



Marietta City Schools
2024–2025 District Unit Planner

AP World History

Unit title	<i>Unit 8: Cold War and Decolonization 1900 - Present</i>	MYP year	5	Unit duration (hrs)	<i>12 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

- a. Explain the arms race, including: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.
- b. Describe the formation of the state of Israel and the Arab-Israeli Conflict.
- c. Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa.
- d. Analyze opposition movements to existing political systems, including: anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.

College Board Learning Objectives

Unit 8 Learning Objective A Explain the historical context of the Cold War after 1945.

Unit 8 Learning Objective B Explain the causes and effects of the ideological struggle of the Cold War.

Unit 8 Learning Objective C Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.

Unit 8 Learning Objective D Explain the causes and consequences of China's adoption of communism.

Unit 8 Learning Objective E Explain the causes and effects of movements to redistribute economic resources.

Unit 8 Learning Objective F Compare the processes by which various peoples pursued independence after 1900.

Unit 8 Learning Objective G Explain how political changes in the period from c. 1900 to the present led to territorial, demographic, and nationalist developments.

Unit 8 Learning Objective H Explain the economic changes and continuities resulting from the process of decolonization.

Unit 8 Learning Objective I Explain various reactions to existing power structures in the period after 1900.

Unit 8 Learning Objective J Explain the causes of the end of the Cold War.

Unit 8 Learning Objective K Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

- 1. Compare similarities and differences
- 3. Identify issues and/or problems and alternative solutions
- 17. Interpret political cartoons

Map and Globe Skills :

- 6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- 8. Draw conclusions and make generalizations based on information from maps
- 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

Literacy Standards:

L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

L9-10WHST1: Write arguments focused on discipline-specific content.

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Key concept	Related concept(s)	Global context
<p>Change is a conversion, transformation, or movement from one form, state, or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes, and consequences.</p>	<p>Conflict Ideology Significance</p>	<p>Globalization and Sustainability Students will explore the inter-connectedness of human- made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the commonality, diversity and interconnection and interconnectedness the impact of decision- making on humankind and environments.</p>

Statement of inquiry

Political and social perspectives on the process and effects of globalization reflect circumstances and values.

Inquiry questions

Factual

What were the root causes of the Cold War?

What were the reasons for decolonization across Africa and Asia during 1950-1980?

Conceptual
 How did the role of the United States change throughout the world as a result of the Cold War?
 In what ways were newly independent states created during the second half of the 20th century?

Debatable
 To what extent did the dynamics of the Cold War influence the patterns of decolonization across Africa and Asia?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	Relationship between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>
Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically	End of the Cold War DBQ Activity Students will examine a variety of sources to be able to <ul style="list-style-type: none"> Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning. Describe a broader historical context relevant to the prompt. Support an argument in response to the prompt using at least seven documents. For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument Use evidence to corroborate, qualify, or modify an argument that addresses the prompt: <i>To what extent was the end of the Soviet Union due to political changes made by the government?</i> 	Formative Assessment(s): Unit 8 Vocab Quiz Students will complete the chart with vocabulary words from the unit. Summative Assessment(s): Unit 8 Summative Assessment

Approaches to learning (ATL)

Category: Thinking
Cluster: Transfer
Skill Indicator: Make connections between subject groups and disciplines (SAQ practice).

Learning Experiences
 Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Development of New States	Von Laue Westernization SAQ Students will use an excerpt from the source Theodore von Laue, historian, <i>The World Revolution of Westernization</i> , 1987 to complete the SAQ assignment.	To be determined by the World History AP Team Teacher will provide an overview of content,

		guided instruction, additional time, and peer-to-peer support. Teacher may also use small flexible groups to support struggling students
Development of New States	New States in Late 20th Century SAQ Students will answer each prompt based on information they know and understand about New States in Late 20th century.	To be determined by the World History AP Team Teacher will provide an overview of content, guided instruction, additional time, and peer-to-peer support. Teacher may also use small flexible groups to support struggling students
Content Resources		
Quizlet - Vocabulary Terms Students will use this quizlet to learn vocabulary words from the unit.		