

World History

Unit Curriculum Document

Unit Number and Title: Unit 7: Cold War and Modern Era (1945 to Present)	Time Frame: 5 Weeks
Curriculum	
Concepts: <ul style="list-style-type: none"> • Conflict • Super Powers • Political Movements • Terrorism • Oppression • Escalation 	
Enduring Understandings (Big Ideas): <ul style="list-style-type: none"> • How people view an action determines how they will respond to that action. • Economic systems affect the human condition. 	Essential Questions: <ul style="list-style-type: none"> • Why do countries view global issues from different perspectives? • How have scientific and technological developments affected societies? • How are economies impacted by conflict? • How much power should one person/institution have? • What are the most significant challenges facing the global community in the 21st century?
The student will know: <ul style="list-style-type: none"> • The impact of major events associated with the Cold War • The impact of major events associated with parallel independence movements 	The student will be able to: <ul style="list-style-type: none"> • Summarize how the outcome of World War II contributed to the development of the Cold War • Summarize the factors that contributed to communism in China, including the role of Mao Zedong • Summarize the differences between Soviet and Chinese communism • Identify the following major events; Korean War, Vietnam

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<ul style="list-style-type: none"> • Development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its members • The impact of geographic factors on major historic events and processes • The impact of globalization on humanity • The historical origins of contemporary economic systems and the benefits of free enterprise in world history 	<p>War, and the arms race</p> <ul style="list-style-type: none"> • Explain the roles of modern world leaders, to include Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union • Summarize the rise of independence movements in Africa, the Middle East, and South Asia, and the reasons these conflicts continued • Explain how the rejection of the State of Israel by the Arabs has led to an ongoing conflict • Summarize the development of Palestinian terrorism and the growth of Al Qaeda and their impact in the second half of the 20th century • Explain the U.S. response to terrorism beginning with September 11, 2001 • Locate places and regions of historical significance directly related to major eras and turning points in world history • Interpret maps, charts, and graphs to explain how geography has influenced people and events of past • Summarize the impact of globalization in the 20th century, both economically and socially • Explain why communist command economies failed to compete successfully with free market economies at the end of the 20th century • Formulate generalizations on how economic freedom improved the human condition, based on knowledge of the benefits of free enterprise • Make general comparisons of free economy systems to
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<ul style="list-style-type: none"> • Historical development of significant legal and political concepts as related to rights and responsibilities of citizens • The history and relevance of major religious and philosophical traditions • The roles of women, children, and families in different historical cultures • How major scientific and mathematical discoveries and technological innovations have affected societies 	<p>communist command economies</p> <ul style="list-style-type: none"> • Summarize the development of the rule of law from ancient to modern times • Identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and America • Identify examples of genocide in the Balkans, Rwanda, and Darfur • Identify political oppression resistor leaders such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square • Assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world • Identify examples of religious influence on various events referenced in the major eras of world history • Describe the changing roles of women, children, and families • Describe the major influences of women such as Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir • Explain the effects of major new military technologies on the Cold War • Explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society • Identify the contributions of significant scientists and inventors such as Marie Curie and Albert Einstein
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- How to use problem-solving and decision-making skills, working independently and with others, in a variety of settings

- Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

Student Understanding (student friendly TEKS)

- 13A – I can summarize how the outcome of World War II contributed to the development of the Cold War
- 13B – I can summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, and how it differed from Soviet communism
- 13C – I can identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race
- 13D – I can) explain the roles Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union
- 13E – I can summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts
- 13F -- I can explain how Arab rejection of the State of Israel has led to ongoing conflict
- 14A – I can summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda
- 14B -- I can explain the U.S. response to terrorism from September 11, 2001, to the present
- 16A – I can) locate places and regions of historical significance directly related to major eras and turning points in world history
- 16C – I can interpret maps, charts, and graphs to explain how geography has influenced people and events in the past
- 17C – I can summarize the economic and social impact of 20th century globalization
- 18E – I can explain why communist command economies collapsed in competition with free market economies at the end of the 20th century
- 18F – I can formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in 20th-century free market economies, compared to communist command communities
- 22A – I can summarize the development of the rule of law from ancient to modern times
- 22C – I can identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia
- 22D – I can identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur

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- 22E – I can identify political oppression resisters such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square
- 22F – I can assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world
- 23B – I can identify examples of religious influence on various events referenced in the major eras of world history
- 24A – I can describe the changing roles of women, children, and families during major eras of world history
- 24B – I can describe the major influences of women such as Mother Teresa, Indira Gandhi, Margaret Thatcher, Golda Meir during major eras
- 28C – I can explain the effects of major new military technologies on World War I, World War II, and the Cold War
- 28D – I can explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society
- 28E – I can identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt
- 31A – I can identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
- 31B – I can identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

TEKS

- **Student Expectations and Knowledge and Skills Statement**

(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:

- (A) summarize how the outcome of World War II contributed to the development of the Cold War
- (B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, and how it differed from Soviet communism
- (C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race
- (D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union
- (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts
- (F) explain how Arab rejection of the State of Israel has led to ongoing conflict

(14) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to:

- (A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda
- (B) explain the U.S. response to terrorism from September 11, 2001, to the present

(16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:

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(A) locate places and regions of historical significance directly related to major eras and turning points in world history

(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past

(17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:

(C) summarize the economic and social impact of 20th century globalization

(18) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:

(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century; and

(F) formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and **20th-century free market economies, compared to communist command communities**

(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:

(A) summarize the development of the rule of law from ancient to modern times

(C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia;

(D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur

(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square

(F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world

(23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:

(B) identify examples of religious influence on various events referenced in the major eras of world history

(24) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:

(A) describe the changing roles of women, children, and families during major eras of world history

(B) describe the major influences of women such as Mother Teresa, Indira Gandhi, Margaret Thatcher, Golda Meir during major eras

(28) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:

(C) explain the effects of major new military technologies on World War I, World War II, and the **Cold War**

(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society

(E) identify the contributions of significant scientists and inventors such as **Marie Curie**, Thomas Edison, **Albert Einstein**, Louis Pasteur, and James Watt

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time

(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The

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student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

Targeted College Readiness Standards:

- I.C.3
- II.B.3
- III.A.2
- IV.C.1
- V.B.1

Targeted ELPs:

- 1E
- 2H
- 3H
- 4K
- 5G

Academic Vocabulary:

- Terrorism
- Fundamentalism
- Oppression

Language of Instruction:

- Mao Zedong
- Cold War
- Korean War
- Vietnam War
- Ronald Reagan
- Mikhail Gorbachev
- Lech Walesa
- Pope John Paul II
- State of Israel
- al Qaeda
- radical Islamic fundamentalism
- Palestinian Terrorism
- September 11, 2001

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- Globalization
- Command economies
- Nelson Mandela
- Mohandas Gandhi
- Oscar Romero
- Natan Sharansky
- Las Madres de la Plaza de Mayo
- Chinese student protestors in Tiananmen Square
- Mother Teresa
- Indira Gandhi
- Margaret Thatcher
- Golda Meir
- Genocide (Balkans, Rwanda, Darfur)

Instruction

Instructional Resources:

- History Alive! World Connections
- Mastering the TEKS In World History, Jarrett, Zimmer, Killoran
 - Chapter 19
 - Chapter 20
- World History: Patterns of Interaction, McDougal Littell
- Maps 101: <http://www.maps101.com> Username and password required

Technology:

- Suggested ways to incorporate technology and/or websites into the unit

Career Connections/Real Life Application:

- Suggested ways to make content relevant

Exemplar Lessons:

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Research Based Instructional Strategies:

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Assessment

Student self-assessment & reflection:

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Acceptable evidence or artifacts:

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