

Post Cold War politics

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **September**
Length: **4 weeks**
Status: **Published**

Unit overview

Students will understand politics in the United States and around the world in the post-Cold War world. Topics of study include but are not limited to: fall of the Soviet Union, America as the sole superpower, growth of democracy, dictatorships, genocides, civil wars, emergence of nationalism, post colonization issues, the European Union and the United Nations.

Transfer

Students will be able to use their learning from World History, US I and US II and connect it to world power today. Students will also be able to use their learning to trace the development of politics in the United States and around the world to pertinent modern issues surrounding politics.

Meaning

Understandings

Students will understand that:

the Fall of the Soviet Union caused a power shift inside and outside the old Soviet Union

America emerged as the sole superpower for a time and now a multipolar world has emerged

various regions experienced surges and declines in democracy at different times

dictatorships continue to hold power around the world

genocides and civil wars have occurred

the European Union continues to evolve

the United Nations has played a major role in international affairs, although some question whether sovereignty should trump global organizations

Essential Questions

Students will consider...

How did the fall of the Soviet Union alter global political power?

In what ways did America emerge as the sole superpower?

How has the growth of democracy and continuation of dictatorship shaped politics.

In what ways has genocide and civil war shaped world affairs.

How has the role of the European Union shifted.

In what ways has the United Nations played a role in global politics.

Application of Knowledge and Skill

Students will know...

Students will know...

modern issues and challenges in politics were shaped by the history of those issues

the Fall of the Soviet Union caused a power shift inside and outside the old Soviet Union

- causes of the collapse of the Soviet Union

- breakup of Soviet Union and political shifts around the world (including Eastern Europe)

America emerged as the sole superpower for a time and now a multipolar world has emerged

- ways the U.S. utilized its global position to further its own interests

- growing influence of China

various regions experienced surges and declines in democracy at different times

- growth of democracy-Arab Spring

- declines in democracy-consolidation of power in different parts of the world

dictatorships continue to hold power around the world.

genocides and civil wars have occurred

- Sudan, Myanmar, etc.

the European Union continues to evolve

- Brexit, Italy/Greek debt crisis

the United Nations has played a major role in international affairs, although some question whether sovereignty should trump global organizations

- role of U.N. around the world

Academic Vocabulary

Affirmative Action

Executive Privilege

amnesty

liberal

conservative

supply-side economics

deregulation

globalization

impeachment

NAFTA

EU

ethnic cleansing

al Qaeda

Taliban

U.N.

genocide

unipolar-multipolar

Learning Goal 1

Students will be able to...

Investigate political issues and challenges facing the United States today

- understand political issues and challenges facing the United States

SOC.6.1.12.A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
SOC.6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
SOC.6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.A.16.c	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

Target 2

understand issues and challenges facing the United States government regarding: the branches of government and interpretation of the Constitution

Target 3

Compare and contrast conflicting ideologies and actions of the political parties

Learning Goal 2

Students will be able to...

Investigate the shifts and challenges in modern world politics that eventually caused the end of the Cold War and the immediate aftermath of the fall of the Soviet Union.

- examine the shifts and challenges in modern global politics.

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.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
SOC.6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

Target 2

investigate various regional organizations and their role in the region and around the world (EU, etc.)

Target 3

Investigate the causes and consequences of mass killings.

Target 4

Examine the political atmosphere in disparate countries and regions.

Target 5

Investigate the tensions within and between governments resulting from ethnic, territorial, religious, and/or nationalist differences

Learning Goal 3

Students will be able to...

Examine current political problems and conflicts.

- Examine current political problems and conflicts.

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.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.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
SOC.6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
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.

Target 1

Collaboratively evaluate possible solutions to political problems and conflicts that arise in an interconnected world.

Target 2

Develop solutions to problems and conflicts that arise in an interconnected world.

Assessments

Formative

problem based learning

direction instruction

cooperative study

oral presentations

primary source analysis

do nows

participation/discussion

expository writing

persuasive writing

homework

mini projects

Summative

1st Unit Test: Short Answer Question Test

1st Unit mini-project: Choice Board (utilizing Gardners multiple intelligence style options)

21st Century Life and Careers

SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a

variety of sources and media.

Accommodations and modifications

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

1st Unit Test

- Short Answer Test

Modified version:

- *adjusted rubric to focus on understanding
- *highlight topics to lessen choice
- *shortened answers (about 2-3 sentences)

1st Unit mini-project

- Choice Board (utilizing Gardners multiple intelligence style options)

Modified version:

- *adjusted rubric to focus on understanding

Unit Resources

Online websites and resources:

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>
2. Digital History - <http://www.digitalhistory.uh.edu/>
3. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/rllh>
4. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>
5. National Archives: Docs Teach - <https://www.docsteach.org/>

Social Studies Databases

1. abc-clio for Social Studies

Student Response Systems

Primary Source Documents

1. The DBQ and mini DBQ Project Binders

Choices Program: [Dilemmas of Foreign Aid: Debating U.S. Priorities](#)

Interdisciplinary Connections

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is

particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

LA.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LA.RI.11-12.8

Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

LA.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.