World History 1450 to Present B

**Unit 3: Europe-US Since 1945**

**Unit Summary:** WWll ended in 1945. This war changed societies. It brought new ideas that transformed our world.

Worldviews changed, shaping the ways societies interacted with each other. Global interdependence connected the world more than ever. It also caused old systems of power to disintegrate and new systems of power to rise.

Countries worked together to build a new international world order. They developed international human rights laws. They created international organizations, like the United Nations.

There were many challenges too. The U.S. and Soviet Union started the Cold War. Countries began to threaten to attack each other with new nuclear weapons.

The time period also saw racial and ethnic conflicts in the U.S., Europe, and former European colonies. These caused advances in human rights. Also, political conservatism rose up as a backlash to these advances.

As the decades progressed, countries and people continued to have triumphs and face challenges. A reorganization of world power ensued. Some powers, like China, gained influence. Others—European colonial empires—lost it.

**Unit Timeline:** This timeline provides *some* events included in this unit’s learning. The goal is to assist understanding chronologically.

* 1863 – International Committee for the Relief of the Wounded founded
* 1864 – First Geneva Convention
* 1867 – Malaysia became a British colony
* 1875 – US federal government declared immigration regulation a federal responsibility
* 1882 – Chinese Exclusion Act
* 1893 - Parliament of World Religions founded
* 1906 – Second Geneva Convention
* 1917-1922 – Russian Revolutions
* 1918 – Sedition Act
* 1918 – WWI ended
* 1919 – Red Cross Founded
* 1919 - Afghanistan gained independence
* 1923 – ERA first introduced to Congress
* 1924 – Immigration Act of 1924
* 1929 – Third Geneva Convention
* 1933-1945 – The Holocaust
* 1938 - House of Un-American Activities Committee formed
* 1945 – WWII ended
* 1945 – US dropped bomb on Hiroshima
* 1945 – Vietnam declared independence from France
* 1945-1947 – Cold War
* 1945-1952 – US occupied Japan
* 1945-1960 - 36 new states in Asia and Africa achieved independence
* 1945-1960 - five million Black people moved from the rural South to urban cities in the Midwest and Northeastern U.S.
* 1946 – Philippines became independent
* 1946 - League of Nations was dissolved
* 1946-1964 – baby boom
* 1947 – Partition of India
* 1947 - Treaty of Dunkirk
* 1948 – Universal Declaration of Human Rights was adopted by the UN
* 1948 - the Federation of Malaya was created
* 1948 - Organization of American States (OAS)
* 1948 – Palestine became independent
* 1948 - desegregation of the armed forces
* 1948-1949 - The Soviets blockaded Western-held areas of West Berlin, a city that had been divided into spheres of influence after World War II.
* 1948-1994 - the General Agreement on Tariffs and Trade (GATT)
* 1949 – Fourth Geneva Convention
* 1949 – NATO was formed
* 1949 – US was the only country with nuclear weapons
* 1949 - The USSR tested its first atomic bomb.
* 1949 - China came under communist rule, which threatened the U.S. and its allies.
* 1949 - Simone de Beauvoir published *The Second Sex*
* 1950 – Dutch gave up their idea of colonialism
* 1950-1953 – Korean War
* 1950-1953 - Communist-led North Korea, supported by the USSR, invaded South Korea, supported by the U.S. This led to the proxy conflict called the Korean War.
* 1951 - European Coal and Steel Community organization created
* 1952 - exclusion of Asian immigrants to U.S. ended
* 1952 - Treaty of Paris
* 1953 – Joseph Stalin died
* 1953 - The USSR sent troops to preserve communist rule in East Germany.
* 1954 – Vietnam became independent
* 1954 - Southeast Asia Treaty Organization (SEATO)
* 1954-1962 – Uprising in Kenya
* 1954-1968 - American Civil Rights Movement
* 1954 - Brown v. Board of Education of Topeka
* 1954 - The U.S. helped overthrow a left-wing government in Guatemala
* 1955 – Warsaw Pact
* 1955-1975 – Second Indochina War/Vietnam War
* 1956 – Sudan and Egypt became independent
* 1956 - The USSR sent troops to preserve communist rule in Hungary.
* 1957 - European Economic Community (EEC)
* 1957 – the Gold Coast, now Ghana, became independent
* 1957 – USSR launched Sputnik 1
* 1958 - U.S. launched Explorer 1 and National Aeronautics and Space Administration (NASA) was created
* 1959 - U.S. satellite Explorer 6 took the first images of Earth from space.
* 1959 - Soviets launched the spacecraft Luna 2 which reached the moon. Their spacecraft Luna 3 was the first to orbit the moon.
* 1959 - Council of Europe established the European Court of Human Rights
* 1960’s - Counterculture movement in the US
* 1960 – Nigeria, Cameroon, Madagascar Mali, Niger, Senegal, and Togo became independent
* 1960-1998 – the Troubles
* 1961 - U.S. sent Ham the chimpanzee into space
* 1961 - The U.S. supported an invasion of communist-led Cuba. This invasion was unsuccessful.
* 1961 – USSR sent first human, Turi Gagarin, into space
* 1962- Uganda became independent
* 1962 – Cuban Missile Crisis
* 1962 - National Farm Workers Association formed
* 1963 - President John F. Kennedy assassinated
* 1963 - Soviet Valentina Tereshkova, became the first woman in space
* 1963 - the Federation of Malaysia was formed
* 1963 - the Hot Line (a direct telegraph machine) was set up for immediate communication between the US and Soviet Union leaders
* 1965 - Soviet Alexei Leonov became the first person to leave his craft and complete a spacewalk.
* 1965 - US satellite Mariner 4 completed the first voyage to Mars
* 1965 - The U.S. invaded the Dominican Republic when the U.S. thought the government there would become communist.
* 1965 - Immigration and Nationality Act
* 1967 - Treaty of Tlatelolco
* 1967-1998 - Suharto ruled Indonesia
* 1968 – Martin Luther King Jr assassinated
* 1968 - Treaty on the Non-Proliferation of Nuclear Weapons
* 1968 - The USSR sent troops to preserve communist rule in Czechoslovakia.
* 1969 - Americans Neil Armstrong and Edwin "Buzz" Aldrin become the first people on the moon
* 1969 – Stonewall Inn Riot
* 1970’s - genocide in Cambodia
* 1970’s - Women pushed for equal rights in the US
* 1970 - Taos people of New Mexico regained possession of Blue Lake
* 1970 – occupation of Mount Rushmore and occupation of Plymouth Rock in Massachusetts
* 1971 – USSR launched the first space station
* 1971 - American David Scott became the first person to drive on the moon
* 1971 - UN replaced the Taiwanese government with the People’s Republic of China
* 1972 – Jackie Foster helped establish *Sappho*
* 1972 - setting up of “survival schools” in Minnesota
* 1972 – Senate approved the ERA
* 1972 - occupation of the village of Wounded Knee in South Dakota
* 1974 - coup d’état overthrew Portugal’s 40-year dictatorship
* 1974 – Coretta Scott King created a coalition for employment and equal economic opportunity that involved over 100 religious, labor, business, civil, and women's rights organizations
* 1975 - U.S. and the USSR collaborated on a test flight. During this flight, the Soviet Soyuz capsule docked with a U.S. capsule. Once this had happened, space explorers from both sides shook hands. With that, the space race was symbolically over.
* 1975-2002 – Angolan Civil War
* 1976 - the U.S.-backed National Front for the Liberation of Angola (FLNA) collapsed
* 1977 – Protocols added to the Geneva Convention to protect journalists covering war
* 1977-1978 – Ogaden War
* 1978-1981 – Sámi protests against a hydroelectric plant in the Alta River in Norway
* 1979 - The USSR sent troops to preserve communist rule in Afghanistan.
* 1979 – Mother Teresa received the Nobel Peace Prize
* 1983 - The U.S. invaded Grenada when the U.S. thought the government there would become communist.
* 1985 - Mikhail Gorbachev came to power in the Soviet Union
* 1986 - Simpson-Mazzoli Act
* 1989 - East German government and people tore down the Berlin Wall
* 1990 - Immigration Act of 1990
* 1990s - China began the privatization of many industries
* 1991 – Warsaw Pact ended
* 1991 – fall of USSR
* 1991 - former Soviet republics had become independent countries
* 1992-1995 – Bosnian War
* 1993 – South Africa voluntarily dismantled its nuclear weapons
* 1993 – creation of EU
* 1993 - Maastricht Treaty
* 1994 - Violence Against Women Act
* 1995 – Srebrenica Massacre
* 1995 - seven of the EEA countries begin “border-free” travel
* 1996 – KLA created
* 1998 – NATO bombed select Serb-controlled places in both Kosovo and Serbia
* 1999 – Macau became independent
* 2001 – Kosovo held its first elections
* 2002 - International Criminal Court was established
* 2003 - Homeland Security Act
* 2007 - Treaty of Lisbon
* 2008 – Kosovo declared independence
* 2015 – migration crisis of 2015
* 2016 - tribal citizens of the Standing Rock Lakota Nation in North Dakota formed an alliance with Lakota, Nakota, and Dakota people and protested the Dakota Access Pipeline
* 2020 – the 38th state ratified the ERA
* 2022 – Russia invaded the Ukraine
* 2022 - Supreme Court overturned the 1973 Supreme Court’s decision in Roe vs. Wade

**Lesson 2 – Impact of the Holocaust on International Law**

**Objective 1:** Identify Allied responses to the Holocaust following World War II.

**Essential Question:** What were the Allied responses to the Holocaust following World War II?

**Big Ideas**: When the Allied forces invaded Germany, they were shocked by the cruelty in concentration and extermination camps.

The Allies responded to the brutality of the Holocaust in 4 major ways.

These were:

* + Liberating the concentration camps.
	+ Changing immigration policies to allow displaced persons to immigrate to Allied countries.
	+ Prosecuting those who planned the Holocaust.
	+ Pushing the UN to create the state of Israel.

**Objective 2:** Describe what the Geneva Conventions were and how they shaped international law.

**Essential Question:** How did the Geneva Conventions change the way soldiers and others are treated during war?

**Big Ideas:** Geneva Conventions

**1864**

The first convention was held. It created an international agreement to establish treatment for those who were affected by war.

The Red Cross, an organization that is known internationally for providing help to others, came from this meeting.

**1906**

The second convention was held. They agreed to apply its standards to those who are shipwrecked and to those captured in battle who become prisoners of war (POWs). The Red Cross would also be allowed to come in and take the wounded and killed home.

**1929**

The third convention was held.

Many countries did not repatriate prisoners or release them to their own country. They often used prisoners as labor. The convention updated rules for POWs. It stated the following:

* + POWs will be given humane treatment (food, clothing, lodging).
	+ POWs will be allowed to practice their religion.
	+ The International Red Cross is a neutral party and can collect information about POWs or those killed.

**1949**

The fourth convention was held.

After WWII, the Geneva Convention met again to strengthen its agreements. The delegates had witnessed what happened to their fellow citizens in the war and decided to make sure it would not happen again.

They outlawed torture of POWs

* + ruled that, during conflicts, POWs only needed to give their name, rank, birthday, and military service number to the enemy.
	+ Captors must provide adequate food to POWs; they cannot be starved.
	+ The Red Cross is allowed to visit POWs, inspect the living conditions on any side, and continue to provide humanitarian services.

Due to the treatment of POWs in the Pacific theater, the convention strengthened the rights of those at sea as follows:

* + All sides must attempt to help shipwrecked people.
	+ Hospital ships are not to be fired on.
	+ Religious personnel must be returned immediately.

**Objective 3:** Describe the significance of the Universal Declaration of Human Rights.

**Essential Question:** What is the significance of the Universal Declaration of Human Rights?

**Big Ideas:** The Universal Declaration of Human Rights (UDHR)

* + A cornerstone of humanity’s understanding of their rights across time, place, and cultures.
	+ States standards of fundamental human rights that states around the world should respect and protect.
	+ translated into over 500 languages
	+ Served as inspiration for more than 70 human rights treaties.
	+ Authored by people from all over the world.
	+ The United Nations adopted it in 1948.
	+ Inspires laws, treaties, declarations, and activists around the world.
	+ Guided humanity’s moral compass through the Cold War and continues to guide it today.

**Objective 4:** Describe the role of the Holocaust in inspiring the Nuremberg trials, as well as their influence on international law.

**Essential Question:** What was the influence of the Holocaust on the Nuremberg trials and on international law?

**Big Ideas:**

After the first set of Nuremberg trials took place, the criminality of the Nazi government had been established. In next few years, other people who had participated in the Holocaust and related cruelties were brought to trial.

Many were also punished. These people included members of German society who had participated in the brutality set up by the Nazi regime.

This set the example that crimes committed against humanity would not be tolerated. People who committed these crimes could expect to be punished by the international community.

The Nuremberg trials were key. They were the first time an international tribunal had been set up to prosecute war crimes and genocide. This created a model for how crimes against humanity would be prosecuted in the future.

**Keywords**:

* **Holocaust** – the name given to the genocide of European Jews by the Nazis during World War II
* **Nuremberg Trials** – the first international war crimes trials; intended to prosecute high-ranking Nazi officials for war crimes
* **Allied countries** – the alliance that fought against Nazi Germany, Japan, and Italy during World War II; the Allies included Great Britain, France, the Soviet Union, and the United States
* **concentration camp** – a camp used by Nazi Germany to hold prisoners for forced labor and eventual execution
* **extermination camp** – a camp used by Nazi Germany to execute prisoners, including Jews and other groups deemed “enemies of the state”
* **repatriate** – sending a person back to their country of origin
* **Universal Declaration of Human Rights** – the United Nations international agreement that outlines the fundamental freedoms and rights of all people
* **genocide** – the killing of a large number of people from the same ethnicity or culture in order to exterminate the group
* **International Military Tribunal** – the court that ran the Nuremberg trials

**Quick Check**

Question 1: Identify an Allied response to the Holocaust following World War II.

* dissolving the UN.
* **creating the state of Israel.**
* continuing the concentration camps
* creating the state of Palestine

Question 2: What happened during the Nuremberg Trials?

* The Allies began to allow displaced persons to immigrate to their countries.
* **High-ranking Nazi military, business, and governmental leaders were prosecuted for war crimes.**
* The UN founded the state of Israel.
* The closing of all Nazi Germany’s concentration and extermination camps.

Question 3: Which of the following describes the purpose of the Geneva Conventions?

* **to provide medical treatment and care for the wounded.**
* to provide money for those countries that must pay reparations due to war.
* to provide limits on weapons used in war.
* to provide shelter and care for lost animals during wartime.

Question 4: Which of the following **best** describes the significance of the UDHR?

* It helped dismantle the Nazi government.
* It served as inspiration for harsh governments around the world.
* **It spelled out fundamental, universal human rights.**
* It guided humanity’s moral compass through World War II.

Question 5: Describe the influence of the Holocaust on the Nuremberg trials and on international law.

* The horrors of the Holocaust meant that those responsible had to be held accountable. One of the ways this occurred was through the Nuremberg trials. It was hoped that these trials would inspire reforms in international law, particularly when it came to crimes against humanity, but this type of trial has never again been used to prosecute anyone.
* The horrors of the Holocaust meant that those responsible would never be held accountable in a court of law.
* **The horrors of the Holocaust meant that those responsible had to be held accountable. One of the ways this occurred was through the Nuremberg trials. The Holocaust and the trials would go on to inspire reforms in international law, particularly when it came to crimes against humanity committed in the decades after World War II.**
* The horrors of the Holocaust meant that those responsible had to be held accountable. One of the ways this occurred was through the Nuremberg trials. The Holocaust and the trials would go on to inspire reforms in international law, particularly when it came to crimes against humanity committed in the decades after the Vietnam War.

**Lesson 3 – Following World War ll**

**Objective 1:** Describe U.S. commitments to the reconstruction of Germany and Japan following the conclusion of WWII, including the Marshall Plan and Truman Doctrine, and their impact on the Cold War.

**Essential Question:** How did U.S. commitment to the reconstruction of Germany and Japan after WWII impact the Cold War?

**Big Ideas**:

Following WWII, Europe had to rebuild. Three factors helped Europe recover.

* 1. The industrial society in European countries, including Germany, was resilient. Factories, railroads, and communication systems were able to recover because of this.
	2. European countries created the European Economic Community (EEC) in 1957 to recover their economies. The EEC restored Europe’s tariffs and trade policies. In 1994, the EEC became the European Union (EU).
	3. The U.S. wanted to help Europe. It developed the Marshall Plan. In this plan, the U.S. sent money to Europe to help countries recover their economies. It also provided humanitarian relief to their people.

The Marshall Plan and the Truman Doctrine were factors in the Cold War. The Cold War took shape 1945 – 1947.

The U.S. used the Marshall Plan to build up Western European economies. The U.S. also used it to ally itself with democratic governments. The Soviet Union used its influence to ally itself with communist governments.

Rising from this influence came two alliances:

* 1. The North Atlantic Treaty Organization (NATO).
	2. The Warsaw Pact.

Countries formed NATO in 1949. They did this to protect Western European nations from possible Soviet aggression. The Soviet Union formed the Warsaw Pact to protect its satellite nations from U.S. influence. The Cold War had begun.

**Objective 2:** Analyze the changes and continuities in power and associated revolutionary movements in Southeast Asia after WWII.

**Essential Question:** How can we analyze revolutionary movements in Southeast Asia after WWII?

**Big Ideas:** After WWII, political tensions between communists and non-communists grew.

These tensions were on a global scale. The U.S. (and Western European countries) supported anti-communist revolutionary movements. They saw this as a way of weakening the Soviet Union. These often grew into proxy conflicts. An example of a proxy conflict is the Vietnam War.

Tensions also grew in smaller regions. Different communities competed for power. People often had to decide which revolutionary movement or government to support, if any. This arose in Southeast Asia and elsewhere.

Between 1945 - 1960, 36 new states in Asia and Africa got independence from their colonizers. There was no one process, but some patterns, such as the tension between communist and anti-communist revolutionary groups, were common.

**Objective 3:** Describe the impact of WWII on decolonization movements.

**Essential Question:** What was the impact of global decolonization movements after WWII?

**Big Ideas:** After WWII, the world changed in many ways. One of the ways the world changed was through the process of increased decolonization.

 Decolonization began after WWll because:

* Colonizers no longer had the wealth to support large empires.
* Colonizers no longer had the political support at home to quell such revolts.
* The Cold War had started. Older colonial powers had to worry about this new conflict.
* Nationalism grew among former colonies.

For some places, this process was peaceful. For other places, the process was violent.

The sub-Saharan region still struggles with the long-term consequences of both colonization and the colonial slave trade. The slave trade moved people away from their homes by force. This caused violence and trauma.

Colonization also caused violence and trauma. For example, the national borders drawn by colonial rulers often did not take the communities living in the area into account. As a result, different communities—many with different languages and ways of life—were forced into one new country upon independence. This caused internal tension and violence in many places in the decades after WWII. In many countries in sub-Saharan Africa, this legacy of colonialism continues to this day.

**Objective 4:** Describe the members and the purpose of the NATO and Warsaw Pact treaty alliances.

**Essential Question:** Who are the members of NATO and the Warsaw Pact treaty, and what was the purpose of each group?

**Big Ideas:**

**NATO**

The countries of Western Europe decided to create a military alliance. They did this to support each other in case of war. NATO was formed in 1949. It was founded on the principles of solidarity, security, and freedom.

The founding members include Belgium, Canada, Denmark, France, Great Britain, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, and the U.S.

The members pledged mutual support and cooperation in case of war. As the years passed, NATO membership grew.

**The Warsaw Pact**

The Warsaw Pact was made as a response to NATO. The Warsaw Pact was created in 1955. It included Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and the Soviet Union.

The Warsaw Pact members combined their armed forces. They created a base for military operations in Moscow. The group became known as the communist bloc.

As leadership in the Soviet Union changed, the Warsaw Pact became a force for strengthening the power of the Soviet Union over its satellite states.

**Keywords**:

* **Berlin Wall** – a permanent wall built in Berlin in 1961 that separated West Berlin from East Berlin to prevent movement between to the two areas; stood from 1961 to 1989
* **European Union (EU)** – an economically connected network of European nations that formed in 1993 as a result of the European Economic Community expanding
* **North Atlantic Treaty Organization (NATO)** – a pledge among 12 nations to defend one another if someone was attacked, out of concern about the growing Soviet bloc
* **Truman Doctrine** – a U.S. policy established by President Truman in 1947 that was intended to stop the spread of communism by providing aid to countries where communism was on the rise
* **Warsaw Pact –** the Soviet response to NATO, created due to West Germany joining NATO in 1955
* **French Indochina** – a territory in Southeast Asia that consisted of modern-day Laos, Cambodia, and Vietnam
* **guerrilla warfare** – an irregular warfare tactic using small groups of fighters who ambush, sabotage, raid, and conduct hit-and-runs
* **proxy conflicts** – conflicts that took place during the Cold War between the United States and a party other than the Soviet Union, often as a stand-in for the conflict between the U.S. and Soviet Union; in these conflicts, the ideals underlying the U.S.-Soviet conflict were usually at stake, such as capitalism/democracy versus communism
* **mass migrations** – the large-scale movement of people from one country, region, or place of residence to another. It can be one-way or temporary, forced or voluntary
* **satellite state –** an independent nation that is politically, economically, or militarily influenced by a foreign nation

**Quick Check**

Question 1: Describe the most important similarity between the Truman Doctrine and the Marshall Plan.

* **Both programs aided other countries’ economies to help the countries rebuild after World War II.**
* Both programs required a country to hold democratic elections in order to receive aid.
* Both programs aided other countries’ militaries to keep the countries from changing to a communist government.
* Both programs supported the building of the Berlin Wall between East Berlin and West Berlin.

Question 2: What plan did the U.S. develop to help European nations, including Germany, recover economically?

* NATO.
* the Berlin Wall.
* the EEC.
* **the Marshall Plan.**

Question 3: Analyze revolutionary movements and power struggles in Southeast Asia after World War II.

* **After World War II, many Southeast Asian countries went through the process of ending colonialism. This caused a lot of tension across the region, such as between communists and anti-communist movements.**
* After World War II, many Southeast Asian countries went through the process of ending colonialism. This caused a lot of tension across the region, such as between the Suharto and Sukarno movements.
* After World War II, many Southeast Asian countries went through the process of being colonized in response to procolonialist revolutionary movements that were taking place around the world.
* After World War II, many Southeast Asian countries overthrew their leaders and installed dictators who established democratic elections.

Question 4: Describe the impact of decolonization worldwide after World War II.

* In the decades after World War II, many empires granted independence to their former global colonies. This caused the birth of new empires. This process occurred peacefully in some places and violently in many places.
* In the five years after World War II, many empires granted independence to their former global colonies. This caused the birth of new countries worldwide. This process occurred peacefully in some places and violently in many places.
* **In the decades after World War II, many empires granted independence to their former global colonies. This caused the birth of new countries worldwide. This process occurred peacefully in some places and violently in many places.**
* In the decades after World War II, many empires granted independence to their former global colonies. This caused the birth of new countries worldwide. This process occurred violently everywhere.

Question 5: Which of the following terms identifies part of the founding principles of NATO?

* Democracy.
* **Solidarity.**
* Peace.
* Friendship.

**Lesson 4 – The Cold War**

**Objective 1:** Describe the role of nuclear weapons in global affairs.

**Essential Question:** Has global interdependence increased the risk of global catastrophe?

**Big Ideas**: During the Cold War, it was clear that world leaders needed to limit nuclear weapon spread to keep everyone safe. This started in 1953. American President Dwight D. Eisenhower began his “Atoms for Peace” program.

This program gave nonmilitary nuclear technology in exchange for the country promising not to develop nuclear weapons. This program grew into the International Atomic Energy Agency (IAEA). This branch of the UN promoted the peaceful and safe use of nuclear technology.

Between 1967 - 1979, tensions between the Soviet Union and the U.S. eased. This lead to a period called détente. Trade and cooperation increased between the two countries. This included a series of talks and treaties called the Strategic Arms Limitation Talks (SALT).

In 1968, the Treaty on the Non-Proliferation of Nuclear Weapons was put in place by the U.S., UK, Soviet Union, France, and China. This treaty required countries with nuclear weapons to move toward disarmament. It also required that countries share nonmilitary nuclear technology with other countries. Countries without nuclear weapons pledged not to trade or get nuclear weapons.

This treaty had two goals:

1. Prevent the spread of nuclear weapons without stopping the development of peaceful nuclear technology.
2. Promote global nuclear disarmament.

This treaty was hard to enforce for two reasons:

1. Having nuclear weapons was powerful discouragement against attack.
2. Nonmilitary nuclear technology could be easily transformed into weapons.

The period of détente ended with the Soviet invasion of Afghanistan in 1979. Tensions increased between the two countries during the 1980s. They only decreased again with the fall of the Soviet Union in 1991.

Many theorists think that the more countries that have nuclear weapons, the higher the level of global danger and potential catastrophe. This catastrophe could be caused deliberately through a war, or accidentally by a nuclear explosion.

Some theorists think the opposite. They argue that the more countries that have nuclear weapons, the safer we all are as the threat of mutually assured destruction is enough to keep everything peaceful.

**Objective 2:** Use timelines to describe the space race and its relationship to the Cold War.

**Essential Question:** How has global conflict shaped the development of science and technology?

**Big Ideas:** During the Cold War, the U.S and the Union of Soviet Socialist Republics (USSR) were in conflict. While this struggle never caused direct conflict, the war played out in other arenas.

One of these arenas was outer space. The space race is the term used to describe the race for superiority in outer space.

The space race led to many achievements in science and technology. Ultimately, no one “won” the race. Both sides worked together at certain points. When the Cold War ended in the early 1990s, American and Russian scientists—along with the space programs of other nations—began to work together even more.

* In 1955, the U.S. announced it was going to launch a satellite into space. The USSR quickly responded that it would too.
* In 1957, the USSR launched Sputnik 1. A few months later, the USSR launched a second satellite called Sputnik 2.
* In 1958, the U.S. launched its own satellite, Explorer 1. Later that year, the National Aeronautics and Space Administration (NASA) was created. That same year, the U.S. launched the first communications satellite into space.
* In 1959, the U.S. satellite Explorer 6 took the first images of Earth from space.
* In 1959, the Soviets launched the spacecraft Luna 2. One month later, the Soviet spacecraft Luna 3 was the first to orbit the moon.
* In 1961, the U.S. sent Ham the chimpanzee into space.
* In 1961, The USSR sent Yuri Gagarin into space. Less than a month later, the U.S. sent the first American, Alan Shepard, into space.
* In 1963Soviet Valentina Tereshkova, became the first woman in space, orbited the earth for three days in 1963. In 1965, the Soviet Alexei Leonov became the first person to leave his craft and complete a spacewalk.
* In 1965, the US satellite Mariner 4 completed the first voyage to Mars and took pictures of its surface.

All these events were produced through cause and effect. When one side achieved something, the other side wanted to achieve it too. Technological and scientific advances also led to further achievements, often in quick succession. The U.S. and USSR had a common goal: to be the first country to place a person on the moon.

**Objective 3:** Identify the key events of the Cold War before 1970 in chronological order, including how the outcome of WWII contributed to the Cold War.

**Essential Question:** What are the key events of the Cold War before 1970? How did the outcome of WWll contribute to the Cold War?

**Big Ideas:** As soon as WWII ended, relationships between the U.S. and the UK on one side and the USSR on the other began to deteriorate. Within a few years, the USSR had extended its political influence into Western Europe. This caused the U.S. and the UK to be afraid that governments based on communism would spread across the world.

The USSR was still afraid of Germany. They wanted a buffer of communist governments between its territory and Germany. The USSR also wanted to spread communism on ideological grounds.

The Cold War started in 1947 when the U.S. enacted the Marshall Plan. This legislation gave aid, such as money, to countries in Western Europe. This brought these countries under American influence. This was threatening to the USSR.

Between 1948 and 1953, tensions increased.

* 1948–1949: The Soviets blockaded Western-held areas of West Berlin.
* 1949: The U.S. and its allies in Europe formed the North Atlantic Treaty Organization (NATO) to join forces against the USSR.
* 1949: The USSR tested its first atomic bomb.
* 1949: China came under communist rule. This threatened the U.S. and its allies.
* 1950–1953: Communist-led North Korea, supported by the USSR, invaded South Korea, supported by the U.S. This led to the proxy conflict called the Korean War.

The standoff cooled slightly after Stalin’s death in 1953. But, tensions remained.

The U.S. and the USSR continued not to fight each other directly. But the number of proxy conflicts increased. These included:

* 1953: The USSR sent troops to preserve communist rule in East Germany.
* 1954: The U.S. helped overthrow a left-wing government in Guatemala, one that the U.S. feared would turn communist.
* 1956: The USSR sent troops to preserve communist rule in Hungary.
* 1961: The U.S. supported an invasion of communist-led Cuba. This invasion was unsuccessful.
* 1965: The U.S. invaded the Dominican Republic when the U.S. thought the government there would become communist.
* 1968: The USSR sent troops to preserve communist rule in Czechoslovakia.

**Objective 4**: Explain the effects of Cold War competition, such as the Korean and Vietnam Wars.

**Essential Question**: What were the effects of Cold War competition.

**Big Ideas**: Competition between the U.S. and the Soviet Union began very soon after the end of WWII. During WWII, the U.S. and the Soviet Union had been allies, united in the fight against Nazi Germany.

By 1948, the Soviet Union had set up governments that were similar to its own communist government in eastern Europe. The U.S. was afraid that the Soviet Union would extend its influence more. This would threaten the level of global power the U.S. had gained during WWII. As a result, a competition grew between these two countries. Each side sought to be the main global power.

 The competition between the U.S. and the Soviet Union was underscored during the proxy conflicts during these years. The Korean War lasted from 1950 – 1953. The Vietnam War lasted from 1955 - 1975. These two proxy conflicts would have lasting effects for the U.S. and the Soviet Union, and especially for the countries of Korea and Vietnam.

**Keywords**:

* **atomic bomb –** a nuclear weapon first developed by Americans during World War II; atomic bombs have only been used twice in history and both were dropped by the Americans onto the Japanese cities of Nagasaki and Hiroshima in August 1945
* **Cuban Missile Crisis –** a stand-off between the United States and the Soviet Union in October 1962, which was the result of tensions over Cuba and the Soviet Union’s efforts to put nuclear weapons on the island of Cuba
* **détente** – a relaxation of tensions between countries
* **Manhattan Project** – the American research project in the 1940s, with British and Canadian help, that developed the first nuclear weapons
* **mutually assured destruction** – the theory of mutual warfare that proposed that as soon as one country used a nuclear weapon, the other would do so as well. Therefore, it was in each country’s own interest to not use nuclear weapons.
* **nuclear weapon** – a bomb that uses a nuclear reaction to create destruction
* **International Space Station (ISS) –** a space station in orbit around the earth, run through cooperation between five different space agencies
* **Sputnik 1** – the first artificial satellite sent into low Earth orbit by the USSR in 1957
* **deterrence** – a military strategy when one power uses the threat of a reprising attack to rule out an attack from an adversary power in the first place; usually used in the context of the threat of a nuclear attack
* **guerrilla warfare** – an irregular warfare tactic using small groups of fighters who ambush, sabotage, raid, and do hit-and-runs

**Quick Check**

Question 1: Describe the role of nuclear weapons in global affairs.

* The existence of nuclear weapons has been used as a threat, but never a bargaining chip, during global affairs.
* The existence of nuclear weapons was used as a bargaining chip and threat during global affairs until the fall of the Soviet Union.
* The existence of nuclear weapons has been used as a bargaining chip and threat during global affairs exclusively between the U.S. and the Soviet Union.
* **The existence of nuclear weapons has been used as a bargaining chip and threat during global affairs in the Cold War and beyond**

Question 2: Describe the space race and its relationship to the Cold War.

* During the Cold War, the U.S. and the USSR battled each other. While this conflict caused direct armed conflict between these two powers on Earth, the war played out in other arenas. One of these arenas was outer space. The space race is the term used to describe the race for superiority in outer space.
* During the Cold War, the U.S. and the USSR battled each other. While this conflict never caused direct conflict, the war played out in other arenas. One of these arenas was on the International Space Station (ISS). The space race is the term used to describe this race for superiority in outer space.
* **During the Cold War, the U.S. and the USSR battled each other. While this conflict never caused direct conflict, the war played out in other arenas. One of these arenas was outer space. The space race is the term used to describe the race for superiority in outer space.**
* During the Cold War, the U.S. and the USSR battled with each other. While this conflict never caused direct conflict, the war played out in other arenas. One of these arenas was on Sputnik 1 and 2. The space race is the term used to describe the race for superiority in outer space.

Question 3: When and why did the space race end?

* The space race was over in 1971. In that year, the American David Scott placed a plaque with a list of names of the Soviet cosmonauts and American astronauts who died in the process of space exploration.
* **The space race was over in 1975. In that year, the U.S. and the USSR collaborated on a test flight and shook hands when the mission was completed successfully.**
* The space race was over in 1965. In that year, the U.S. satellite Mariner 4 completed the first voyage to Mars and took pictures of its surface.
* The space race was over in 1967. In that year, both the U.S. and the USSR faced tragedies in their space programs.

Question 4: Which two key events in the Cold War happened before 1970?

* the signing of the Nuclear Test-Ban Treaty and the fall of the USSR.
* the adoption of the Marshall Plan and China’s shift to democratic rule.
* the collapse of the Warsaw Pact and the end of the Vietnam War.
* **the adoption of the Marshall Plan and the Cuban Missile Crisis.**

Question 5: Explain the origins of Cold War competition between the U.S. and the Soviet Union.

* **Cold War competition began between the U.S. and the Soviet Union right after the end of World War II, when its alliance unraveled.**
* Cold War competition began between the U.S. and the Soviet Union right at the beginning of the Korean War, when its alliance unraveled.
* Cold War competition began between the U.S. and the Soviet Union right after the end of the Vietnam War, once the U.S. had retreated from the country.
* Cold War competition began between the U.S. and the Soviet Union right at the start of World War II, when its alliance unraveled.

**Lesson 5 – Cold War Impacts**

**Objective 1:** Analyze the impact of decolonization on former colonies and Europe since 1945 and the European responses to decolonization.

**Essential Question:** How did decolonization change Europe and its former colonies?

**Big Ideas:** While the decolonization process was difficult for many places to navigate it meant that these regions were able to rule themselves rather than be subjected to colonial rule. They were able to decide what language they would speak, what they would call their country, who they would trade with, and what their laws would be.

Each European country had a different response to decolonization. None really wanted to let their colonies go. But the colonies no longer wanted to be ruled and started to resist. It was becoming clear that the time for colonies was over and the time for self-determination had started. Some decolonization processes were peaceful, while others were not.

**Britain**

WWII left Britain politically and economically exhausted. It was hard to finance the colonies when there were so many problems at home to fix after the war. Giving up its colonies was out of necessity.

India was easier to give up. This was due to the independence movement’s strength. There was also not much political support to keep it.

Other colonies in Asia that Japan had taken during the war were not easy to win back. The eastern Asian countries were happy to be free from empires. Britain needed ties with Malaya for resources. But Malaya was not interested in colonial rule again. Britain was able to form a defense treaty with Malaya (today Malaysia) and to trade with it on friendly terms.

**The Netherlands**

After WWII, the Dutch wanted to regain some of the lands they had lost in Indonesia,. But it did not find support from Indonesians or the international community. They gave up their idea of colonialism in 1950.

**France**

France took losing its colonies very hard. France fought a bloody war to keep Vietnam. They lost and released the colony in 1954. Internal struggles in Guinea led to it breaking with France earlier than France wanted. Not used to its recent colonies not doing what they were told, France pressured Guinea to follow France’s decolonization timeline. Instead, Guinea turned to communist countries such as the U.S.S.R. for support.

**Belgium**

In its colony of Congo, Belgium did not educate the people well. Once Belgium saw France and Britain giving up their colonies, it did so as well. Belgium left very abruptly, leaving a power vacuum, and civil wars broke out.

**Objective 2:** Describe the role of Middle Eastern states in the Cold War, including the impact of the Soviet War in Afghanistan.

**Essential Question:** What role did Middle Eastern countries play in the Cold War?

**Big Ideas:**

As the Cold War progressed over the years since the end of WWII, the U.S. and the Soviet Union emerged as superpowers. They both wanted as many people as they could get on their side. Most countries that had actively contributed in WWII had already picked a side. The superpowers looked to other countries to win over.

The superpowers were looking for allies in a region that would be strategic for bases to house missiles and oil. Oil was needed to provide energy in the U.S., and in Europe. In the contest for the Middle East, the superpowers ended up creating bigger regional problems than already existed.

The U.S was able to secure friendly relations with Turkey and Iran (at least until 1979) by providing arms and money to them.

The U.S. also supported the creation of the nation-state of Israel after the war in 1948. They helped keep the peace in the area.

The Soviets were able to also gain allies in Egypt, Syria, and Iraq. They were not able to get them to commit to the communist ideology.

While the U.S. wanted to contain communism, the Soviets were hoping to spread it and win governments over. By spreading their ideology, they would obtain more resources for all to share. The Soviets wanted more than to be the dominant global ideology, they also had business interests in other countries. The Soviet Union shipped goods from East Germany, Poland, and Hungary back to the Soviet Union.

**Objective 3:** Compare revolutions and independence movements during the Cold War era in terms of their relationship to the Cold War conflict.

**Essential Question:** How did the Cold War affect countries around the world?

**Big Ideas:** The Cold War between the United States and the Soviet Union created worldwide change. The Cold War was an ideological conflict. But, many proxy wars occurred as a result U.S. and Soviet influence. These proxy wars occurred throughout Asia, Africa, Latin America, and the Caribbean.

Another change caused by the Cold War was revolutions. Revolutions came as a result of new ideas, independence, and nationalist movements. Indigenous people wanted a voice in their government. All of these movements led to worldwide change.

Many countries found opportunity to seek independence and self-government through the Cold War. One movement, called the Non-Aligned Movement, sought to gain independence by not aligning with either the U.S. or the Soviet Union. These countries hoped to create an international economic, political, and social power outside the influence of the two superpowers. The challenges faced by the non-aligned countries often led them to create an alliance with the U.S. or Soviet Union.

Challenges faced by non-aligned countries included finding military and financial support. Often, countries faced civil war because of internal disagreements. Pakistan and India disagreed over religion. Angola fought a 27-year war between three different ethnic groups. Nicaragua faced a civil war between the Sandinistas and the Contras. Tens of thousands of Nicaraguans died as a result of this war.

The independence movements and proxy wars created a tense atmosphere over the span of forty years. As colonial domination ended, countries sought autonomy through new political and economic systems.

**Objective 4:** Describe the relationship between civil conflicts in African states and the Cold War.

**Essential Question:** How did African leaders take advantage of the Cold War to promote independence?

**Big Ideas:**

In the 50 years following WWII, struggles for independence transformed Africa. African independence leaders hoped the end of European rule and White domination would bring prosperity and restore dignity. The diplomatic conflicts between the Western democracies and the Soviet Union (U.S.S.R.) complicated the situation.

During the Cold War, the U.S. and other Western democracies were concerned about communism’s influence on these new, underdeveloped African nations. The communist USSR was committed to end European colonialism in Africa. They often provided new African nations financial and military support.

As African nationalism emerged, both Cold War rivals tried to persuade independence leaders to support their ideologies. In many cases, African leaders often complicated the situation by accepting aid from both sides.

The lack of clear communication led to proxy wars between the U.S. and the U.S.S.R. These wars had lasting effects in much of Africa into the 21st century.

 **Keywords**:

* **decolonization** – the action or process of a state withdrawing from a former colony, leaving it independent
* **Partition of India** – the division of the British colony of India into two nations — India and Pakistan — in 1947
* **self-determination** – the right of all peoples to create and govern their own nation-states
* **containment policy** – the United States policy during the Cold War of preventing the spread of communism
* **Iron Curtain** – a term used to describe the political divide that separated East from West during the Cold War
* **superpower** – a state with a dominant position and power on a global scale
* **domino theory** – the belief that if one country become communist, other countries will soon follow
* **Hot Line** – a direct telegraph line between the leaders of the Soviet Union and the United States
* **Strategic Arms Limitation Treaty (SALT)** – a 1972 agreement between the United States and the Soviet Union to limit the number of ballistic missiles that each power could keep
* **coup d’état** – a violent takeover of the government
* **neocolonialism** – the practice implemented by former imperial powers to control their former overseas colonies through economic, cultural, and political pressure
* **Pan-Africanism** – the belief that everyone of African descent should be politically unified
* **Pan-Arabism** – a philosophy that says all Arab countries in North Africa and Southwest Asia should be unified politically and culturally

**Quick Check**

Question 1: Which of the following is an analysis of the negative effect on countries that decolonized from European empires?

* New countries could choose their own government.
* **New countries often lacked political and economic experience.**
* New countries were unable to choose their own language.
* New countries had no international support.

Question 2: Which statement accurately describes the reason the Soviet Union invaded Afghanistan?

* Afghanistan was exploring a democracy and capitalist ideals after the overthrow of the king.
* Afghanistan decided to ally with the U.S. and allow a military base to be built, so the Soviet Union invaded for control.
* The Soviet Union wanted Afghan oil fields, and Afghanistan would not trade with it.
* **The Soviet Union wanted a puppet leader there to fulfill its wishes.**

Question 3: Which of the following countries was an ally to the U.S. in the Middle East?

* **Iran.**
* Syria.
* Iraq.
* Egypt.

Question 4: How is the domino theory linked to revolutions and independence movements during the Cold War?

* **The domino theory describes the U.S. policy for stopping the Soviet Union from influencing other countries in which people were staging revolutions and independence movements.**
* The domino theory describes the number of countries connected to the U.S., and people staged revolutions and independence movements to become part of the U.S.
* The domino theory describes a card game played by world leaders, in which newly independent countries could participate.
* The domino theory describes the number of countries connected to the Soviet Union, and people staged revolutions and independence movements to become part of the Soviet Union.

Question 5: Which of these statements **best** describes how the crisis over Egypt’s Suez Canal differed from other proxy wars in Africa?

* **The crisis in Egypt focused on Pan-Arabism rather than Pan-Africanism.**
* The crisis in Egypt was one of the few proxy wars fought in sub-Saharan Africa.
* The crisis in Egypt involved direct military combat between the U.S. and the U.S.S.R.
* The crisis in Egypt occurred during the final years of the Cold War

**Lesson 6 – Political & Cultural Changes**

**Objective 1:** Analyze change and continuity in the impact of Cold War era anti-communist movements, highlighting what is broadly termed the Red Scare.

**Essential Question:** How are citizens affected by war?

**Big Ideas**: As the Cold War grew more intense, so did espionage. The Soviet Union was spying on the U.S. It often even used American citizens to aid it in this. The U.S. hoped to catch some of these spies. As espionage grew, so did the fear that communism was growing more influential in the U.S.

The U.S. spied on its citizens, hoping to subdue any communist threats. The U.S. government used national security as an excuse to do this.

The Red Scare grew to a height in the 1950s due to the policies of Senator Joe McCarthy. The House of Representatives formed the House of Un-American Activities Committee back in 1938. This committee was formed to investigate communists in the U.S. Even before the Cold War, Americans viewed communism as a threat to their society.

McCarthy grew the strength and importance of this committee. He did not just use the committee to defend national security. He used it to attack anyone who disagreed with his right-leaning political views.

The director of the Federal Bureau of Investigation (FBI) at the time, J. Edgar Hoover, led investigations of communist activities. Under his leadership, the FBI used wiretaps on phone lines to listen in on conversations. He had potential communists surveilled. Hoover even had many of his employees take on different identities to infiltrate leftist groups.

Communism also gave leaders an excuse to monitor their political enemies. Martin Luther King Jr. was labeled by Hoover as a communist because of his views on racial equality and was surveilled by the FBI. Any protests were viewed by Hoover as “un-American” and therefore labeled as communism. The FBI dedicated considerable time and effort to discrediting protesters and activists.



**Objective 2:** Explain the political and cultural significance of the 1960s in the United States and Europe and how it led to changing identities and cultural traits.

**Essential Question:** How did global social and cultural movements shape the second half of the twentieth century?

**Big Ideas:** The U.S. and Europe changed politically and culturally after WWII. These changes were most impactful in the 1960s. They led to significant changes in cultural traits and identities.

In the 1960s, the U.S. and Europe experienced major cultural shifts. After WWII, both regions enjoyed economic prosperity. The U.S. provided aid for European countries to rebuild. In general, people had more money than they ever had, especially in the U.S.

Inequality was still a problem. Black women and men who contributed to the war effort were still treated poorly. They did not experience the same rights and privileges as White citizens.

Emphasis was also placed on conformity in society. People were not encouraged to question the status quo. Parents emphasized following rules and tradition to their children. This later fueled the counterculture movement of the 1960s.

The counterculture movement grew among young people in the U.S. and Europe. Many youths rejected tradition and societal norms taught to them by their parents. This movement was fueled especially in the U.S. by the Vietnam War.

The stereotypical picture of “hippies” comes from this period. These were young members of the counterculture movement whose way of life and dress went against traditional norms and values. Music became important to youth culture as the radio and TV made music more accessible. Many hippies believed in the importance of peace, love, equality, and harmony.

The growth of this movement left society divided, as most older generations held on more tightly to their beliefs, while many younger members embraced counterculture.

**Objective 3:** Compare historical periods in terms of differing political, social, and cultural divisions between urban and rural communities in the United States.

**Essential Question:** What have been the political, social, and cultural differences between urban and rural communities in the United States in the decades after 1945?

**Big Ideas:**

The 1950s brought a new prosperity to some people in the U.S. Most people in the U.S. worked in cities, but more than half of them lived in the suburbs. New highways and the lower cost of cars allowed workers to commute to work. Most of the homes built in the 1950s were built in the suburbs. The suburbs provided single family homes, good schools, a safe and healthy environment for children, and neighbors.

**Life Beyond the Suburbs**

While some people living in the U.S. enjoyed the prosperity of the 1950s, around 40 million people lived in poverty. In 1962, nearly 1 in every 4 people in lived in poverty. Many of these people were single women and their children, elderly people, or members of minority ethnic groups, including Black, Latino, and Indigenous people.

People living in rural areas represented the poorest division of the U.S. population. Many rural residents were poor farmers. While farming technology improved during this time period, the income for farmers dropped. The world-wide need for U.S. agricultural products dropped. Many farm laborers moved to the urban areas to find work.

From 1945 - 1960, around 5 million Black people moved from the rural South to urban cities in the Midwest and Northeastern U.S. At the same time, millions of middle-class White people left cities for the suburbs.

Most Black, Latino, and Indigenous people in the U.S. lived in crowded neighborhoods with insufficient infrastructure. Urban renewal was one solution that cities tried to remedy this housing problem in inner cities. Broken-down areas were replaced with parking lots, shopping centers, highways, parks, and factories. But this resulted in problems. The cities failed to build enough houses to provide for those who had lost their homes in the government’s rebuilding process.

**Objective 4:** Evaluate the impact of religious differences on social relations in Europe and the United States since 1945.

**Essential Question:** How have differences in religion impacted society in Europe and the United States since 1945?

**Big Ideas:** Religion flourished after WWII. The nostalgia of the 1950s guided the image of church goers. But the issues of the time forced changes in belief systems.

The Cold War caused U.S. Christians to question their faith. So did the Vietnam War. Other issues arose, such as birth control, which has a link to Christianity. The civil rights movement created this religious questioning too.

The growth of belief systems that originated in other parts of the world, like yoga, challenged traditional U.S. standards. People began practicing meditation. The philosophy of Buddhism influenced society. Other non-Western religions, such as Hinduism, encouraged people to challenge tradition, as well. The 1960s challenged the ideas of the past, resulting in pluralism.

Cultural pluralism guided the U.S. into the 21st century, as more immigrants from Latin America and Asia settled in the country. These new U.S. community members brought their belief systems and traditions with them. This opened the door to new religious practices and beliefs. European churches experienced similar responses to the changes after WWII.

Religion can be a positive force in our world today. One group that supports world religions is the Parliament of World Religions. Founded in 1893, this interfaith groups works to create unity among all religions. The organization is committed to justice, peace, and sustainability.

Other religious organizations work to help people around the world. The World Vision organization works to help families facing crises around the world. The World Vision partners with supporters to sponsor needy children worldwide. Samaritan’s Purse serves victims of war, poverty, natural disasters, disease, and famine. Engineering Ministries International is an organization of engineers, architects, and design professionals who offer their skills to help children and families around the world.

While differences in religion can separate people, religion can unite people to make the world a better place.

**Keywords**:

* **counterculture movement** – a movement beginning in the 1960s that attracted youths who were against war, racial discrimination, and sexism
* **McCarthyism** – the Cold War practice of accusing people of disloyalty to the government and unfairly investigating them; named for U.S. Senator Joe McCarthy
* **Red Scare** – the fear of communism in the United States during the Cold War that lead to the surveillance of any citizen suspected of being a communist
* **Sedition Act of 1918** – a law that allowed the U.S. government to monitor those whose beliefs were considered communist or a “threat” to national security
* **wiretap** – a device used by law enforcement such as the FBI to secretly monitor telephone conversations
* **containment policy** – the United States policy during the Cold War of preventing the spread of communism
* **baby boom** – the name given to the significant increase in the United States birth rate in the years 1946–1964
* **barrio** – a Spanish-speaking neighborhood
* **Brown vs. Board of Education of Topeka** – a landmark Supreme Court case, which rejected the doctrine of separate but equal and led to a policy of integration
* **National Association for the Advancement of Colored People (NAACP)** – a U.S. civil rights organization created to advance justice for Black people in the U.S.
* **National Farm Workers Association** – a United States farm workers labor union founded in 1962
* **fundamentalism** – a belief system in religion that follows a strict belief of scripture; examples include Christianity and Islam

**Quick Check**

Question 1: Which statement **best** analyzes continuity in the impact of the Red Scare?

* **The Red Scare was an extension of past fears of communism after the success of the Russian Revolutions.**
* The Red Scare let the government continue to use national security as an excuse to monitor right-leaning movements.
* The Red Scare was a continuation of the Cold War policy of surveilling communists.
* The Red Scare first allowed government surveillance on American citizens.

Question 2: Which statement **best** explains the political significance of the United Nations in the 1960s?

* It provided military aid to countries threatened by communism.
* It pressured countries to ally with it and support its politics.
* **It provided aid to countries that were developing after decolonization.**
* It tried to spread communist ideas among recently decolonized countries.

Question 3: How did the counterculture movement impact culture in the U.S. and Europe in the 1960s?

* It pushed democratic ideals in western Europe.
* It emphasized the importance of the Vietnam War to fight communism.
* It emphasized a return to normalcy after the horrors of World War II.
* **It pushed for equality based on race and gender.**

Question 4: Which statement reflects the difference between urban and rural areas of the U.S. in the decades following World War II?

* There were more jobs available on rural farms.
* There were more jobs available in the suburbs.
* **There were more jobs available in the urban areas.**
* There were more jobs available in the rural areas.

Question 5: Which term **best** evaluates how religions blended after 1945?

* denominations
* orthodox
* **pluralism**
* sustainability

**Lesson 7 & 8 – Political & Cultural Changes Since 1945 Prompt/Discussion**

**Lesson 9 – Ethnic and Religious Conflicts**

**Objective 1:** Identify examples of ethnic or religious conflicts in Europe since 1945 that resulted in campaigns of genocide or mass atrocities, such as in the former Yugoslavia and the Balkans.

**Essential Question:** Why do genocides occur?

**Big Ideas**: The Holocaust brought international attention to genocide. It showed how these conflicts can lead to the deaths of millions. Genocide continued to occur in the 20th century.

Yugoslavia was a nation that included several ethnic groups. As different regions declared their independence during the 1990s, tensions among these groups reached a turning point. This resulted in a horrific genocide.

One of the worst events of this war was the Srebrenica Massacre. In the summer of 1995, Bosnian Serbs killed over 7,000 Bosniaks. 20,000 civilians were forced to leave the town. This was both a genocide and an ethnic cleansing.

Genocide happened when thousands of members of a particular group were killed. An ethnic cleansing occurred when Bosniaks were expelled from their homes to allow Bosnian Serbs to settle.

It can be hard to determine the difference between a mass atrocity and genocide. Formally, genocide is the mass murder of a group with the goal of exterminating them. A mass atrocity is any action that results in the death of a large number of civilians. With this definition, genocide would be considered a mass atrocity. Other crimes against humanity that fit the definition of a mass atrocity could include ethnic cleansing, war crimes, or any mass killing. These can be motivated by religion, race, ethnicity, or politics.

**Objective 2:** Describe the meaning, implication, and impact of The Troubles in Northern Ireland, as an example of religious conflicts that have occurred in Europe since 1945.

**Essential Question:** What impact did The Troubles have on global politics?

**Big Ideas:** The Troubles were a period of sectarian violence in Northern Ireland from the late 1960s - late 1990s.

During this time, Catholic nationalists in Northern Ireland committed a campaign of bombings, riots, and revenge killings. They did this against the Protestant British government. The government had historically discriminated against the Catholic minority in the land. The nationalists wanted to unify Northern Ireland with the Republic of Ireland.

After 30 years, The Troubles did end. The nationalists and the English government made the Good Friday Agreement. In this agreement, the Catholic population of Northern Ireland gained more political power. The goal was to give Catholics more equal treatment under the law. It also looked to give them more social freedom in their daily lives.

The Good Friday Agreement increased the representation of the Catholic minority and nationalists in the government. But many believe that even in 2022, the Northern Irish government has not truly changed its political or social systems.

Northern Ireland remained a part of the UK. People have sometimes committed violence since then, but on a smaller scale. Much of the tension that existed before and during The Troubles remains.

The idea that The Troubles could reignite has remained a political concern in Northern Ireland. The Troubles continue to impact the political landscape of the UK because England and Ireland have not fully resolved their root causes. This is like many other ethnic and religious conflicts that occurred after 1945 in Europe.

**Objective 3:** Describe the factors that led to the end of the Cold War and the impact of this development on the political and cultural situation in the Balkans.

**Essential Question:** What role has ethnic nationalism played in global interdependence?

**Big Ideas:** The Balkan Peninsula is in southeastern Europe. It is near the Mediterranean Sea. It is between the Adriatic and Black seas. During the Cold War, the Soviet Union controlled most of the peninsula. It did this directly or indirectly. The nations on the peninsula, and occasionally in the surrounding area, are called the Balkans.

During this period, the Russian Soviet dominated the political and economic structures within the Soviet Union. The Soviet Union had combined most Balkan states into the Soviet state of Yugoslavia. This was nation of many ethnic identities. They were technically unified by the communist party. The threat of Soviet invasion from the Russian soviet held up the communist government.

When the Soviet Union fell and the Cold War ended, people in Balkan nations faced the challenge of violence and political instability. Due to ethnic tensions and economic collapse, people divided, fought civil wars, and even committed genocide.

The Balkan states grew. They did this as the Soviet states broke up into smaller nations. Many of these were ethno-nation states. A majority ethnic group gained the position of power or preference in the nation. Typically, the government of an ethno-nation state is motivated by ethnic nationalism.

Ethnic nationalism defines nationality based on ethnicity rather than citizenship. When the Balkans gained independence from the Soviet Union, their fragile economies became destabilized. Historic ethnic tensions were used to divide people. Groups scrambled to secure resources and political support.

**Objective 4:** Describe the factors of conflict between Serbia and the Kosovo region, which became an independent state after international intervention.

**Essential Question:** What role did international intervention play in the conflict in Kosovo?

**Big Ideas:** NATO’s bombing forced Yugoslavia to accept the terms offered for peace in 1999. The United Nations helped. They established a protectorate administration. NATO peacekeeping forces replaced the Serbian and Yugoslav forces within Kosovo. The NATO forces remained in one form or another. They are still there in 2022.

The KLA demilitarized. Some people attacked Serbs as retaliation for their massacre. So, many of the Serbs who remained fled. The already small Serb population in Kosovo shrank further.

Kosovo held its first elections in 2001. But, the UN kept Kosovo as an internationally controlled protectorate. For years, they negotiated without a resolution. During this time, Kosovo’s uncertain statehood made it difficult for them to maintain trade or diplomatic ties. They were unable to negotiate for loans or make unilateral agreements with other nations. This hindered Kosovo’s economic growth. People in Kosovo protested and rioted against the international world’s control of them.

In 2008, Kosovo declared their independence under one of the previously proposed plans. The UN only gave them independence under conditions. These included international groups supervising Kosovo’s civilian systems and having direct oversight of their military. This system is called ‘supervised independence’.

Kosovo got political and economic autonomy. They were now able to negotiate their own peace and trade agreements. This had been their primary goal when seceding from Serbia in the first place. It took another 3 years for Kosovo and Serbia to have direct negotiations.

Serbia still refuses to recognize Kosovo’s independence. Serbia claims Kosovo as an autonomous province. The two states have had sporadic negotiations. International organizations have mediated most of them. Ethnic tensions in both Kosovo and Serbia remain a big issue. This issue still impacts both nations’ politics and economies.

**Keywords**:

* **Bosniak** – an individual who is Muslim and from Bosnia, part of the former Yugoslavia
* **Croat** – an individual from Croatia, part of the former Yugoslavia
* **ethnic cleansing** – the forced removal of a group of people from an area based on their race, religion, or ethnicity
* **Irish Republican Army** – a group in Northern Ireland fighting to leave the United Kingdom during the Troubles
* **mass atrocity** – an action that results in the death of civilians on a large scale
* **Serb** – an individual from Serbia, part of the former Yugoslavia
* **Slovene** – an individual from Slovenia, part of the former Yugoslavia
* **Yugoslav** – an individual from Yugoslavia
* **Catholic** – pertaining to a branch of Christianity led by the Roman Catholic Church
* **Protestant** – pertaining to a Christian religion that is not part of the Catholic Church
* **paramilitary group** – a group not associated with a country’s military that operates in a similar manner, using military strategies and structures to achieve its goals
* **dissident** – a person who opposes the official policies of a specific body, such as a government or religious institution
* **Kosovar Albanians** – an ethnically Albanian group from the Kosovo region of the Balkan Peninsula
* **protectorate** – a country that is controlled by, but not governed by, another country

**Quick Check**

Question 1: Which of the following correctly identifies an example of a genocide caused by an ethnic conflict?

* Slobodan Milosevic reduced the powers of Serbian provinces intensifying conflicts in the region.
* **Bosniaks and Croats were targeted by Bosnian Serbs during the Bosnian War.**
* Twenty thousand Bosniaks were forcibly expelled from Srebrenica during conflict in the Balkan states.
* Bosnian Serbs and Croats were targeted by Bosniaks during the Bosnian War.

Question 2: Describe meaning, implication, and impact of The Troubles in Northern Ireland as an example of religious conflicts in Europe since 1945.

* The Troubles are an example of a religious conflict that has been fully resolved but continues to impact the political landscape of the UK because the resolution fundamentally changed the government.
* The Troubles are an example of a religious conflict that continues indefinitely because of the lack of representation of minorities in the government. The violence continues to impact the population of Northern Ireland.
* The Troubles are an example of a religious conflict that continues to impact all of Europe because the violence caused irreparable damage to the economic system of the UK when most nations of Europe sided with the nationalists.
* **The Troubles are an example of a religious conflict that was not fully resolved and that continues to impact the political landscape of the UK because of the concern that they could reignite under the right circumstances.**

Question 3: What was the role of religion in The Troubles in Northern Ireland?

* **Religion was a dividing factor as one side was Protestant and the other Catholic.**
* Religion was a uniting factor as both sides were Catholic.
* Religion was a dividing factor as each side interpreted the same religion differently.
* Religion was a uniting factor as both sides were Protestant.

Question 4: Describe the causes and impact of the end of the Cold War on the political and cultural situation in the Balkans.

* The end of the Cold War caused political instability and war throughout the Balkan Peninsula as the ethnic rivalries led to groups competing for political recognition to gain international aid.
* The end of the Cold War caused political instability and war throughout the Balkan Peninsula as economic prosperity led to groups competing for resources
* The end of the Cold War caused political instability and war throughout the Balkan Peninsula as economic collapse led to groups competing for power to form nationalist governments.
* **The end of the Cold War caused political instability and war throughout the Balkan Peninsula as ethnic rivalries led to groups competing for power to form nationalist governments.**

Question 5: Which of the following describes the factors that led to the conflict between Serbia and the Kosovo region?

* The religious discrimination that lingered after the communist government fell, the restricting of economic opportunities for Serbs, and the lack of political autonomy from the Serbian government all led to Kosovo seeking independence.
* The ethnic tensions between the Serbs and Albanians, lack of economic autonomy in Kosovo, and the lingering religious discrimination from the communist era all led to Kosovo seeking independence.
* The ethnic tensions between the Serbs and Albanians, the restricting of economic opportunities for Serbs, and the restricting of political freedoms by the Serbian government were all factors that led to Kosovo seeking independence.
* **The ethnic tensions between the Serbs and Albanians, lack of economic autonomy in Kosovo, and the restricting of political freedoms by the Serbian government were all factors that led to Kosovo seeking independence.**

**Lesson 10 – Economic and Labor Changes**

**Objective 1:** Analyze the history and politics of immigration in Europe and the United States using primary and secondary sources to evaluate multiple perspectives.

**Essential Question:** How has immigration in the United States and Europe shaped the current global political system?

**Big Ideas**: Once WWII ended there was an influx of immigrants and refugees from around the world.

During the war, the U.S. had been selective with the refugees that were allowed into the country. Wartime programs, such as the Bracero Program with Mexico, also helped change public opinion on immigration.

In the post-war era, many of those accepted into the U.S. for permanent residency were still from Europe. But there was less preference given to those from Northern Europe. The Eastern European population in the U.S. grew a lot after WWII and during the Cold War.

In 1952, the exclusion of Asian immigrants ended. As the Cold War gained traction, more immigrants and refugees from communist nations were allowed in the U.S.

In 1965, the immigration system was overhauled by the Immigration and Nationality Act. This officially ended the quota system. A seven-category system was set up. Preference was given to immigrants who held skills that were needed in the country or who already had family in the U.S. This is the basis for the current system.

More reforms were made with the Immigration Act of 1990.

In 1986, President Ronald Reagan signed a law granting amnesty to three million immigrants living in the U.S. without documentation. This was the Simpson-Mazzoli Act.

Similar laws were proposed in the early 2000s to give a path to citizenship to individuals whose parents had brought them to the U.S. when they were children without authorization. But none were enacted.

While WWII had ushered in a more welcoming era of immigration policy, the September 11 terrorist attacks had the opposite impact. Immigration from nations with security concerns was restricted or limited by executive orders and other methods in the subsequent decades. Much like previous restrictions on immigration, the relationship between the U.S. government and the government of the nation of origin often played a big role.

Immigration to Europe has also gone through many stages. Public opinion regarding immigration has changed depending on the country. Quota systems like the one in the U.S. were once common throughout Europe. They have been rejected in recent years.

Historically, most immigration to European countries has come from other European countries or their own colonies. That has not been true in recent decades.

After WII, there was a spike in immigration as people moved from regions damaged by war to those that were rebuilding. At the same time, many European empires were breaking apart. The end of colonialism brought many immigrants from the colonies to the European nation that had once controlled them.

European nations also focused on strengthening ties with each other after WWII. The goal was to create a system of interdependency that would prevent another world war. This led to the creation of the European Union (EU) in 1993. The EU allows for many Europeans to move freely between the countries that have joined.

Immigration from outside of Europe to the EU is controlled by the EU’s migration policy. This policy came under scrutiny during a situation in 2015 in which migrants from across the Mediterranean began arriving in Europe in large numbers.

The EU tried to set up more systems to support an influx of immigrants. The immigration policy faced criticism from some in Europe.

One of the factors that has influenced support for the EU’s immigration policy has been the national origin of those seeking to immigrate to Europe. Public opinion, much like that in the U.S., tended to prefer immigration from European countries. During the immigration crisis of 2015, refugees were coming from the Middle East and Africa. In comparison, a similar situation arose when Russia invaded Ukraine in 2022. Views toward these immigrants tended to be more positive.

**Objective 2:** Analyze the causal relationship between the global economy and the individual economies and labor forces of the nations of Europe and the United States.

**Essential Question:** What impact does the global economy have on individual nations?

**Big Ideas:** The first steps toward an economically connected Europe came in 1951 with the European Coal and Steel Community (ECSC).

The ECSC created a free-trade area between 6 countries for important goods, like coal, coke (fuel), steel, scrap, and iron ore. These resources were needed for rebuilding infrastructure and the economies of these nations. This free-trade area allowed trade between these 6 countries without a tariff to drive up prices.

The following institutions were created to make the political and diplomatic structure needed to maintain the ECSC:

* + High Authority – role is to administer regulations
	+ Council of Ministers – legislates regulations and laws within the free-trade area
	+ Common Assembly – comprised of representatives from each country who discuss and formulate free-trade policy
	+ Court of Justice – handles disputes between the member countries and evaluates all treaties that impact the ECSC

The ECSC was successful. Each of the 6 countries saw growth in their economies. They expanded the ECSC into other areas.

The EEC began moving toward a single market system. This meant each nation was no longer an individual market for selling goods. The entire EEC must agree on what is sold in every country. This created a more unified economy and made it easier for those trading goods from outside the EEC. It created one system of regulation regarding products for all 12 countries.

The next year, in 1987, it became possible for a person from one country in the EEC to study at a university in any other EEC country. The EEC funded these students.

The EEC officially became the European Union (EU) in 1993. The euro, a common currency for EU countries, was introduced later to further support this single market system.

The four freedoms European Economic Area (EEA) are free movement for people, goods, services, and money. This meant no restrictions on goods sold between these countries and minimal restrictions for people moving between these countries. The EEA included the entire EU.

**Objective 3:** Explain globalization, the role of Europe and the United States in the global economy, and the relationship between globalization and political and cultural change.

**Essential Question:** How does globalization impact politics and culture?

**Big Ideas:** Globalization leads to cooperation between countries. Since events in one country can affect others, working together can prevent political conflict.

European countries formed political and economic groups to work together more efficiently. The European Economic Community, previously called the European Coal and Steel Community, was set up in 1951. Members agreed to set prices on coal and steel. They allied to move their products between countries without taxes, tariffs, or any other restrictions. This later became the European Union.

The U.S.’s desire to spread democracy and prevent the spread of communism during the Cold War inspired more global cooperation with other countries. By strengthening its economy and creating a free-market economy, the U.S. believed it could stop the spread of communism.

The U.S. developed the North Atlantic Treaty Organization (NATO) in 1949. The organization was a military alliance. Made up of 30 countries, all member countries agreed to defend one another against attacks. Cooperation between nations was key to avoid use of nuclear weapons.

Globalization has helped culture spread quickly around the world. Modern technology and communication helps ideas, stories, and media to be shared quickly and efficiently. Political ideas can be shared where millions of people can see it in an instant.

The U.S. and Europe are culturally influential due to their impact on the global economy. The two regions are often referred to as “the West”. Western culture has become more influential over time. Western culture is often associated with democracy, individualism, and rational thinking.

As trade exchanges occur, the parties involved must communicate. As a result, English has become the lingua franca of trade. This is a common language that people who do not speak the same language will use to communicate. Because of the U.S.’s role in trade, many people speak English.

English’s role as a lingua franca has let over a billion people to communicate about their ideas more easily. Television, movies, and news help Western ideas spread.

**Objective 4:** Explain the role of multinational corporations and major economic organizations in the modern economy and how economic changes can impact a nation.

**Essential Question:** How do multinational corporations and major economic organizations impact the economy of individual nations?

**Big Ideas:** One of the most influential economic organizations is the World Trade Organization (WTO). The WTO is a global forum and administrative body that negotiates, oversees, and maintains global trade relations. Members of the WTO send representatives who work to create a global trade system that helps all members. In 2022, there are 164 members. They represent roughly 94% of world trade.

On January 1, 1995, the WTO took over the role regulating the trade of goods around the world. It also expanded that role to include the trade of services and intellectual property. This meant that it set rules regarding basic standards of pay for someone’s time, their expertise, and even their creations.

Maybe the biggest change from the GATT to the WTO was the creation of settlement procedures. Even in a global economy in which nations are dependent on each other to succeed, there are still times when two nations or corporations will have interests that are in conflict to one another. The WTO is meant to mediate these disputes and provide a framework for negotiations. In this way, the WTO works closely with other organizations, like the UN to avoid conflict. It works with the EU too. The WTO is now the primary entity overseeing the global trade system.



At its core, the WTO is focused on increasing global trade and improving trade relations. The WTO helps individual nations improve their economies and increase their trading ability within the system. The WTO does this by removing obstacles for nations to trade with one another. This can be done through negotiation, or even through organizing new trade agreements between countries who had not traded together previously.

Working with the WTO can provide stepping stones for a nation with a struggling economy. Helping European economies recover after WWII was the primary motivation behind the GATT. Offering this support to other nations remains a goal of the WTO. Most economic organizations are established or operate under a similar reasoning. They act as connection points for the global economy and provide a buffer for the governments of competing nations.

**Keywords**:

* **Bracero Program** – a series of diplomatic agreements between the U.S. and Mexico that temporarily allowed Mexican men to become farmworkers in the U.S.
* **isolationism** – a political stance that advocates avoiding economic or diplomatic ties to other countries
* **naturalized citizen** – a person who is born in a foreign country and completes all the steps required by law to become a citizen
* **refugee** – one who flees, especially to another country, seeking refuge from war, political oppression, religious persecution, or a natural disaster
* **globalization** – the processes by which the world has become more connected through economic activity, transportation, and communications technology as well as the impact of these processes on societies and cultures
* **visa** – the permission given on a passport that allows someone to enter, leave, and stay in a country for a defined period of time
* **supranational organization** – a union of multiple nations coming together to make decisions as a group
* **lingua franca** – a commonly adopted language used as a bridge where there are many different local languages

**Quick Check**

Question 1: Which of these statements **best** analyzes the politics of immigration in Europe and the U.S.?

* **Immigration policy in Europe and the U.S. are both impacted by the opinion of the public and their perspective on the national origin of the people attempting to immigrate across their borders.**
* Immigration policy in Europe is impacted by the opinion of the public and their perspective on the national origin of the people attempting to immigrate across their borders. In the U.S., these do not factor into immigration policy.
* Immigration policy in the U.S. is impacted by the opinion of the public and their perspective on the national origin of the people attempting to immigrate across their borders. In Europe, these do not factor into immigration policy.
* Immigration policy in the Europe and the U.S. is decided by a legal system and has nothing to do with the national origin of the people attempting to immigrate across their borders.

Question 2: What impact did the end of World War II have on immigration in the U.S.?

* Immigration became more restricted in the U.S. after World War II as public opinion shifted away from it.
* Immigration became more restricted in the U.S. after World War II despite public opinion shifting to favor it.
* Immigration became less restricted in the U.S. after World War II despite public opinion shifting away from it.
* **Immigration became less restricted in the U.S. after World War II as public opinion shifted to favor it.**

Question 3: Analyze the relationship between global economic changes after World War II and the economies of Europe and the U.S.

* As the global economy changed to become more interconnected, the economies of individual European nations and the U.S. became less dependent on each other. This provided more stability in trade between the two regions as they traded less.
* **As the global economy changed to become more interconnected, the economies of individual European nations and the U.S. became more dependent on each other. This provided more stability in trade between the two regions.**
* As the global economy changed to become less interconnected, the economies of individual European nations and the U.S. became more dependent on each other. This made trade between the two regions unstable as they traded more sporadically.
* As the global economy changed to become more interconnected, the economies of individual European nations and the U.S. became less dependent on each other. This made trade less stable between the two regions as they traded more sporadically.

Question 4: Which statement explains how the U.S. and Europe emerged as economic centers of globalization?

* **They practiced free trade, which allowed them to export goods around the world.**
* They invested money in other countries through the Marshall Plan.
* They were selected by other countries to be leaders after WWII.
* They were able to communicate easily with English as a lingua franca.

Question 5: Explain the role of major economic organizations in the modern economy.

* Major economic organizations act as connection points for the economy of a specific nation, which is why they can cause tension between governments, as their bias is toward a single nation.
* Major economic organizations act as connection points for the economy of a specific nation and provide a buffer for the governments of competing nations.
* Major economic organizations act as connection points for the global economy, but can also cause tension between the governments of competing nations due to economic rivalries.
* **Major economic organizations act as connection points for the global economy and provide a buffer for the governments of competing nations.**

**Lesson 11 – Rights Movements**

**Objective 1:** Analyze the impact of the Cold War on racial and ethnic conflicts in the United States, Europe, and former European colonies.

**Essential Question:** How does international conflict affect domestic social and political developments within societies?

**Big Ideas**: The Cold War intersected with the struggle for racial justice within the U.S.

After the war, U.S. president Truman ordered the desegregation of the armed forces in 1948. But racial segregation and discrimination continued.

* Black veterans were denied housing and other benefits that their White counterparts got.
* Soviet leaders pointed to the lack of racial equality within the U.S.
* Diplomats from African nations were subject to segregation as they traveled in the U.S.
* The U.S.’s Cold War efforts to identify and root out communism heavily affected African American leaders.

At the same time, many U.S. policy makers realized that big improvements to racial equality were needed in the country. Only such improvements could put a stop to global criticism of racial discrimination in the U.S.

Race was a controversial topic in Western Europe following WWII. Western European leaders sought to support the creation of the state of Israel in 1948. As European nations lost control over their colonies, many citizens of these new nations emigrated to Western Europe. The polarized response within Great Britain demonstrated how much racial tension existed within Western Europe.

The Soviet Union tried to portray itself as more progressive than the U.S. and its Western allies. They offered scholarships for African students to study in the Soviet Union. They also gave aid to African countries.

The movement of decolonization in Africa was tied to the Cold War. The U.S. and the Soviet Union both sought to portray themselves as supporters of national liberation movements. Overall, both superpowers tended to support the movements that benefited their interests. They also opposed those that did not.

Anti-colonial struggles became extremely violent in the 1950s and 1960s and beyond.

* The British government violently suppressed the Mau Mau Uprising in Kenya between 1954 and 1962.
* The French fought a brutal colonial war against Algeria in the same period.

Both French and British leaders sought to convince the U.S. that these resistance movements were part of a larger global communist movement to gain American support.

Great Britain and France faced many national liberation movements in Asia that became entwined with the Cold War.

**Objective 2:** Identify key individuals associated with civil and human rights movements that have occurred in the United States and Europe since 1945.

**Essential Question:** How did activists in one civil rights movement impact other movements in the United States or Europe?

**Big Ideas:** Many of these movements occurred around the same time, between the 1950s and the 1990s. In the decades after WWII, many people began organizing for equal rights.

|  |  |  |
| --- | --- | --- |
| **Name**  | **Movement**  | **Influence/Impact**  |
|  Jackie Forester |  LGBTQ+ rights |  helped organize the first LGBTQ+ Pride march in the United Kingdomhelped to established Sappho, a publication that strove to represent lesbian and bisexual women of diverse backgrounds |
|  Simone de Beauvoir |  Women’s Rights |  Published *The Second Sex*also lent her support to the independence movements of Algeria, a French colony at the time, and Hungary, a Soviet state. |
|  Eleanor Roosevelt |  Human Rights | helped convince 56 nations to adopt the Universal Declaration of Human Rightsthe leader of the commission that wrote the Universal Declaration of Human Rights in 1948 |
| Coretta Scott King | Civil rights movement in the USAlso active in women’s rights, labor and workers’ rights, children’s rights, LGBTQ+ rights, and environmental justice movements | helped organize concerts to fundraise for activist groups involved in the movement. created a coalition for employment and equal economic opportunity that involved over 100 religious, labor, business, civil, and women's rights organizations. |

**Objective 3:** Describe the political history of the Equal Rights Amendment in the United States, the debate surrounding it, and its impact on U.S. Society.

**Essential Question:** What is the political history of the Equal Rights Amendment in the United States, the debate surrounding it, and its impact on U.S. society?

**Big Ideas:**  Many people think that the Constitution already protects people from discrimination on the basis of sex, gender, and sexual orientation. This is not the case. The original Constitution did not protect all people. The ERA was written to attempt to change that.

The ERA was first introduced to Congress in 1923. It took 49 years for the U.S. Senate to approve it.

To be enshrined into law, 38 state legislatures had to ratify it within 7 years—or, before June 1982. This did not happen until 2020.

Thirty states ratified the ERA within a year of Senate approval. But conservative groups halted its progress through opposition. Conservative leaders, like Phyllis Schlafly, led this opposition.

Main points of opposition to the ERA were:

* + The fear that women would lose their exemption from mandatory military service.
	+ The fear that women would lose financial support from their husbands for themselves and their children, such as child support.

Supporters of the ERA, usually more progressive political and feminist groups, argued against these points. These debates continue today.

The fact that the ERA was not ratified into law means that protections for all individuals against discrimination on the basis of sex, gender identity, and sexual orientation is weaker that it could be. ERA would strengthen the federal government’s ability to protect everyone. For now, state law can supersede federal law in some cases.

Despite this, the ERA did galvanize a generation of activists. They helped pass a series of civil rights legislation.

**Objective 4:** Identify examples of Indigenous peoples’ movements in the United States and Europe that have occurred since 1945.

**Essential Question:** What are some examples of Indigenous peoples’ movements in the United States and Europe that have occurred since 1945?

**Big Ideas:** Indigenous people participated in the American Civil Rights Movement (1954–1968). Among these were the United Native Americans and the American Indian Movement (AIM). These groups took part in protests and resistance movements across the U.S.

These efforts included:

* + The 1970 occupation of Mount Rushmore to reclaim land that the U.S. had promised to the Sioux Nation under the 1868 Treaty of Fort Laramie.
	+ The 1970 occupation of Plymouth Rock to protest the U.S. censoring of a speech to be given by Frank James (Wamsutta), an Aquinnah Wampanoag, on the 350th anniversary of the landing of the Pilgrims.
	+ The 1972 setting up of “survival schools” in Minnesota as an alternative to public and federal government schools.
	+ The 1972 occupation of the village of Wounded Knee to protest unsafe living conditions and generations of mistreatment from government agencies.

These protests and acts of resistance brought mainstream attention to the cruelty that colonizers had inflicted upon Indigenous peoples for generations.

The Sámi people are indigenous to what are now the Nordic states in Northern Europe, like Norway and Sweden. Since medieval times, the Nordic states have colonized and exploited Sámi people. For generations, the colonizers did not let them practice their cultures. Colonizers also took their land.

The Sámi began to organize against this oppression in the 1900s. During the 1970s, the resistance gained power. They directed their efforts toward stopping the government from building hydropower projects on Indigenous Sámi lands. Such resistance included protests against a hydroelectric plant in the Alta River in Norway, from 1978 to 1981.

**Keywords**:

* **counterinsurgency** – a strategy or set of strategies used to combat guerilla warfare
* **non-alignment** – an approach pursued by many newly independent nations in the Global South to avoid taking sides between the United States and the Soviet Union
* **totalitarianism** – a form of government in which the central government has absolute power and existence in the society requires subservience to the state
* **apartheid** – a system of political and social segregation based on race
* **civil rights** – the legal guarantees that ensure equal opportunities and protect against discrimination regardless of race, religion, or other personal characteristics
* **segregation** – an imposed physical separation of people; the enforced or required separation of people based on their skin color
* **ratification** – to make official and legally binding
* **cultural assimilation** – a process by which individuals from a certain culture are absorbed into the culture of a dominant group

**Quick Check**

Question 1: Which of the following is **best** supported by evidence as you analyze the impact of the Cold War on racial tensions within the U.S.?

* U.S. leaders focused on the Cold War and national security concerns to such an extent that they paid relatively little attention to the civil rights movement.
* Most civil rights leaders focused on race as a domestic issue and paid little attention to the international impact of racial discrimination.
* **Over time, U.S. policy makers became aware that the U.S. needed to address issues such as racial segregation and discrimination as part of its larger Cold War strategy.**
* U.S. leaders were hesitant to openly support civil rights initiatives for fear of being labeled as “soft” on communism.

Question 2: Identify key individuals associated with civil and human rights movements that have occurred in the U.S. and Europe since 1945.

* **King and Rustin were activists in the civil rights movement in the U.S. who also spoke out for other groups, including the LGBTQ+ rights movement. De Beauvoir was a French activist who wrote about women’s position in society and spoke out in favor of independence movements in Europe. Forster was a British journalist who was active in the LGBTQ+ rights movement after publicly coming out as lesbian.**
* King was a women’s rights activist in the U.S. who also spoke out for other groups, including the civil rights movement, after her husband was assassinated. Rustin was an activist in the civil rights movement in the U.S. who also spoke out for other groups, including the LGBTQ+ rights movement. De Beauvoir was a French activist who wrote about women’s position in society and spoke out in favor of independence movements in Europe. Forster was a British journalist who was active in the LGBTQ+ rights movement after publicly coming out as lesbian.
* King and Rustin were activists in the civil rights movement in the U.S. who also spoke out for other groups, including the LGBTQ+ rights movement. De Beauvoir was a French philosopher who wrote about women’s position in society, but was otherwise uninvolved in social movements. Forster was a British journalist who was active in the LGBTQ+ rights movement after publicly coming out as lesbian.
* King was an activist in the civil rights movement in the U.S. who also spoke out for other groups, including the LGBTQ+ rights movement. Rustin was an activist in the LGBTQ+ rights movement in the U.S. who also spoke out for other groups, including the civil rights movement. De Beauvoir was a French activist who wrote about women’s position in society and spoke out in favor of independence movements in Europe. Forster was a British journalist who was active in the LGBTQ+ rights movement after publicly coming out as a lesbian.

Question 3: Describe the political history of the ERA.

* The ERA was ratified by 30 states within a year of Senate approval, which is all that was needed to add it to the Constitution.
* The ERA was first introduced to Congress in 1923. It was then fully ratified and added as the Twenty-eighth Amendment in 2020.
* Virginia finally ratified the ERA, allowing it to be added to the Constitution
* **The ERA was first introduced to Congress in 1923. It then took until 1972 for the Senate to approve it.**

Question 4: Identify an example of an act of resistance by Indigenous peoples’ movements in the U.S.

* **the 1970 occupation of Mount Rushmore.**
* the 1980 Sámi hunger protests outside the Norwegian parliament.
* the 1978 protests at the Alta River.
* ongoing protests to support reindeer herding throughout the Nordic states.

Question 5: Identify an example of an act of resistance by Indigenous peoples’ movements in Europe.

* **the 1980 Sámi hunger protests outside the Norwegian parliament.**
* the 1972 setting up of survival schools in Minnesota.
* the 1970 occupation of Plymouth Rock in Massachusetts.
* the 1970 occupation of Mount Rushmore.

**Lesson 12 – Influence of Supranational Organizations**

**Objective 1:** Describe the establishment and purposes of the Organization of American States (OAS) and Southeast Asia Treaty Organization (SEATO) during the Cold War era.

**Essential Question:** How was the Organization of American States (OAS) and Southeast Asia Treaty Organization (SEATO) established and what were their purposes?

**Big Ideas**: The Organization of American States (OAS) was formed in 1948.

It was made to promote cooperation and mutual support among its 35 members. All of these members are independent countries in the Western Hemisphere. They include countries like the U.S., Belize, Jamaica, Ecuador, Chile, and Canada.

The organization was also put in place to promote peace between the member countries. Even today the organization serves as a deterrent to outside aggression. It is also a way for states in the Western Hemisphere to collaborate on important topics like human rights.

The Southeast Asia Treaty Organization (SEATO) was formed in 1954. It was made up of the U.S., France, Great Britain, New Zealand, Australia, the Philippines, Thailand, and Pakistan.

The purpose of this organization was to prevent communism from influencing the region.

**Objective 2:** Identify key movements in European nations’ efforts to integrate since 1945.

**Essential Question:** Why do people seek to cooperate across national boundaries?

**Big Ideas:** In the aftermath of WWII, European nations began considering ways to bring themselves closer together. People across the war-torn continent faced a number of challenges. New cooperative initiatives were ways to address those.

**Collective Security**

While the United Nations was created to promote collective security, it did not focus on Europe in particular. European nations joined the UN. They began developing other agreements focused on collective security in Europe.

In April 1949, the North Atlantic Treaty Organization (NATO) brought together the U.S. and France, the United Kingdom, Canada, Denmark, Iceland, Belgium, Italy, Luxembourg, the Netherlands, Portugal, and Norway. Although not exclusive to Europe, this treaty signified an important moment in the movement for European collective defense. In less than 10 years, the Federal Republic of Germany (West Germany), Spain, Turkey, and Greece also joined the agreement.

**Human Rights**

The Council of Europe created the European Convention for the Protection of Human Rights and Fundamental Freedoms in 1950. This document gave a framework for Europeans to protect human rights. In 1959, the Council of Europe established the European Court of Human Rights.

**Economics**

Europeans were also exploring ways to bring the continent together economically. These efforts would become the foundation of later continental integration.

The European Union united European nations like nothing before. It created the following systems:

* + A common currency for all EU countries (the euro).
	+ EU citizenship.
	+ The European Central Bank.
	+ One economic market.
	+ One EU foreign policy.
	+ Open borders between EU countries.

**Objective 3:** Identify the role of the United Nations in world affairs, including its relationship with the United States.

**Essential Question:** What is the role of the United Nations in the world?

**Big Ideas:** The role of the UN has expanded over the decades to address new issues.

Decolonization

* + Decolonization was a complex process for many countries. They needed political, economic, and social assistance. Some colonies did not reflect the ethnic, religious, or linguistic makeup of a region. In those cases, the UN helped the emerging countries create constitutions that promote diversity, equality, and representation.
	+ The UN also helped countries negotiate borders as nations were created from former colonies.
	+ While many countries did decolonize, the process was not without disputes and disagreements. Sometimes empires did not give a land independence because UN members opposed it. In other instances, proposed agreements did not lead to peace.

Peacekeeping

* + One of the key goals of the UN is to prevent global warfare and regional conflict.
	+ Usually, peacekeeping troops are deployed as observers. The troops ensure that human rights are not being violated. They also make sure the terms of treaties are being followed. They also protect vulnerable populations.
	+ The UN has used forces in this capacity during civil wars in former Rwanda, former Yugoslavia, Sudan, and Haiti. Some criticize these actions, because the UN often reacts after the damage has been done.

Human Rights

* + In 1948, the UN adopted the Universal Declaration of Human Rights.
	+ Over time, the UN has passed more expansive protections, such as the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and a declaration on the rights of Indigenous peoples.
	+ While these documents are important, their effectiveness is sometimes questioned. Member nations can choose to not ratify these documents. In doing so, they do not have to follow them. Other times, nations have violated these agreements without any real consequence.

Cultural Heritage

* + Within the General Assembly, there are also specialized organizations.
	+ One of these is the United Nations Educational, Scientific, and Cultural Organization (UNESCO). This group runs a wide variety of programs. They have promoted worldwide literacy programs and seek to increase access to the internet in developing nations.
	+ As part of their cultural goals, they are responsible for designating places as World Heritage Sites. UNESCO gives sites this status to provide them with greater protection and resources.

**Objective 4:** Analyze the role of China’s relationship with Europe and the U.S. in terms of leadership in global economic and political affairs since 1945.

**Essential Question:** How has China risen as a global power during the 20th and 21st centuries?

**Big Ideas:** By the 1990s, China began the privatization of many industries. This let it compete more with Western businesses. The country also reopened Chinese stock exchanges to attract more investment.

By 2001, China had joined the World Trade Organization (WTO). This expanded its economic power more.

When Xi Jinping was the leader of China, he expanded the state’s role in many businesses. He forced many Chinese companies and even some foreign ones to allow the Chinese Communist Party to take part in their decision-making. These reforms have been very financially successful. It is predicted that China will surpass the U.S. as the largest economy in the world by 2030.

The growth of the Chinese economy has affected the country’s relationship with Europe and the U.S. One example is through outsourcing. Many Western countries have labor laws and environmental regulations that increase the cost of producing goods. In China, Western businesses can spend less money producing these goods. This is due to China having a large population. As a result, many companies have closed factories in the West and now produce their goods in China instead.

The economic growth of China has let it rise to a global superpower. It now challenges the strength of the U.S. and Europe.

In the 1990s, China transformed its military. It wanted to be able to fight high-tech wars rather than rely on population advantages. Since then, China has rapidly modernized its military resources. It has built:

* aircraft carrier
* a new generation of fighter planes
* advanced missile technologies

These advances have increased tensions about certain issues in the region. This tension is further complicated by the economic connections amongst the U.S., Europe, and China. Nations would hesitate to react with military force if that force would prevent trade.

With the massive expansion of its economy, China has worked to increase its political influence worldwide. One program that it designed for this purpose is the Belt and Road Initiative. The program is intended to promote trade across Africa, Europe, Asia, and the Americas. It looks to do this by building ports for oceanic trade and road systems for over-land trade.



**Keywords**:

* **Organization of American States (OAS)** – an organization of countries in the Western Hemisphere established in 1948
* **Southeast Asia Treaty Organization (SEATO)** – an organization established in 1954 of countries that include the United States, France, Great Britain, New Zealand, Australia, the Philippines, Thailand, and Pakistan
* **collective security** – a regional or global arrangement in which each member commits to the defense of other member states when they are attacked by a hostile enemy
* **human rights** – the rights that all people deserve according to the moral principles ascribed to human behavior, typically codified as legal rights and defined by international law
* **Universal Declaration of Human Rights** – the United Nations international agreement that outlines the fundamental freedoms and rights of all people
* **imperialism** – the practice of one group of people establishing control over another in a foreign land
* **outsourcing** – the sending of jobs to another business, especially one in another country
* **privatization** – the transfer of ownership from state control to private businesses

**Quick Check**

Question 1: Describe the establishment of the OAS.

* **It was established in 1948, at the beginning of the Cold War, and is made up of countries in the Western Hemisphere.**
* It was formed in 1954, and was made up of the U.S., France, Great Britain, New Zealand, Australia, the Philippines, Thailand, and Pakistan.
* It was established in 1948, at the beginning of the Cold War, and is made up of countries in the Soviet Union.
* It was established in 1948, at the beginning of the Cold War, and is made up of countries in South and Southeast Asia.

Question 2: Which of the following identifies the main goal of the European Coal and Steel Community?

* The group wanted to create Europe’s first coal and steel industries.
* The countries wanted to create a common European currency.
* Only some countries would make coal, and some would make steel.
* **Member nations wanted to improve the coal and steel industries in Europe.**

Question 3: Which of the following statements **best** identifies a source of tension between the U.S. and UN?

* The U.S. resents its lack of veto power in the UN compared to others.
* The U.S. often disagrees with peacekeeping actions taken by the UN, such as the Korean War and Gulf War.
* The U.S. rejects the involvement of Israel in the UN.
* **The U.S. does not want to grant international organizations authority over its citizens and policies.**

Question 4: Which statement correctly analyzes the development of Chinese leadership on the global stage?

* China’s leadership has expanded and led to only positive cooperation with Western powers.
* China has stagnated as an economic power, limiting its leadership on the global stage.
* China’s leadership was greatest during the Cold War but has diminished in the twenty-first century.
* **China’s economic power continues to grow, and its influence has expanded into other political and cultural areas.**

Question 5: What Chinese leader was first responsible for China’s shift toward becoming an economic power?

* Chiang Kai-Shek.
* Mao Zedong.
* Xi Jinping.
* **Deng Xiaoping.**