

World History: The World Since 1945

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to analyze the reciprocal relationships among human and physical systems by evaluating geospatial data, historical evidence, economic activity, and political decisions. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. - His.2.9-12. Analyze change and continuity in historical eras. - His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. - His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. - His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. - His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. - His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. - His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. - His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. - His.10.9-12. Detect possible limitations in various kinds of historical	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions based upon chronological reasoning and historical perspective.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. - chronological reasoning requires wrestling with issues of causality, significance, context, and perspective. - human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. - economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. - major social and historical events can be a force in socializing entire generational groups. - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.	ESSENTIAL QUESTIONS <i>What does it mean to be a citizen of the world?</i> <i>Is the idea of a united nations plausible?</i> <i>Has an increased media/social media presence impacted the course of recent history?</i>
Acquisition		
<i>Students will know...</i> - that, after WWII, communism gained momentum against capitalism throughout Europe, due to suffering economies and post-war food shortages. To turn the tide, the U.S. introduced the Marshall Plan to help rebuild allied nations in Europe in order to keep communism at bay. - that the U.S. and its Western European allies established NATO, as essentially an anti-Soviet		<i>Students will be skilled at...</i> - evaluating the impact of historical context. - analyzing change and continuity over time. - using questioning techniques to assess change, continuity, and context. - analyzing influences on historical perspectives. - analyzing the reciprocal influences between perspectives and the historical record. - explaining how present perspectives influence

evidence and differing secondary interpretations. • His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. • His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. • His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation. • His.14.9-12. Analyze multiple and complex causes and effects of events in the past. • His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. • His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. • His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy. • Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. • Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. • Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. • Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. • Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. • Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services. • Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. • Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • Soc.10.9-12. Analyze how social structures and cultures change. • Soc.16.9-12. Interpret the effects of inequality on groups and individuals. • Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict. • D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.	military alliance. The USSR established its own military alliance in response to NATO, known as the Warsaw Pact, which included Eastern/Central European nations under its influence, such as Poland, Hungary, Czechoslovakia, Romania, Bulgaria and East Germany. • that the newly formed United Nations recommended the partition of Palestine into two states and the internationalization of Jerusalem, beginning decades of conflict over land, resources, and religion in the Middle East. • that, between 1945 and 1960, three dozen new states in Asia and Africa achieved autonomy or outright independence from their European colonial rulers, and that this decolonization significantly changed the pattern of international relations. • that Pan-Arabism became a major political force in the decades after World War II. • that the Cold War was a period of hostility and competition between the United States and the Soviet Union that always stopped short of direct war between them. It never erupted into open warfare, mainly because their growing arsenals of nuclear weapons made such a war seem suicidal to both sides. • that the Cold War assumed the form of a series of crises that were resolved along two lines of development: by demonstrating power and technology (stockpiling of the best weapons and the most nuclear bombs; the space race) and by <i>fighting by proxy</i>. • the causes and consequences of the proxy wars in Asia: the Korean War, the Vietnam Conflict, and the Soviet Afghanistan War. • that, following the end of the Cold War in 1989, the Soviet Union broke up into more than a dozen new states, and the world economy was once again integrated, as it had been in the late nineteenth century, into a single international system dominated economically by market capitalism. • that the economic and political influence of Europe grew as nations there formed the European Union. Economic growth in China and India gave those	interpretations of history. • analyzing the limitations of historical sources • analyzing the relationship between primary and secondary sources. • evaluating the limitations of historical evidence and secondary interpretations • critiquing the usefulness of historical sources. • using questioning techniques to pursue further inquiry. • describing and analyzing cause and effect relationships • distinguishing between long-term causes and triggering events to develop an argument. • integrating evidence from multiple sources into a reasoned argument. • critiquing varying media for historical accuracy • evaluating the influences of decisions and decision making. • evaluating the impact of human settlement activities on regional characteristics • evaluating the impact of economic globalization. • drawing inferences. • analyzing the role of comparative advantage in international trade • comparing and contrasting powers and responsibilities • analyzing the impact of societal change over time. • taking informed action.
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- D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

countries new political clout.

- that the events of 1968 sent shockwaves around the world, inspiring workers and youth, and striking fear into the capitalist establishment (factory and university occupations in France, the US civil rights movement and rage at the Vietnam war, upheavals in Italy, Pakistan and Northern Ireland, the revolt in Stalinist Czechoslovakia, and brutal repression in Mexico).
- that OPEC and Egypt/Syria placed an oil embargo against nations supporting Israel in the Yom Kippur War, causing a global recession and ending the long-lasting period of economic growth throughout the U.S. and Western Europe.
- that the weakened Soviet Union gradually stopped interfering in the internal affairs of Soviet Bloc nations and numerous independence movements took place.
- that the fall of the Berlin Wall paved the way for German reunification, and marked a breakthrough in relations, both domestic and international.
- that a stagnating economy, an excessive military focus, ethnic fragmentation, and decentralization were at the root of the Soviet collapse.
- that, after the dissolution of the Soviet Union, the United States emerged as the world's sole superpower, with preeminence in every domain (economic, military, diplomatic, ideological, technological, and cultural), and with the reach and capabilities to promote its interests in virtually every part of the world.
- that, from the vantage point of the early twenty-first century, advances for women have been impressive compared to any earlier era, but *universal* rights and equality are still far from full realization.
- that, since the partition of British India in 1947 and the creation of modern republics of India and Pakistan, the two South Asian countries have been involved in four wars, as well as many border skirmishes and military stand-offs.
- that, in 1985, a wave of unrest against apartheid began to sweep across the black townships in South Africa; and that decades of struggle saw the

	ebb and flow of a wide variety of strategic actions within the anti-apartheid movement. ● the recent histories of African nations including, but not limited to Ghana, Kenya, Algeria, Democratic Republic of Congo, and Nigeria. ● that millions of men, women and children have lost their lives in genocide or mass atrocities in Serbia, Darfur, Somalia, and Rwanda. ● that the history of Iraq is full of tension and conflict. ● that about one-quarter of the world's population still exists at a level of bare subsistence, and that impediments to economic development include excessive population growth; resource limitations; inefficient use of resources; inadequate infrastructure; insufficient domestic saving; excessive government intervention; and institutional and cultural patterns that make economic growth difficult. ● that, as a communist state, China has had a very different history (socially, politically, and economically) from that of European democracies or the United States. ● that Latin American nations in the 20th century shared problems with Third World countries relating to matters of economic development and relations with more powerful economic societies. ● that the environmental effects of human actions have accumulated drastically in this era, and that environmental damage since 1950 has become progressively more severe and widespread. ● that more economic growth has occurred in this era than in all previous eras of human history combined; yet the ability of economic globalization to deliver better lives for all has been deeply compromised by its contradictions. ● that new technologies of transportation and communication have made it possible not only to link all parts of the world in real time but also to connect individuals more intimately and inexpensively via mobile phones, chat rooms, texting, and group web sites. ● that religious intolerance is the cause of many of the world's modern conflicts.	
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- that a society's dominant religion has significant impacts on that society's culture.
- that Christianity, Judaism, and Islam worship the same god.
- that Islam is divided into two divisive factions of Sunni and Shi'ites.
- the basic beliefs of the six major world religions (Christianity, Islam, Judaism, Hinduism, Buddhism, and Shintoism)
- that the attacks on 9/11 propelled the U.S. into a "War on Terrorism", drawing several European nations into cooperation with the U.S.-led campaign against fanatical Islamic groups throughout the world, such as al-Qaeda. The primary theaters would be Iraq and Afghanistan, both pre-emptively invaded by the U.S.-dominated coalition, but with the support of several European nations.
- that globalization of the world economy has transformed the way in which nearly everyone thinks about the world. In much of the world, cultural change reflects a complex synthesis of the traditional and the modern, the local and the Western.
- of the following key players, events, and places:
 - Great Leap Forward, Cultural Revolution, Ho Chi Minh, Dienbienphu, Viet Cong, Tet Offensive, Khmer Rouge, Glasnost, Perestroika, East Timor, Islamist, Suez Canal, Chechnya, Kosovo, Nelson Mandela, African National Congress, Hutus, Tutsis, Darfur, Tiananmen Square, Mumbai, European Union, African Union, World Bank, Arab League, Organization of American States, Sandinista, Mothers of the Plaza de Mayo, European Union, Pacific Rim, World Trade Organization, Al Qaeda, Afghanistan, Taliban

vocabulary: superpowers, ideology, containment, recession, suburbanization, segregation, discrimination, welfare state, gross domestic product, collectivization, demilitarized zone, guerillas, domino theory, mujahedin, coup d'état, kibbutz, secular, theocracy, ethnic cleansing, apartheid, occupied

	territories, weapons of mass destruction, insurgent, developing world, fundamentalists, socialism, desertification, urbanization, sustainable development, import substitution, agri-business, contra, globalization, outsourcing, sustainability, refugee, deforestation, global warming, proliferate	
Content Area Literacy Standards		21st Century Skills
● RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ● RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. ● RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. ● WHST.9-10.1 Write arguments focused on discipline-specific content. ● WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ● WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ● WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.		● <i>make judgments and decisions</i> ● <i>think creatively</i> ● <i>communicate clearly</i> ● <i>access and evaluate information</i>

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
Language Arts Integration	Mathematics Integration
● 1.OA.1 Use	● 1.OA.1 Use

<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	