

Modern World History Curriculum



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Unit 6: Modern World History

Please note anything in red and italics is not covered in the online course

Unit 6: Modern World History

The world since 1950 might be the most important unit of study for students to truly understand the world in which they live. The impact and consequences of the post World War II recovery and the Cold War shaped political, military, ideological, and social structures around the world and are still guiding the interaction of nations and regions today. This period not only included the Cold War and its ultimate end, but also the rise of democracy as a global expectation rather than a benefit of the western world. In the world in which we live today globalization of ideas, goods, and movement inspires hopes of true global understanding and acceptance.

ENDURING UNDERSTANDING:

- International relationships change in response to global, regional, and national issues.
- Political systems can be changed by internal and external pressures.
- Technology impacts the diffusion of ideas and beliefs and reshapes how people live and see the world.
- The need for resources and markets promotes expansion and may lead to some degree of conflict.

ESSENTIAL QUESTIONS:

- Why do changes in economic and or political systems cause cultural change?
- What impact have science, technology, and economics had in shaping regional and global cooperation, conflict and interdependence?
- How do societies seek security in the world?
- Is there such a thing as completely unbiased history?
- How should evidence address problems in history?

UNIT QUESTION:

- Why do people around the world continue to struggle in democratic movements and is democracy universal?
- What are the positive and negative effects of rapidly increasing global interaction?

HISTORICAL THINKING SKILLS:

- Identify issues and problems in the past. (U6LB)
- Marshal evidence of antecedent circumstances. (U6LB)
- Identify relevant historical antecedents. (U6LB)
- Evaluate alternative courses of action.
- Formulate a position or course of action on an issue.
- Evaluate the implementation of a decision. (U6LA, U6LB)

EXPECTATION

Students demonstrate understanding of the post World War II world including the impact of the Cold War, the continuous struggle for democracy, and economic growth in an era of accelerated globalization.

TOPIC

- A. The Cold War^[1]

INDICATOR

1. Analyze the events that led to division of the world into "East" and "West" and the results.

OBJECTIVES

- a. Analyze the causes, events, and consequences of the Chinese Revolution, including the roles of Chiang Kai-shek (Jiang Jieshi) and Mao Zedong and the creation of Taiwan. (U5LH, U6LA)
- b. Compare the Chinese Communist System with that in the Soviet Union. (U5LH, U6LA)
- c. Examine the role that the Chinese played in the wars in Korea, Vietnam, and Cambodia. (U6LA)
- d. Explain how regional wars, conflicts, and nationalistic movements, such as those found in Korea, Vietnam, *Cambodia*, Cuba, *Angola*, *El Salvador*, *Nicaragua*, *Israel*, and Afghanistan were incorporated into the larger Cold War. (U6LA)

^[1] Please note that this topic is also in Unit 5.

INDICATOR

2. Examine the conditions that led to the end of the Cold War, including the growing demand for democracy in Europe and the collapse of the Soviet Union.

OBJECTIVES

- a. Describe the role of significant individuals in the decline of the Soviet power throughout Eastern Europe, such as Lech Walesa, Vaclav Haval, and Aleksander Solzhenitsyn. (U6LA)
- b. Examine how the internal policies of Mikhail Gorbachev led to the end of the Soviet Empire and Soviet Union. (U6LA)
- c. Examine the series of events that resulted in increased pressure on the Soviet Empire, such as the expense of the arms race, the unpopularity of the Afghanistan War, the election of Solidarity in Poland and the fall of the Berlin Wall. (U6LA)

TOPIC

B. Continuous Struggle for Democracy and Human Rights

INDICATOR

1. Examine the political systems which developed in nations that emerged after colonial decolonization.

OBJECTIVES

- a. Analyze how nationalism and nationalist leaders led the demand for colonial independence in nations including Gandhi in India, Ho Chi Minh in Vietnam, Kwame Nkrumah in Ghana, and *Kenyatta in Kenya*. (U6LB)
- b. Explain how democracy flourished in some former colonies, such as India, but did not flourish in former colonies such as Ghana. (U6LB)
- c. Compare the development of systems of governments in the Middle East, including Egypt, Israel, Iran, Saudi Arabia, Ghana, India, and Vietnam. (U6LB)
- d. Explain how the legacy of colonization was under development in comparison with former imperial nations. (U6LB)

INDICATOR

2. Trace the development of democracy and human rights throughout the world.

OBJECTIVES

- a. Analyze how apartheid in South Africa denied both democracy and human rights to its non-white citizens. (U6LC)
- b. Compare and contrast the methods used by Nelson Mandela to secure rights for Black South Africans with the methods used by Gandhi and Martin Luther King. (U6LC)
- c. Analyze how events, such as the Great Leap Forward, the Cultural Revolution, and Tiananmen Square have impacted China's human rights record. (U6LC)
- d. Analyze how people have sought to gain access to democracy and human rights throughout Latin America, such as the overthrow of dictators in Argentina. (U6LC)
- e. Examine how warfare and conflicts within the Middle East, such as the Iran-Iraq War, the Israeli-Palestinian Conflict, and the Syrian invasion of Lebanon have limited the development of democracy and human rights. (U6LC)
- f. Assess the extent to which women and ethnic minorities have been extended suffrage and human rights throughout the world. (U6LC)

TOPIC

C. Globalization

INDICATOR

1. Examine the global responses to address the violation of international law, regional conflicts, and disasters and emergencies during the second half of the 20th century and the first decade of the 21st century.

OBJECTIVES

- a. Compare and contrast genocides and ethnic cleansings of the 20th century, including the Holocaust, the Killing Fields in Cambodia, the attacks against Bosnian Muslims, and the murder of Tutsis in Rwanda. (U6LC)
- b. Examine the role of the World Court and International Law in punishing those responsible for crimes against humanity, such as the Nuremburg Trials and the Trial of Milosevic. (U6LC)
- c. Describe the roles of different international organizations and agencies in responding to international crises and other international needs, such as UN Peacekeeping Missions, UNICEF, and the Red Cross/Red Crescent during times of disaster. (U6LC)
- d. Explain the purpose, organization, and fluctuating influence of the United Nations.
- e. Evaluate the international efforts made to deal with potential international environmental disasters, such as pollution, deforestation, and global warming. (U6LC)
- f. Examine the international responses to the growth of terrorism around the world, including terrorism in the Middle East, Northern Ireland, Spain, Russia, South Asia, and the United States. (U6LC)
- g. Assess the effectiveness of international programs in medicine and education and their impact on nations around the world. (U6LC)

INDICATOR

2. Analyze the impact of globalization on economics and culture.

OBJECTIVES

- a. Examine how scientific and technological advances, such as medical breakthroughs and the Internet, have contributed to a "global" identity. (U6LC)
- b. Analyze how the economies of Japan, China, Brazil, India, United States, and the European Union grew to dominate the international trade at the end of the 20th century. (U6LC)
- a. Analyze how global economic growth has been unequal, such as the emergence of a North v. South/socio-economic gap.
- c. Evaluate the role of international trade agreements and regional trading networks, such as the European Union, the ASEAN, and NAFTA, in increasing international trade. (U6LC)
- b. Describe how population explosion, environmental changes, and political and economic challenges have influenced standards of living around the world.
- d. Assess how rapid communication has spread culture, including how entertainment, such as movies, music, and television, has impacted national culture and language. (U6LC)