World History Unit 5: The 20th Century Since 1945 (1945-2000)

Content Area: **Social Studies**
Course(s):
Time Period: **MP3**
Length: **1 marking period**
Status: **Published**

Targeted Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

6.1.12.GeoPP.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
6.1.12.HistoryCA.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
6.2.12.HistoryCC.5.a	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.
6.2.12.GeoSV.5.a	Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
6.2.12.GeoGI.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
6.2.12.EconET.5.a	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
6.2.12.EconET.5.b	Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
6.2.12.EconGE.5.a	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
6.2.12.HistoryCC.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.
6.2.12.HistoryCC.5.c	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.HistoryCC.5.d	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
6.2.12.HistoryCC.5.e	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
6.2.12.HistoryCC.5.f	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, Middle East).

6.2.12.HistoryCC.5.g	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.
6.2.12.HistoryCC.5.h	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.
6.2.12.HistoryCC.5.a	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

Rationale

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.

Enduring Understandings

Content Specific	Skills Specific
• Civil and political institutions address social and political problems at the local, state, tribal, national, and/or international levels. • Governments around the world support universal human rights to varying degrees. • Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. • Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	• Examining multiple events and perspectives allows for a clearer understanding of the significance of individuals and groups. • Chronological sequencing serves as a tool for analyzing past and present events. • Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

Essential Questions

Content Specific	Skills Specific
• How and why did the US and Soviet	• How can we use case studies to assess the effectiveness of organizations?

Union compete during the Cold War? • Why did so many countries seek independence and/or reform after WWII?	• How do I find reliable evidence to support a claim?

Key Resources

This section houses the essential required resources for this unit.

HMH Modules 28 & 29

Digital Inquiry Group: Cold War

UC Davis: The End of the Cold War

Council on Foreign Relations: Self-Determination

East Asia	Africa	Middle East	Latin America
Gandhi and the Indian Independence Movement Digital Inquiry Group: India Partition	African Independence Movements New York Times: A Continent Remade BU: The Mau Mau Rebellion Oxford: Was the Gold Coast decolonised or did Ghana win its independence? Al Jazeera: The Scramble for Africa: A history of independence	Ataturk's Reform Decolonization and Ethnic Nationalism in Egypt Iranian Revolution & Islamic Republic Arab-Israeli Conflict Iran-Iraq War OPEC	RetroReport: Dictators and Civil Wars Learning for Justice: Madres de Plaza de Mayo Digital Inquiry Group: Cold War in Guatemala Latin America after WWII

Learning for Justice

Supplementary Resources

This section houses additional approved resources for this unit.

Primary Source Nexus

Ghanaians campaign for independence from British rule

Congolese win independence from the Belgian Empire

The liberation struggle in the Congo and the strange death of Patrice Lumumba

Persepolis (book and film, Iranian Revolution)

Iran-Iraq War

Race and Government Policy in Revolutionary Cuba

Skills, Content, Activity, Assessment

Skills	Content	Activity	Assessment
These are the essential **skills** taught. Look to the verbiage of the **standards** for the essential skills in the unit. →	What **content** is used to teach the skill? →	What **activities** are used to teach this content/skill? →	How do we **assess** this content/skill? Include benchmarks, formative assessments, and pretests.
Research Debate Citing Evidence Chronology Cite Evidence Geography/Map Skills	• Cold War • Communism in China • Soviet Invasion of Afghanistan • Self-determination and the remnants of colonialism in Africa & Asia • Soviet satelite states • Fall of the Soviet Union	• Create a timeline of Cold War events • Compare/Contrast communism & capitalism • Review of Cold War policies • Propaganda analysis • Compare/Contrast China & Cuba's communist revolutions • Map Activity: Impact of the breakup of the Soviet Union	• Presentation(formative) • Debate(formative) • Conferencing(formative) • Persuasive Essay(summative) • DBQ(summative)

Citing Evidence
 	
Data analysis
 	
Chronology
 	
Compare/Contrast
	• De-colonization, self-determination
	  ○ India
	  ○ Ghana
	  ○ Kenya
	  ○ French West and North Africa
	  ○ Congo
	  ○ South Africa
	• Japan after WWII
	• Political Upheaval in Africa (Rwanda, Sudan, Uganda
		• Create a timeline of self-determination after WWII
		• Compare routes to self-determination
		• Compare the economies of Japan, China, and India
		• Changes in political geographies (Map activity)
			• Presentation(formative)
			• Debate(formative)
			• Conferencing(formative)
			• Persuasive Essay(summative)

Case study analysis
 	
Citing Evidence
 	
Data analysis
 	
Debate
	• Conflict in the Middle East
	  ○ Turkey
	  ○ Egypt
	  ○ Iran
	  ○ Israel/Palestine
	  ○ Lebanon
	  ○ Iraq
	  ○ Afghanistan
	• OPEC
		• case studies: Middle Eastern Conflict
		• Timeline of Middle Eastern Conflict
		• Data Analysis OPEC
			• Presentation(formative)
			• Debate(formative)
			• Conferencing(formative)
			• Discussion(formative)

Case study analysis Citing Evidence Data analysis	• Political changes in Latin America • Causes and consequences of the Cuban Revolution • Authoritarian Regimes in Argentina, Chile, Brazil • Social Movements (eg. Mothers of the Plaza de Mayo)	• Case studies: Politics in Latin America • Comparing authoritarian regimes	• Country analysis presentation (summative) • Discussion(formative) • Conferencing(formative)

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Cold War Policy, Korean War, Vietnam War	• Unit 7 US II: Cold War

• Russian Revolution/Communism	• World Units 3, 4, 5
Citing Evidence Data Analysis	World Unit 4

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).