AP Essay writing tips

- Warm Up: Discuss current political issues in the world today
- Warm Up: Review key terms from the unit
- Warm Up: Review Test/Quiz results

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Summative Assessment:

- Alternate Assessment: Student created AP Questions on Unit 8
- Benchmark: AP Testing strategies
- Benchmark: Differences between USA and USSR
- Marking Period Assessment: Cold War Essay
- Marking Period Assessment: Quiz on ABSCO Unit 8
- Marking Period Assessment: Test on ABSCO Unit 8

Resources & Materials:

AMSCO Textbook

Traditions and Encounters Textbook

5 Steps to a 5 Workbook

[AP Central Website](#)