### Unit EQ

How has an increasingly globalized world reacted to and been affected by freedom movements, new nationalism, genocide, and terrorism?

### Time Frame

12 days

### Enduring Understandings

- Conflict and Change
- Time, Change and Continuity
- Governance and Rule of Law
- Movement/Migration
- Production, Distribution, Consumption
- Culture
- Location
- Human Environmental Interaction
- Distribution of Power

### Standards

**SSWH19** The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

a. Analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana (Kwame Nkrumah).

b. **Describe the formation of the state of Israel and the importance of geography in its development.**

c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).

d. Compare and contrast the reforms of Khrushchev and Gorbachev.

e. Analyze efforts in the pursuit of freedom; include anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.

**SSWH20** The student will examine change and continuity in the world since the 1960s.

a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.

b. Describe the breakup of the Soviet Union in 1991 that produced independent countries; include Ukraine, Kazakhstan, and the Baltic States.

c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets.

d. Examine the rise of women as major world leaders; include Golda Meir, Indira Gandhi, and Margaret Thatcher.

**SSWH21** The student will analyze globalization in the contemporary world.

a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.

b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.

c. Explain how governments cooperate through treaties and organizations, to minimize the negative effects of human actions on the environment.
<table>
<thead>
<tr>
<th>Concept 1</th>
<th>Concept 2</th>
<th>Concept 3</th>
</tr>
</thead>
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<tr>
<td>• Mao Zedong</td>
<td>• Slobodan Milosevic</td>
<td>• United Nations</td>
</tr>
<tr>
<td>• Chang Kai-Shek</td>
<td>• Kosovo</td>
<td>• OPEC</td>
</tr>
<tr>
<td>• Mustafa Kemal</td>
<td>• Hutu</td>
<td>• WTO</td>
</tr>
<tr>
<td>• Mohandas Gandhi</td>
<td>• Tutsi</td>
<td>• Green Revolution</td>
</tr>
<tr>
<td>• Israel</td>
<td>• Rwanda</td>
<td>• Kyoto Protocol</td>
</tr>
<tr>
<td>• Jawaharlal Nehru</td>
<td>• Patriotic Front</td>
<td></td>
</tr>
<tr>
<td>• Pan-Africanism</td>
<td>• Interahamwe</td>
<td></td>
</tr>
<tr>
<td>• Kwame Nkrumah</td>
<td>• Margaret “Iron Lady”</td>
<td></td>
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<tr>
<td>• Pan-Arabism</td>
<td>• Thatcher</td>
<td></td>
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<tr>
<td>• Apartheid</td>
<td>• Golda Meir</td>
<td></td>
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<tr>
<td>• F.W. de Klerk</td>
<td>• Indira Gandhi</td>
<td></td>
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<tr>
<td>• Nelson Mandela</td>
<td>• Shining Path</td>
<td></td>
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<tr>
<td>• Tiananmen Square</td>
<td>• Red Brigade</td>
<td></td>
</tr>
<tr>
<td>• Berlin Wall</td>
<td>• Hamas</td>
<td></td>
</tr>
<tr>
<td>• Arms race</td>
<td>• Hamas</td>
<td></td>
</tr>
<tr>
<td>• SALT</td>
<td>• Al Qaeda</td>
<td></td>
</tr>
<tr>
<td>• Hydrogen bomb</td>
<td></td>
<td></td>
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<tr>
<td>• Khrushchev</td>
<td></td>
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<tr>
<td>• Gorbachev</td>
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</tbody>
</table>

**Unit Resource(s)**

**Unit 10 Student Content Map**: Unit and lesson EQs for each concept that can be assigned to students to fulfill many of the “Be Able To Do” requirements for the unit.
Concept 1: Cold War and Decolonization

Standards:
SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

a. Analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana (Kwame Nkrumah).
b. Describe the formation of the state of Israel and the importance of geography in its development.
c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).
d. Compare and contrast the reforms of Khrushchev and Gorbachev.
e. Analyze efforts in the pursuit of freedom; include anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.

Lesson EQ: How did the post-World War II years shape the modern world?

<table>
<thead>
<tr>
<th>Know</th>
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</tr>
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<tbody>
<tr>
<td>• The nationalist movements in China, Turkey, Ghana, and India</td>
<td>• How nationalism caused civil wars and revolutions in the 20th century</td>
<td>• Evaluate the role of nationalism in China, India, Africa, and the Arab world. (DOK 3)</td>
</tr>
<tr>
<td>• The spread of pan-Africanism and pan-Arabism</td>
<td>• The political and social impacts of pan-Africanism and pan-Arabism</td>
<td>• Critique the successes and failures of the key figures of nationalist movements and revolutions. (DOK 3)</td>
</tr>
<tr>
<td>• The motivations behind the founding of the modern nation of Israel</td>
<td>• The effect of geography on the nation of Israel</td>
<td>• Describe the founding of Israel and summarize its development. (DOK 2)</td>
</tr>
<tr>
<td>• The oppression experienced in South Africa, China, and East Berlin</td>
<td>• The extent to which movements succeeded in ending oppression and gaining freedom</td>
<td>• Compare and contrast the oppression experienced by people in China, South Africa, and East Berlin. (DOK 2)</td>
</tr>
<tr>
<td>• The attempts worldwide to gain freedom</td>
<td></td>
<td>• Compare and contrast the successes and failures of 20th century freedom movements. (DOK 2)</td>
</tr>
</tbody>
</table>

Resources

- Post World War II PowerPoint (SSWH19)
- Post World War II Student Handout (SSWH19)
- Kwame Nkrumah PowerPoint
- Pan-Africanism & Pan-Arabism PowerPoint
- Gandhi PowerPoint
- Freedom Movements PowerPoint
- Unit 10 Student Content Map
- South African Human Rights Document Analysis
- South African Bill of Rights
- South African Human Rights Struggle PDF
Concept 2: Change and Continuity

Standard:
SSWH20 The student will examine change and continuity in the world since the 1960s.

a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.

b. Describe the breakup of the Soviet Union in 1991 that produced independent countries; include Ukraine, Kazakhstan, and the Baltic States.

c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets.

d. Examine the rise of women as major world leaders; include Golda Meir, Indira Gandhi, and Margaret Thatcher.

Lesson EQ: How has the world changed and how has it stayed the same since the 1960s?

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</table>
| • The causes and effects of ethnic conflicts in Bosnia-Herzegovina and Rwanda  
• The break-up of the Soviet Union that produced independent countries (Ukraine, Kazakhstan, and the Baltic States)  
• The goals of Shining Path, Red Brigade, Hamas, and Al Qaeda  
• The attacks and acts of violence committed by Shining Path, Red Brigade, Hamas, and Al Qaeda  
• The effects of terrorism on global economics and politics  
• The policies of Golda Meir, Indira Gandhi, and Margaret Thatcher | • That the perceptions of ethnic differences in these regions were greater than the actual ethnic differences  
• The horrific nature of modern genocides  
• That the modern instances of genocide occurred despite the international preventative resolutions passed after the Holocaust  
• Differences in international the international reactions to the moderns instances of genocide  
• The impacts of terrorism on modern society  
• The rarity of world leaders who were women  
• That Indira Gandhi was NOT related to the work of Mohandas Gandhi | • Analyze the causes of ethnic conflicts in Bosnia-Herzegovina and Rwanda and the violent nature of the attacks. (DOK 3)  
• Design an international trial for the war criminals responsible for the genocides in Bosnia-Herzegovina and Rwanda. [OR] Debate what the reaction of the United States should be to an event similar to the genocide in Rwanda – using multiple sources to support your position. (DOK 3)  
• Compare and contrast the violent nature of terrorist groups. (DOK 2)  
• Critique government responses to modern day terrorism. (DOK 3)  
• Critique the policies of Meir, Gandhi, and Thatcher. (DOK 3) |

Resources

- Change and Continuity PowerPoint SSWH20
- Change and Continuity Student Handout SSWH20
- Modern Genocides PowerPoint
- Genocide in Rwanda PowerPoint
- Terrorism PowerPoint
- America’s Response to Terrorism PowerPoint
- Female World Leaders PowerPoint
- Unit 10 Student Content Map
- Hotel Rwanda Film Education PDF
- Hotel Rwanda Article
- War Crimes Trial Project
- War Crimes Project Rubric
- War Crimes Project Peer Evaluation
Concept 3: Globalization

Standards:
SSWH21 The student will analyze globalization in the contemporary world.
a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.
b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.
c. Explain how governments cooperate through treaties and organizations, to minimize the negative effects of human actions on the environment

Lesson EQ: How has the modern world become increasingly globalized?

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<tr>
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<th>Be Able To Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Technological developments</td>
<td>• How advancements in technology have resulted in global integration</td>
<td>• Construct logical arguments about the significance of technology in modern society. (DOK 3)</td>
</tr>
<tr>
<td>• Multinational corporations (UN, OPEC, and WTO)</td>
<td>• The roles of multinational corporations in causing global integration</td>
<td>• Critique the extent to which nations have succeeded in minimizing pollution. (DOK 3)</td>
</tr>
<tr>
<td>• Global response to pollution</td>
<td></td>
<td>• Compare and contrast the roles of the UN, OPEC, and WTO in global interactions. (DOK 2)</td>
</tr>
</tbody>
</table>

Resources

- Globalization PowerPoint SSWH21
- Globalization & Technology PowerPoint
- Unit 10 Student Content Map