



## Marietta City Schools

### District Unit Planner

*AP World History*

|                   |   |                 |   |                            |                 |
|-------------------|---|-----------------|---|----------------------------|-----------------|
| <b>Unit title</b> | <i>Unit 8: Cold War and Decolonization 1900 - Present</i> | <b>MYP year</b> | 5 | <b>Unit duration (hrs)</b> | <i>12 Hours</i> |
|-------------------|---|-----------------|---|----------------------------|-----------------|

**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.**

- Explain the arms race, including: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.
- Describe the formation of the state of Israel and the Arab-Israeli Conflict.
- Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa.
- 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><b>Change</b> 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<br/>Ideology<br/>Significance</p> | <p><b>Globalization and Sustainability</b> 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 <b>objectives</b> will be addressed during this unit?</i>   | <b>Relationship between summative assessment task(s) and statement of inquiry:</b>   | <i>List of common formative and summative assessments.</i>  |
| Criterion A: Investigating<br>Criterion B: Investigating<br>Criterion C: Communicating<br>Criterion D: Thinking Critically | <a href="#">End of the Cold War DBQ Activity</a><br>Students will examine a variety of sources to be able to <ul style="list-style-type: none"> <li>Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.</li> <li>Describe a broader historical context relevant to the prompt.</li> <li>Support an argument in response to the prompt using at least seven documents.</li> <li>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</li> <li>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></li> </ul> | <b>Formative Assessment(s):</b><br>Unit 8 Vocab Quiz<br>Students will complete the chart with vocabulary words from the unit.<br><b>Summative Assessment(s):</b><br>Unit 8 Summative Assessment |

**Approaches to learning (ATL)**

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

| <b>Learning Experiences</b><br>Add additional rows below as needed. |  |  |
|---|--|--|
| Objective or Content  | Learning Experiences   | Personalized Learning and Differentiation  |
| Development of New States   | <a href="#">Von Laue Westernization SAQ</a><br>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. | 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   | <a href="#">New States in Late 20th Century SAQ</a><br>Students will answer each prompt based on information they know and understand about New States in Late 20th century. | 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 |
|   |  |   |
| <b>Content Resources</b>  |  |   |
| <a href="#">Quizlet - Vocabulary Terms</a><br>Students will use this quizlet to learn vocabulary words from the unit. |  |   |