Unit 8: Cold War and Decolonization c. 1900 to present

Content Area: **Social Studies**
Course(s):
Time Period: **March**
Length: **14-17 class periods**
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".

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

Rationale

This unit examines decolonization globally and the causes and consequences of the Cold War.

Enduring Understandings

Content Specific	Skills Specific

• A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, an dprocedures, and governmsents obtain, retain, and exercise power in different ways and for differnet purposes. • The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications. • As societies develop, they affected by the ways that they produce, exchange, and consume goods and services.	• Claims and arguments are constructed with specific purposes, evidence, and reasoning; recognizing and describing these elements enables people to evaluate credibility, reveal bias or perspective, and make informed decisions across various contexts. • Historical understanding comes from analyzing events within their specific time and place, examining causes and consequences, tracing patterns of continuity and change, and integrating evidence from multiple perspectives to form a well-reasoned interpretation of their significance. • Explaining a historical concept, development, or process involves understanding its context, key features, and significance within the broader context of the historical narrative. • Purpose, point of view, and audience shape the meaning and reliability of a source.

Essential Questions

Content Specific	Skills Specific
• What was the historical context of the Cold War? • What were the causes and effects of the Cold War? • In what ways did the US and the USSR maintain influence over the course of the Cold War? • What were the causes and consequences of China's adoption of communism? • What were the causes and effects of movements to redistribute economic resources? • What were the processes people used to pursue independence? • How did political changes in the period from c. 1900 to the present lead to territorial, demographic, and nationalist developments? • What were the economic changes and	• How do purpose, audience, and point of view shape a source's meaning and reliability? • How can we use evidence, context, and multiple perspectives to interpret the significance of historical events and developments? • How do patterns and connections among historical events help us understand change over time? • How can we clearly explain the significance of a historical concept, development, or process?

continuities that resulted from decolonization? • What were the causes of the end of the Cold War?	

Key Resources

This section houses the essential required resources for this unit.

- Strayer, R. W., & Nelson, E. (2023). Ways of the world: A brief global history with sources: For the AP world history: Modern course since 1200 C.E. Bedford, Freeman & Worth Publishers.

- AP Classroom

Supplementary Resources

This section houses additional approved resources for this unit.

- OPTIC organizer
- PIECES organizer

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.
Explain how a specific historical development or process is situated within a broader historical context.	• Changing borders • Collapse of states • Big three • Balance of Power • Mutually Assured	• Organizer: aftermath of WWII on countries • contextualization practice	• AP classroom practice • Short Answer Question

	Destruction		

Explain the point of view, purpose, historical situation, and/or audience of a source.	• Non-Aligned Movement:
	  ○ Sukarno in Indonesia
	  ○ Kwame Nkrumah in Ghana
		• Guided viewing: AP daily video
		• Source Analysis
		• Causes and effects of the Cold War chart
			• Short Answer question
			• AP classroom practice

Explain how a historical development or process relates to another historical development or process.	• Proxy Wars:
	  ○ Korean War
	  ○ Angolan Civil War
	  ○ Sandinista-Contras conflict in Nicaragua
	• NATO
	• Warsaw Pact
		• Mapping Activity
		• Analyzing new alliances
		• Source Analysis
			• Short Answer question
			• AP Classroom Practice

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the uses of a source.	• Land and resource distribution:
	  ○ Communist Revolution for Vietnamese Independence
	  ○ Mengistu Haile Mariam in Ethiopia
	  ○ Land reform in Kerala and other states within India
	  ○ White Revolution in Iran
		• Comparing communism in the USSR and China chart
		• Source Analysis
		• Guided Viewing: Crash Course #37 "Communists, Nationalists, and China's Revolutions"
		• Guided Viewing: Crash Course #230 "Democracy, Authoritarian Capitalism, and China"
		• Document limitations practice
			• Short Answer question
			• AP Classroom Practice

Explain how a historical development or process relates to another historical development or process.	• Nationalist leaders and parties
	  ○ Indian National Congress
	  ○ Ho Chi Minh in French Indochina (Vietnam)
		• Guided reading: The Price of Decolonization in South Africa and India
		• Guided Viewing AP Daily video
			• AP Classroom Practice
			• Causation paragraph

	○ Kwame Nkrumah in the British Gold Coast (Ghana) ○ Gamal Abdel Nasser in Egypt • Negotiated Independence ○ India from the British Empire ○ The Gold Coast from the British Empire ○ French West Africa • Independence through armed struggle ○ Algeria from the French Empire ○ Angola from the Portuguese Empire ○ Vietnam from the French Empire • Regional, religious, and ethnic movements: ○ Muslim League in British India ○ Quebecois separatist movement in Canada ○ Biafra secessionist movement in Nigeria	• Causation practice	
Explain how claims or evidence support, modify, or refute a source's argument.	• States created by the redrawing of political boundaries: ○ Israel ○ Cambodia ○ Pakistan	• Comparison of newly independent states • Poetry analysis	• AP Classroom Practice

Explain the point of view, purpose, historical situation, and/or audience of a source.	• Responses that intensified conflict:
	  ○ Chile under Augusto Pinochet
	  ○ Spain under Francisco Franco
	  ○ Uganda under Idi Amin
	  ○ The buildup of the military-industrial complex and weapons trading
	• Movements that used violence
	  ○ Shining Path
	  ○ Al-Qaeda
		• Guided Viewing: AP Daily Video
		• Visual source analysis
			• AP Classroom Practice

Explain a historical concept, development, or process	• Soviet invasion of Afghanistan • collapse of USSR	• Mapping the end of the Cold War • Guided Viewing: AP Daily Video • Source Analysis	• AP classroom practice
Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.	• Comparing the causes of decolonization and Cold War	• Causation Practice	• AP classroom practice • LEQ

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Identifying evidence • Identifying a claim	• Unit 6 AP World History

• Support an argument using relevant evidence	

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).

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).