World History Beginnings to Present B

**Unit 7: World History Since 1945**

**Unit Summary:** During this time, changing worldviews shaped how societies interacted with each other. Global interdependence caused the world to be more connected than ever, but it also caused old systems of power to collapse and new systems of power to rise.

The world was recovering from the shock of two world wars. Catastrophic events, such as the Holocaust and the use of atomic bombs, had devastated the world. After World War II, new ideas about how the world should be organized spread. The official decolonization process began. Colonial powers, such as Great Britain and France, retreated from the places they used to control.

The development of social and intellectual movements began to change societies. The spread of technology and environmental changes also changed societies. All these changes increased global interdependence. As a result, the world is more connected than ever, which means our economies, politics, and societies are also connected. Something that happens in one place affects another place very quickly. These changes continue to develop today. For example, the continuing rise of social media shapes the way people interact with each other, what people believe to be true, and how people communicate.

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

* 1912 – Republic of China was formed
* 1918 – Sedition Act of 1918
* 1919 – First Pan-African Conference
* 1927 – Chinese Civil War began
* 1933 – Holocaust began
* 1941 (December 8) – United States enters World War II
* 1945 (August 6 & 9) – United States drops atomic bombs onto the Japanese cities of Hiroshima and Nagasaki
* 1945 (September 2) – World War II ends
* 1945 – Holocaust ended; people in concentration camps began to be freed
* 1945 – Nuremberg Trials began
* 1945 – Indonesia declared independence from Dutch colonial rule
* 1945 – The Arab League was founded
* 1945 – Fifth Pan-African Congress was held
* 1946 – Nuremberg Trials end
* 1947 – Cold War began
* 1947 – Truman Doctrine was enacted
* 1947 – Indian subcontinent gained independence and was divided into India and Pakistan
* 1947 – Indian Independence Act was enacted
* 1948 – Federation of Malaya was formed
* 1948 – United Nations created Israel
* 1948 – Arab-Israeli War of 1948
* 1948 – The National Party enacted apartheid laws in South Africa
* 1948 – The Universal Declaration of Human Rights was enacted
* 1949 – North Atlantic Treaty Organization (NATO) was established
* 1949 – Moa Zedong proclaimed the People’s Republic of China was formed
* 1949 – Myanmar gained independence
* 1949 – Indonesia gained independence
* 1950 – Korean War began
* 1952 – United Nations made Eritrea part of independent Ethiopia
* 1953 – World leaders began to establish agreements that limited the spread of nuclear weapon development
* 1953 – Warsaw Pact was enacted
* 1953 - Korean War ended
* 1955 – Vietnam War began
* 1956 – Sudan gains independence
* 1957 – The United Arab Republic was formed
* 1957 – Federation of Malaya gained independence
* 1958 – U.S. entered the space race
* 1958 – the Great Leap Forward began
* 1960 – The United Arab Republic was dissolved
* 1960 – the Great Leap Forward ended
* 1961 – Berlin Wall was built
* 1962 – Cuban Missile Crisis occurred
* 1963 – the Nuclear Test-Ban Treaty of 1963 was signed by the U.S. and Soviet Union
* 1963 – Federation of Malaysia was formed
* 1963 – the Organization of African Unity (OAU) was formed
* 1966 – the Cultural Revolution in China started
* 1967 – Communist leader, Suharto, began ruling Indonesia
* 1967 – Nigerian Civil War started
* 1967 – The Six-Day War of 1967
* 1967 – Biafran War started
* 1968 – Treaty on the Non-Proliferation of Nuclear Weapons enacted
* 1969 – Americans Neil Armstrong and Edwin Aldrin became the first people on the moon
* 1970 – Nigerian Civil War ended
* 1970 – Biafran War ended
* 1970 – the U.S. formed the Environmental Protection Agency
* 1971 – Soviet Union launched the first space station
* 1975 – Vietnam War ends
* 1975 – Space race symbolically ended
* 1979 – Polio was eradicated in the U.S.
* 1989 – Berlin Wall was taken down
* 1989 - Tiananmen Square incident
* 1990 – Americans with Disabilities Act was established in the U.S.
* 1991 – Cold War ends indicating the fall of the Soviet Union
* 1992 - Bosnian War began
* 1994 – Nelson Mandela was elected president in South Africa; beginning the end to apartheid
* 1995 – Bosnian War ended
* 1996 – Communications Decency Act was established in the U.S.
* 1998 – Suharto was removed from power in Indonesia – democratic elections began
* 1998 - American embassies were bombed by al-Qaeda in Tanzania and Kenya
* 2001 – Twin Towers in New York City were attacked by al-Qaeda
* 2002 – International Criminal Court established
* 2015 – Paris Agreement was enacted

**Lesson 2 – Following World War II**

**Keywords**:

* **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
* **crimes against humanity** – certain crimes, such as genocide, that are committed as institutional policy and directed toward civilians
* **communism** – a movement to create a socioeconomic system structured around common ownership of the means of production and the abolition of social class and the state
* **decolonization** – the action or process of a state withdrawing from a former colony, leaving it independent
* **dictator** – a political leader who has absolute power in their government
* **genocide** – the killing of a large number of people from the same ethnicity or culture in order to exterminate the group
* **Holocaust** – the genocide of European Jews and other communities by the Nazis during World War II
* **International Military Tribunal** – the court that ran the Nuremberg trials
* **Nuremberg trials** – the first international war crimes trials intended to prosecute high-ranking Nazi officials for war crimes
* **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

**Objective 1:** In this section, you will analyze the changes and continuities in power and associated revolutionary movements in Southeast Asia after World War II.

**Essential Question:** How can we analyze revolutionary movements in Southeast Asia after World War II?

**Big Ideas**: After World War II, anti-colonialist revolutionary movements began to grow around the world in places that were still under Western colonial control. Political tensions between communists and non-communists grew. Many places became independent from their colonizers at this time.

Vietnam (under French colonial rule since 1859; formerly called French Indochina):

* During WWII, Japan used this area as an unofficial military base. As a result, people living in the area were not happy about their home being used in war and revolutionary movement began to grow.
* The two sides tried to get along for a while, but they were unable to come to an agreement that made everyone happy.
* Each country developed total independence. North Vietnam turned to the USSR and China for support. South Vietnam, now independent of the French, turned to the U.S. for support.
* By 1975, the communist north had taken over all of Vietnam. The next few years would be tough for Vietnam. People had belonged to very different revolutionary movements, but the country would achieve unity and calm in the next few decades.

Indonesia

* Indonesia had been under Dutch colonial rule since the late 17th century. In 1945, Sukarno lead Indonesia to declare independence.
* After independence, Indonesia made gains in health and education. Indonesia’s economy and democracy also crumbled. Sukarno’s government was corrupt. Indonesia was often in crisis.
* In 1965, a military general name Suharto seized power of the country. He ruled from 1967 to 1998.
* Economic difficulties led to massive unrest against his rule. Suharto was removed from power in 1998. Indonesia began democratic elections for a new president.

Malaysia

* Malaysia had been under British colonial rule since the 18th century. At that time, it was made up of many different territories with different cultures and ways of life. It became an official British colony in 1867.
* During World War II, Malaysia was occupied by the Japanese. This caused tension between the two major communities.
* After the Japanese were defeated in World War II, the British proposed uniting the region under one rule.
* A revolutionary movement formed and in 1948 the Federation of Malaya was created.
* The creation of the Federation of Malaya caused the Communist Party to begin using guerrilla warfare tactics to overthrow the government. This was violent but successful.
* In 1963 the Federation of Malaysia was formed. The new country experienced tensions between groups, some of which continue to this present day.

**Objective 2:** In this section, you will describe the impact of World War II on decolonization movements.

**Essential Question:** What was the impact of global decolonization movements after World War II?

**Big Ideas:**

Some decolonization happened peacefully. Colonies also experienced internal fighting and violence. The fighting was often between:

* communist and anti-communist groups
* religious groups

After WWII, Great Britain no longer had the money to support the countries and land they had power over. People were tired of living under colonial power and their differing beliefs started to separate the people and cause conflict.

After WWII, countries like the United States and the Soviet Union were superpowers. However, the United States and the Soviet Union were in conflict with each other based on different political beliefs. Older colonial powers had to worry about this conflict. They did not have the time or money to worry about the conflicts happening in their colonies.

**Objective 3:** In this section, you will 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:** The Holocaust took place in Europe between 1933 and 1945. It was a genocide authorized by the German Nazi government against the Jewish people. Around six million Jewish people were murdered during this genocide. In the years after the Holocaust, it became clear that those who organized and helped the Holocaust happen needed to be held accountable for their crimes.

To hold these people accountable the International Military Tribunal was set up by members of the former Allied countries and other representatives. This court prosecuted high-ranking Nazi officials and people who helped them. These trials were the first of their kind and are named the Nuremberg trials. They set the precedent that genocide and other crimes against humanity would not be tolerated. The precedent set by the Nuremberg trials allowed other criminals to be prosecuted internationally for similar crimes in the decades after World War II.

After the Nuremberg trials, various organizations were formed to provide a way for people who commit crimes against humanity to be brought to justice. The International Criminal Court was established in 2002. Since then, it has tried individuals for crimes against humanity when countries are unable or unwilling to do so.

**Quick Check**

Question 1: Analyze revolutionary movements and power struggles in Southeast Asia after World War II.

* After World War II, many Southeast Asian countries overthrew their leaders and installed dictators who established democratic elections.
* 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 pro-colonialist revolutionary movements that were taking place around the world.
* **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.**

Question 2: Why did tensions increase in Southeast Asia after World War II?

* because of the process of ending colonialism and the end of the British Empire.
* because of the beginning of colonialism and the Guerrilla War.
* because of the Japanese takeover of the region and the Cold War.
* **because of the process of ending colonialism and the Cold War.**

Question 3: 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 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.
* 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.**

Question 4: 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. 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.
* 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. 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 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.**

Question 5: True or false: the Holocaust lasted for just one year and was only brutal at the beginning.

* False. The Holocaust occurred in 1944, but it increased in brutality over time.
* False. The Holocaust lasted from 1933 to 1945. It developed over many years and but was brutal only at the beginning.
* True. The Holocaust occurred in 1944 and was only brutal at the beginning.
* **False. The Holocaust lasted from 1933 to 1945. It developed over many years and increased in brutality over time.**

**Lesson 3 – The Cold War**

The Cold War lasted from around 1947 (right after the end of World War II) to 1991 (right after the collapse of the Soviet Union). During this period of time, the United States and the Soviet Union were fighting a war. This was never turned into direct conflict. Instead, it was fought using politics, economics, and propaganda. Proxy conflicts also developed during this time. During these conflicts, the U.S. and the Soviet Union would give money and support to armed conflicts happening in other countries. They did this in order to increase their spheres of influence.

**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
* **Cold War** – a war of ideologies between the United States and its allies and the Soviet Union and its allies
* **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
* **International Space Station (ISS)** – a space station in orbit around the earth, run through cooperation between five different space agencies
* **Joseph Stalin** – the political leader of the Union of Soviet Socialist Republics (USSR) through World War II
* **Marshall Plan** – an aid program to rebuild Western Europe
* **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.
* **North Atlantic Treaty Organization (NATO)** – a pledge among 12 nations to defend one another if someone was attacked and out of concern for the growing Soviet bloc
* **nuclear weapon** – a bomb that uses a nuclear reaction to create destruction
* **propaganda** – the biased or misleading information that is promoted by a particular political ideology with the intent to persuade
* **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
* **space race** – the race between the U.S. and the USSR during the Cold War to reach achievements in outer space first
* **sphere of influence** – an area over which a country or government has influence yet no formal authority
* **Warsaw Pact** – the Soviet Union response to NATO; created due to West Germany joining NATO in 1955

**Objective 1:** In this section, you will describe the role of nuclear weapons in global affairs.

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

**Big Ideas**: Scientific discoveries in the field of nuclear science during the 1930s made the development of nuclear weapons possible. The U.S. and it’s allies produced the first atomic bomb in July 1945. Three weeks later, two bombs were dropped in Japan, one of the U.S.’s enemies in World War II. One bomb was dropped on the city of Hiroshima, another on the city of Nagasaki. The destruction and suffering were immense. It is estimated that 140,000 people died in Hiroshima and 75,000 people died in Nagasaki. Many thousands of people were injured. Thousands more died of radiation sickness in the weeks, months, and years that followed. Japan surrendered soon afterward. World War II ended on September 2, 1945.

From the very beginning of the Cold War, nuclear weapons played a massive role. The U.S. and the Soviet Union were in competition to gain the upper hand. This led to the development of bigger and bigger nuclear weapons. At the peak of this competition, the U.S. and the Soviet Union each had thousands of nuclear bombs. This was enough to destroy all life on Earth many times over. Other countries began starting their own nuclear weapons programs. It soon became clear that, left unchecked, nuclear weapons could spread across the world. U.S. President Dwight D. Eisenhower began the first of many efforts in 1953. The threat of mutually assured destruction meant that, thankfully, nuclear weapons have not been uses since 1945.

In 1968, the Treaty on the Non-Proliferation of Nuclear Weapons was put into 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 obtain nuclear weapons.

**Objective 2:** In this section, you will 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:** The U.S. and the Soviet Union had a common goal: to be the first country to place a person on the moon. When one side achieved something, the other side wanted to achieve it too. In 1969, Americans Neil Armstrong and Edwin "Buzz" Aldrin become the first people on the moon.

After this milestone, the space race continued but in a more subdued form. The Soviet Union launched the first space station in 1971. Parts of this space station are still used on the International Space Station today.

In 1971, American David Scott became the first person to drive on the moon. While he was there, he placed a plaque with a list of names of the Soviet cosmonauts and American astronauts who died in the process of space exploration. This gesture showed that the space race was cooling.

In 1975, the 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.

**Objective 3:** In this section, you will identify the key events of the Cold War before 1970 in chronological order, including how the outcome of World War II contributed to the Cold War.

**Essential Question:** What are some key events of the Cold War before 1970?

**Big Ideas:** As soon as World War II ended, relationships between the U.S. and the UK on one side and the Soviet Union on the other began to deteriorate. Within a few years, the Soviet Union 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 U.S. and the Soviet Union were competing with each other to be the dominant world power. The Cold War lasted from approximately 1947 until 1991 when the Soviet Union fell.

The Cold War became officially established 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, which was threatening to the USSR. It caused the USSR to solidify its political influence in Eastern Europe.

The Cuban Missile Crisis: Cuba had been under communist control since 1959. Cuba is an island in the Caribbean, very close to Florida. This made it a threat to the U.S. On October 15, 1962, the U.S. military discovered Soviet nuclear missiles being constructed in Cuba. These missiles could have easily hit American territory if fired. U.S. President John F. Kennedy surrounded Cuba with U.S. Navy ships and demanded that Soviet leader Nikita Khrushchev dismantle the missiles. After a few days, Khrushchev agreed to do so in exchange for a public guarantee that the U.S. would not attack Cuba.

While tensions were very high for a few days, war was averted. This showed that neither the U.S. nor the USSR wanted to use nuclear weapons, as it would likely lead to the destruction of both of them. After this crisis, they signed the Nuclear Test-Ban Treaty of 1963. This treaty banned testing nuclear weapons above ground. Despite this, neither side wanted to give up military power. This led to an arms race over the next decades, with each side building up more and more weapons and increasing the size of its militaries.

**Objective 4:** In this section, you will explain the effects of Cold War competition, such as the Korean and Vietnam Wars.

**Essential Question:** What are some of the significant effects of the Cold War competition?

**Big Ideas:** The Korean War lasted from 1950 to 1953. It was a conflict between the Democratic People’s Republic of Korea (North Korea) and the Republic of Korea (South Korea). An estimated three to four million people died during this conflict. In 1950, North Korea—supplied by the Soviet Union—invaded South Korea. Things quickly escalated. The United Nations, with strong participation from the U.S., went to South Korea’s aid. China, on the other hand, went to North Korea’s aid.

The Vietnam War was a long, drawn-out proxy conflict that lasted from 1955 to 1975. During this war, the communist government of North Vietnam and its allies in South Vietnam—called the Viet Cong—fought against the government of South Vietnam. South Vietnam was supported by the U.S. and its allies. North Vietnam and the Viet Cong were supported by the Soviet Union and China.The fight was brutal and, by 1973, the U.S. had withdrawn its forces from Vietnam. South Vietnam fell to North Vietnam in 1975. Vietnam reunited and became a communist country.

**Quick Check**

Question 1: Describe the role of nuclear weapons in 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 threat, but never a bargaining chip, during global affairs.
* **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 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 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 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.
* **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.**

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

* 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 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 1967. In that year, both the U.S. and the USSR faced tragedies in their space programs.
* **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.**

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

* 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 signing of the Nuclear Test-Ban Treaty and the fall of the USSR
* **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 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.
* 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 World War II, when its alliance unraveled.**

**Lesson 4 – Europe-US**

**Keywords**:

* **containment policy** – the United States policy during the Cold War of preventing the spread of communism
* **counterculture movement** – a movement beginning in the 1960s that attracted youths who were against war, racial discrimination, and sexism
* **ethnic cleansing** – the forced removal of a group of people from an area based on their race, religion, or ethnicity
* **genocide** – the killing of a large number of people from the same ethnicity or culture in order to exterminate the group
* **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
* **Russian Revolutions** – the period from about 1917 to 1922 when Russia was in turmoil; during 1917, three separate revolutions occurred: the abdication and murder of Tsar Nicholas II and his family; the overthrow of the Duma provisional government; and the Bolshevik’s overthrow of the most recent government, after which the nation descended into civil war
* **second wave feminism** – a women’s rights movement that emphasized equal pay for women, access to contraception, and legal and economic equality
* **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
* **United Nations (UN)** – an international organization developed to help maintain peace and security throughout the world

**Objective 1:** In this section, you will trace major events that took place in Europe and North America from 1945 to the end of the twentieth century.

**Essential Question:** How do historical events relate?

**Big Ideas**: It is difficult to understand current events without knowledge of historical events that took place between 1945 and 2000. The conflicts and changes that occurred during this period have had a profound impact on the modern day. The Cold War began as the Soviet Union and the United States became the most powerful countries in the world. Their conflicts and disagreements over political ideology led to many of the wars in the second half of the twentieth century. During this time, colonial powers began to pull out of their colonies. Decolonization movements and efforts were a defining feature of this period. Social and cultural changes also influenced this period. Movements for gender and racial equality grew in number and power. The counterculture movement attracted young people who opposed war and wanted to reject traditional ideas and authority.

**Objective 2:** In this section, you will 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:** After World War II, the United States and the Soviet Union engaged in an ideological battle. The U.S. became fearful of growing communist influence. This fear was known as the Red Scare. To prevent Soviet spying and influence within the country, American citizens were surveilled on a massive scale. The U.S. government used national security as an excuse to do this.

**Objective 3:** In this section, you will 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 United States and Europe changed politically and culturally after World War II. These changes were most impactful in the 1960s, which led to significant changes in cultural traits and identities. The Cold War forced many countries to decide to align with either the U.S. or the Soviet Union. The politics and culture of these countries were influenced by what side they chose. The U.S. containment policy and the Truman Doctrine led to more interference by the U.S. in countries where communism grew. The counterculture movement of the 1960s grew in response to the Vietnam War. However, the movement later came to include several other social movements.

The United Nations was created at the end of World War II. It is an organization meant to help maintain peace and stability globally. Throughout the 1960s, the United Nations was tasked with dealing with disputes between the U.S. and the Soviet Union, along with their allies. As countries were decolonized, the UN made efforts to help develop those countries. The U.S. and the Soviet Union offered aid to try to get these emerging countries to ally with them and to support their political beliefs. The UN offered aid and resources to try to assist them and to prevent them from becoming a part of the power struggle between the two global superpowers. The UN’s efforts were mostly unsuccessful.

**Objective 4:** In this section, you will 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 during World War II brought international attention to genocide as a result of ethnic and religious conflict. It showed how these conflicts can lead to the deaths of millions. Genocide continued to occur throughout the twentieth century.

Bosnian Serbs believed that they deserved control of Bosnia and Herzegovina. They committed genocide to try to achieve this goal. For three years, Croats, but especially Bosniaks, were targeted by Serbs as a part of a military campaign to “cleanse” Bosnia of Muslims. This was an ethnic cleansing. It targeted certain ethnic and religious groups because of their background and exiled the members of these groups from the country. This civil war resulted in the death of over 100,000 people. The majority of these deaths were Bosniaks. They were the most targeted because of their religious beliefs.

**Quick Check**

Question 1: Which statement correctly traces the Korean War in the context of events between 1945 and the end of the twentieth century?

* The Korean War occurred during the counterculture movement.
* The Korean War occurred after the U.S. and Britain became superpowers.
* The Korean War occurred after the Vietnam War.
* **The Korean War occurred during the Cold War and began in 1950.**

Question 2: Which statement best analyzes continuity in the impact of the Red Scare?

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

Question 3: Which statement best explains the political significance of the United Nations in the 1960s?

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

Question 4: 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 a return to normalcy after the horrors of World War II.
* It emphasized the importance of the Vietnam War to fight communism.
* **It pushed for equality based on race and gender.**

Question 5: Which of the following correctly identifies an example of a genocide caused by an ethnic conflict?

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

**Lesson 5 & 6 – Political & Cultural Changes Discussion**

**Lesson 7 – Mid-East and Africa**

**Keywords**:

* **Atlantic Charter** – a joint statement released by Great Britain and the United States in 1941 outlining their goals in fighting World War II, including the preservation of self-determination for oppressed people
* **authoritarian** – a government that controls virtually everything about a country other than possibly a social organization such as a religion; it is not limited by a constitution, the rule of law, or elections, and typically it would be run by one or a few individuals
* **Fifth Pan-African Congress** – a conference held in Manchester, England in 1945 to discuss how the end of World War II could mean freedom for everyone of Black African descent
* **First Pan-African Conference** – a conference held in London in 1919 to bring leaders of Black African descent together to discuss liberation and put an end to racism and colonization
* **nationalism** – an intense pride in one’s nation
* **fragmentation** – the ethnic, religious, and cultural divisions within a state
* **infrastructure** – the basic systems, such as road and building construction, that are necessary for a society to function effectively
* **Pan-Africanism** – the belief that everyone of African descent should be politically unified
* **parliament** – a legislative body of government
* **self-determination** – the right of all peoples to create and govern their own nation-states
* **single-product economy** – a state economic system that relies on just one export for the majority of its income
* **The Arab League** – a political union of Arab-speaking member states formed in 1945
* **apartheid** – a system of political and social segregation based on race
* **insurgency** – a prolonged rebellion or revolt
* **liberation movement** – an organized effort to free a nation

**Objective 1:** In this section, you will analyze patterns in the development of nationalist and independence movements in Africa and the Middle East since 1945.

**Essential Question:** How do political and cultural identities lead to cooperation?

**Big Ideas**: Though each country has its own history, there were clear patterns amongst movements. Many of these movements began with a charismatic leader. They also all shared a desire to bring people together around a collective identity. Movements to unite people within a new nation regardless of class or tribe were common. Creating formal ties between nations with similar political or cultural identities also became common. Additionally, a pattern of socialism throughout newly created nations emerged.

From 1945–1960 many new African and Middle Eastern states formed. The end of World War II caused a reordering of power around the world. The democratic promises of the Atlantic Charter caused many colonized countries to demand their own freedom. As a result, nationalist and independence movements arose during this time. Africa and the Middle East were particularly affected by these movements.

By 1945, Pan-African beliefs focused on ending colonization, capitalism, and racism. Ghanaian independence leader Kwame Nkrumah (1909–1972) had a large influence on Pan-African thought. He believed that unity was key to political and economic freedom. Advocates of Pan-Africanism were not just from the upper classes of society. Pan-African ideology included Africans of all classes.

The spirit of Pan-Arabism led to the founding of The Arab League in 1945. The Arab League was meant to be a powerful block of Arab nations. Almost 24 Arab countries joined this organization. They pledged to work together on economic matters. The Arab League was meant to be a unified political alliance, too. The main goal of the Arab League was to increase all kinds of cooperation between Arab states.

**Objective 2:** In this section, you will analyze the challenges faced by nations that gained independence in Africa and the Middle East after 1945.

**Essential Question:** In what ways were newly independent nations in Africa and the Middle East challenged?

**Big Ideas:** Between 1945–1960, nearly 40 nations in Africa and the Middle East formed. Some countries gained freedom through violence. Some gained freedom peacefully. Almost all new states in the Middle East and Africa experienced challenges.

Everything colonizers built centered on exporting raw materials. Their sole purpose was to move mining and agricultural products out of the colonies. When these nations became independent, they had few government services designed to benefit the local population.

Former colonizers did not invest in telephone or communication cables, power plants, schools, hospitals, or systems to purify water in their colonies.

A lack of a diverse economy was also a challenge for new nations. Former colonizers were interested in exporting one or two raw materials. One major problem with a single-product economy is that nations are highly vulnerable if the value of that product drops.

When the colonizing powers left, many groups decided it was a good time to claim independence of their own. The diverse population prevented a feeling of unification. Many new states lacked a national identity that everyone shared.

**Objective 3:** In this section, you will explain the impact of ideologies and principles of self-determination, nationalism, and freedom on independence movements in the Middle East.

**Essential Question:** What shaped independence movements in the Middle East after 1945?

**Big Ideas:** A strong belief in the basic concept of freedom for all impacted independence movements in the Middle East. The below concepts were responsible for the success of these independence movements:

* freedom
* self-determination
* nationalism

For many, the concept of freedom meant freedom from colonizers influence. But for others, the concept of freedom meant the ability to live without being controlled by anyone else. Calls for freedom by certain groups remained. Groups that weren’t represented in their new governments wanted more freedoms, too. The concept of freedom caused people to protest and fight in the Middle East. Independence movements continue today.

Self-determination means that all people should govern themselves. In other words, people should determine their own future. The new nations included many different ethnicities. Some regions had diverse people who claimed the same land. People did not always see themselves as having a common identity. This caused internal conflict for new nations.

Nationalism is an intense pride in one’s nation. In some cases, nationalism brought people together. A shared identity helped people see their cause as a collective one. This unity helped organize independence movements. Sometimes nationalism created conflict between groups. Middle Eastern colonies had many diverse people living within the same borders. As a result, they had different ideas about nationalism. Nationalism sometimes emphasized differences between groups of people. Sometimes those differing ideas led to conflict.

**Objective 4:** In this section, you will trace major events that took place in Africa from 1945 to the end of the twentieth century.

**Essential Question:** In what ways are Africa’s major events in the twentieth century linked?

**Big Ideas:**

* Decolonization and Independence
	+ Between 1950 and 1960, most African nations achieved independence or were in talks to become independent
* Cooperation and Unity
	+ The postwar years brought cooperation between African nations. By banding together, African nations hoped to achieve more than they could have on their own. The Organization of African Unity was formed in 1963.
* Ethnic and Civil Wars
	+ Though most transitions to independence for African nations were peaceful, some of what happened afterward was not. At times civil wars occurred because of ethnic conflicts.
	+ In 1952, the United Nations made the colony of Eritrea part of independent Ethiopia. Eritrea was then part of Ethiopia, but had considerable autonomy. This angered many Eritreans who hoped to have their own independent state. These two nations trace the beginning of their disputes, and recent conflicts, to the initial 1952 UN decision.
* Apartheid
	+ apartheid – a system of political and social segregation based on race
	+ Began in South Africa in 1948 when the National Party won the 1948 election. The main goal of this party was to ensure White control in South Africa. Nelson Mandela opposed apartheid and was elected president of South Africa in 1994. This brought apartheid to an end in the following years.
* Cold War
	+ Cold War politics played a role too. Many of these proxy-war conflicts took place in resource-rich areas. The Democratic Republic of the Congo has uranium mines, diamonds, and other minerals that the two superpowers wanted.
* Famine and Drought
	+ A large-scale drought hit East and central Africa in the early 1970s and lasted almost seven years. Extreme famine caused over 100,000 people to starve. Additionally, the famine destabilized governments.
* Culture and Perspective
* When decolonization began, the new freedoms inspired artists to create. Some even used art and literature to call out racist systems. Other artists expressed their own perspectives on major events.

**Quick Check**

Question 1: Which of the following best analyzes a major pattern in nationalist movements in Africa after 1945?

* Experimental political blocs such as the United Arab Republic became popular.
* Overall desire to implement socialism decreased as capitalist movements became more popular.
* Overall desire to exclude the working and lower classes in postcolonial Africa emerged.
* **There were increased calls for Black African unity and liberation through the congress model.**

Question 2: The Arab League and the United Arab Republic best reflected which major pattern?

* the trend away from socialist principles in the newly formed states
* close cooperation with the United States after World War II
* the exclusion of African nations in Middle Eastern politics
* **cooperation between culturally similar states with the same political goals**

Question 3: Which of the following correctly analyzes how colonial economics led to long-term challenges for newly independent states?

* Colonial powers set up economic relationships benefiting both sides, which continued after states became independent.
* Colonial powers invested in many different economic sectors in the regions they colonized, which continued after their independence.
* Colonial powers built extensive infrastructure but dismantled it when they left so local populations could not process raw materials.
* **Past economic policies of colonial powers centered on serving the economic needs of colonizers rather than the societal needs of local populations.**

Question 4: Which statement correctly explains the impact of self-determination on independence movements in Syria?

* Self-determination led to continued European control of Syria.
* Self-determination led to conflict with Egypt and prevented the two countries from cooperating with each other.
* Self-determination led to the rise of feminist nationalist leader Huda Sharawi, who argued for suffrage.
* **People understood the concept of self-determination differently and it led to political instability in the region.**

Question 5: Which of the following correctly traces the root of the tensions between Eritrea and Ethiopia?

* the East African famine
* the Biafran War
* the formation of the Eritrean Liberation Front
* **the UN’s creation of Eritrea as part of Ethiopia in 1952**

**Lesson 8 – China and India**

**Keywords**:

* **civil disobedience** – a peaceful form of political protest
* **communist** – a person who supports a system of government in which the government controls property (land, factories, companies) and wealth to create a classless society where each person enjoys the benefits of labor
* **democracy** – a form of government in which the people of the nation are of the ultimate authority, either by electing representatives or deciding on governance directly
* **guerrilla warfare** – an irregular warfare tactic using small groups of fighters who ambush, sabotage, raid, and do hit-and-runs
* **independence movement** – a group of people pushing for their country to be its own sovereign nation
* **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
* **satyagraha** – the term used to describe Gandhi’s policy of nonviolent resistance
* **secularism** – an ideology that focused on making decisions without religious or spiritual basis
* **sedition** – the organized resistance to an established authority
* **socialism** – a political ideology that advocates the working class should be in control of wealth

**Objective 1:** In this section, you will explain the rise of Mao Zedong, his ruling style, and the events of the Communist Revolution using a timeline.

**Essential Question:** How did Mao Zedong’s ruling style allow him to take and maintain power?

**Big Ideas**: Mao Zedong was a communist leader who fought against the nationalists. Initially, the communists worked with and in the nationalist party to support changes in the government. They organized the working class, both urban and rural, to support them. Mao himself was head of the propaganda department. The comradery between nationalists and communists would not last, however. Mao would spend the next 22 years of his life in the wilderness, utilizing guerrilla warfare to attack the nationalists and the Japanese.

After World War II ended, Mao and his Communist Party began to focus on taking the nation. On October 1, 1949, Chairman Mao proclaimed the People’s Republic of China. The transformation of China into a communist nation was slow at first. Mao initially pushed to increase education and academics. Then, when the educated elites criticized him, he sent them to the countryside to reeducate them through labor. This would become a staple of rule under Mao. If you disagreed with or criticized his decisions, you were either killed or sent to labor camps for reeducation.

In the 1950’s Mao decided that it was not necessary for social and technological changes to occur at the same rate. He launched the Great Leap Forward in 1958. He focused first on industrialization. The goal was for industrialization to occur rapidly all over the country by emphasizing manpower over machines. Unfortunately, the dual focus on industry and agriculture led to confusion and discontent. Combined with repeated natural disasters, the outcome of the Great Leap Forward was 20 million dead from starvation. The program ended in 1960.

The failure of the Great Leap Forward had negative pollical backlash for Mao. His reaction to the criticism was to punish the critics and blame them for the problems. In 1966, Mao officially announced the Cultural Revolution. He shut down schools to mobilize young people into paramilitary groups that attacked the Four Olds: old customs, old culture, old habits, and old ideas. By the time Mao died in 1976, his legacy had been cemented with violence.

**Objective 2:** In this section, you will analyze the political and social upheavals that occurred under the leadership of Mao Zedong and identify multiple perspectives regarding those upheavals.

**Essential Question:** What changes under Mao impacted China’s relationships with other countries?

**Big Ideas:**

Two major initiatives took place under Mao:

* the Great Leap Forward
	+ an economic and social program by the Chinese Communist Party to transition China from an agrarian to an industrialized society
* Cultural Revolution
	+ Its purpose was to limit foreign influence.

**Objective 3:** In this section, you will explain nationalism and civil disobedience as they relate to Mahatma Gandhi and India’s independence movement.

**Essential Question:** How did Gandhi’s nonviolent philosophy impact the independence movement in India?

**Big Ideas:** Mahatma Gandhi was born in India. He studied in England to be a lawyer and then returned to India. When he returned to India, he was unable to find a job. He was desperate for work and happy to find a job at an Indian law firm in South Africa.

South Africa had a system known as apartheid that legally segregated people based on their skin color and race. Those of European descent were placed above everyone else. Those of African descent were placed at the bottom. The South Asians who lived there were placed somewhere in the middle. Their rights were restricted and the few privileges they did have could be quickly taken away in favor of Europeans, without cause. It was in South Africa where Gandhi began to both refuse and speak out about injustice. He had discovered that the government in South Africa was about to deprive South Asians, specifically Indians, of the right to vote within the colony. After learning this, he devoted himself to improving the treatment of Indians in South Africa.

Gandhi went to work pushing back against this injustice. In 1906, the government proposed a registration of all Indians in the country. Gandhi organized a protest. He and other Indians pledged to defy the law and to take on all the penalties of doing so. This was the birth of his satyagraha, his form of nonviolent protest. Satyagraha was an acceptance of suffering by refusing to comply with laws and policies that were unjust. Many Indians suffered personal and professional losses, prosecution, beatings, and even shootings as they refused to follow the laws that persecuted them.

In 1915, Gandhi returned to India. In 1919, the British passed the Rowlatt Acts. These Acts allowed the government to imprison people suspected of sedition without a trial. This inspired Gandhi to initiate his first satyagraha struggle in India.

Joining the Indian National Congress, Gandhi became the leader of the party, shifting their focus from the cities to small towns and villages. He led the noncooperative movement in India, attempting to convince the British to grant India self-governance through boycotts of British manufacturing and the British government. The movement lasted for two years, from 1920 to 1922, before Gandhi called it off when parts of the movement grew violent.

Gandhi was unable to build on the initial successes of his noncooperative movement. This would become Gandhi’s signature. He would rarely take an active role in politics and would focus instead on community building. When he did take an active role, it was usually to lead a specific action of civil disobedience. This would continue until India finally gained independence in 1947. Gandhi spent the rest of his life trying to heal the rift between Hindus and Muslims in Indian and Pakistan.

**Objective 4:** In this section, you will assess the factors that led to a lasting democratic government in India and their impact on Indian citizens.

**Essential Question:** What impact does a prime minister have on the democratic government in India?

**Big Ideas:** Public opinion can make or break political leadership in a democracy.

Jawaharlal Nehru was a major leader of the independence movement in India for decades. He and Gandhi were political activists who preached passive resistance and nonviolence. Nehru became India’s prime minister in 1948.

His domestic policy focused on four pillars: democracy, socialism, unity, and secularism. He wanted to unify the diverse ethnic and religious populations of India. He attempted to create a socialist democracy with an industrialized economy. One of the ways he did this was by reforming the civil code. He worked to change the status of Hindu widows, allowing them to inherit equally with men and own property. This was evidence of his aim to modernize the conservative and traditional nation.

**Quick Check**

Question 1: Which statement accurately explains the rise of Mao Zedong?

* Mao was not active politically until he was older. He prioritized Chinese experience over foreign experience with communism. That was how he rose to become chairman over more experienced leaders, because they spent their youth learning in the Soviet Union while he was working in China as a regular citizen.
* Mao was politically active from a young age as a revolutionary. He prioritized experiences over all else. It was his time spent in the Soviet Union that helped him to become chairman over other, less experienced leaders.
* Mao was politically active from a young age as a revolutionary. He prioritized military experience over political experience. It was his time as a guerrilla fighter that helped him become chairman over other experienced leaders, who were only active in the political sphere.
* **Mao was politically active from a young age as a revolutionary and prioritized Chinese experience over foreign experience with communism. That was how he rose to become chairman over other experienced leaders who had spent their time in the Soviet Union instead of China.**

Question 2: What were the Four Olds that the Cultural Revolution targeted?

* old customs, old culture, old ideas, and old people
* old customs, old culture, old ideas, and old places
* old customs, old culture, old habits, and old traditions
* **old customs, old culture, old habits, and old ideas**

Question 3: Which analysis of Mao’s policies is most accurate?

* Mao’s policies created economic prosperity and helped cure social ills.
* Mao’s policies were cut short before their true impact could be seen.
* Mao’s violent but effective policies led to economic prosperity.
* **Mao’s rushed and violent policies led to many deaths.**

Question 4: Explain how satyagraha helped India achieve independence.

* The noncooperative elements of satyagraha brought international attention as it created supply chain issues. The nonviolent elements made the British more willing to negotiate.
* The noncooperative elements of satyagraha had little impact, but the nonviolent elements created international support after violent responses from the British.
* The cooperative elements of satyagraha encouraged Britain to negotiate with them. The nonviolent elements created international support after violent responses from the British.
* **The noncooperative elements of satyagraha negatively impacted British influence in India. The nonviolent elements created international support after violent responses from the British.**

Question 5: Assess which factors led to lasting democracy in India.

* diverse perspectives, popular politicians, civically motivated population
* economic potential, diverse perspectives, well-educated politicians
* economic potential, strong military, civically motivated population
* **economic potential, diverse perspectives, civically motivated population**

**Lesson 9 – Southeast Asia**

**Keywords**:

* **Allies** – a name given to the countries 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.
* **coup** – a sudden upheaval in government where the ruler is taken out of power
* **divide and rule** – a policy to deliberately weaken a unified group by separating it into sections with different privileges and rules
* **guerrilla warfare** – an irregular warfare tactic using small groups of fighters who ambush, sabotage, raid, and do hit-and-runs
* **Ho Chi Minh Trail** – a supply line from North Vietnam to South Vietnam supplying Viet Cong forces with weapons
* **nation-state** – an autonomous, self-governing entity that exerts political power inside and beyond its territorial borders

**Objective 1:** In this section, you will trace major events that took place in Asia from 1945 to the end of the twentieth century.

**Essential Question:** What major events occurred in Asia from 1945 to the end of the twentieth century?

**Big Ideas**: After World War II, the Asian world reordered in many ways.

* Former colonial holdings in Asia were granted independence, beginning with India.
* Japan was brought to justice after the war and occupied by the United States until Japan could become a democratic nation on its own again.
* China and Russia fell into communism.
* The Cold War began. This Cold War led to many wars that occurred in Asia, including Korea and Vietnam.
* When communism fell in Eastern and Central Europe, many hoped for further democratic changes in Asia. While some changes were made to the economy of China, the communist regimes in China, Korea, and Vietnam remained.

**Objective 2:** In this section, you will explain the causes and impacts of proxy wars in Asia during the Cold War, particularly in Vietnam and Korea.

**Essential Question:** What are the causes and impacts of proxy wars in Asia during the Cold War?

**Big Ideas:** During the Cold War, the democratic United States and the communist Soviet Union were in a struggle for global dominance. In Southeast Asia specifically, nations such as Korea and Vietnam attempted to create new nations following World War II. Democratic and communist forces influenced both nations and led to proxy wars in the region.

* Korean War
	+ Cause: It began over a belief held by the United States that communism was threatening to expand all over Southeast Asia and needed to be contained.
	+ Impact: The United States and the Soviet Union agreed to divide Korea into two parts for administrative purposes. The United States took control of the South, and the Soviet Union took control of the North. Finally in 1947, U.S. President Harry S. Truman persuaded the United Nations to take over Korea. A vote was supposed to take place for Koreans to determine their government. The North refused to participate, and the South formed its own government anyway. The South became the Republic of Korea (South Korea) and supported democracy. Kim II Sung rose to power and became leader of the Democratic People’s Republic of Korea (North Korea.) Sung supported communism.
* Vietnam War
	+ Cause: France had controlled Vietnam in the nineteenth century and wanted to regain control. However, this attempt led to the rise of Ho Chi Minh, a communist revolutionary who wanted independence for Vietnam. When the French Indochina War ended in 1954, the 17th parallel (latitude 17° N) was established as a temporary line separating the French South and the Communist North. The North was the Democratic Republic of Vietnam (North Vietnam) led by Ho Chi Minh, and the South was the State of Vietnam (South Vietnam), which pledged ties to democracy and the West. United States president Dwight D. Eisenhower declared that the United States needed to contain communism, and that if one Southeast Asian country fell to communism, many other countries would follow. This “domino theory” kept the United States focused on Vietnam for the next two decades.
	+ Impact: Many lives were lost. Over 2 million Vietnamese soldiers were killed. More than 58,000 Americans were killed. The war divided the American people. The draft was implemented which drew resistance. Some men abandoned the army and some fled to Canada to avoid being drafted. Anti-war movements occurred in the United States. The war also left Vietnam devastated. Bombs, land mines, and chemicals such as Agent Orange dropped on vegetation were left behind. Cities and towns were destroyed. In the end, a mass evacuation of people left Vietnam beginning in 1975. Refugees fled to the United States and elsewhere, often on boats in dangerous conditions. Vietnam is still a communist nation today, and the country eventually resumed formal diplomatic relations with the United States in 1995.

**Objective 3:** In this section, you will evaluate the means by which Vietnam, led by Ho Chi Minh, achieved independence in the second half of the twentieth century.

**Essential Question:** How did Ho Chi Minh achieve Vietnamese independence in the second half of the twentieth century?

**Big Ideas:** Vietnamese nationalist Ho Chi Minh declared independence for Vietnam in 1945. However, Ho Chi Minh’s quest for independence took 30 years and included wars with three outside enemies: Japan, France, and the United States. Ho Chi Minh used many tactics in his quest to gain independence, including:

* guerrilla warfare
* the Ho Chi Minh supply line
* financial and military support from the Chinese and Soviets
* he made himself a man of the people so he could be relatable

**Objective 4:** In this section, you will assess the causes of the Cambodian genocide and the causes and effects of the ethnic tension in Sri Lanka and Myanmar.

**Essential Question:** What were the causes and effects of the Cambodian genocide and the ethnic tension in Sri Lanka and Myanmar?

**Big Ideas:** Following World War II, efforts to free Southeast Asia from European colonial control led to genocide in Cambodia and ethnic tension in Sri Lanka and Myanmar

* Genocide in Cambodia
	+ Cause: The genocide was started by the Khmer Rouge, a communist group. The goal of the Khmer Rouge was to remake Cambodia. They wanted to create two things: 1) a Cambodian “master race” and 2) an agrarian society with no social classes.
	+ Effect: when Khmer Rouge gained power, the nation was reorganized. The reorganization led to shortages of food and medicine. Many people became ill with diseases. Hundreds of thousands died of starvation. Families were split up as labor brigades were made depending on age and gender. Anyone considered an intellectual or a leader was eliminated. This included teachers, lawyers, doctors, as well as the rich. Christian and Buddhist groups, monks, and religious leaders were also targeted, tortured, and killed.
* Ethnic tension in Sri Lanka
	+ Cause: religious tension between Buddhists (Sinhalese) and Hindu (Tamils)
	+ Effect: Civil war that lasted 26 years where violence between the two groups killed over 100,000 people.
* Ethnic tension in Myanmar
	+ Cause: British Colonial rule when Burma (now Myanmar) was created from numerous ethnic states without consideration of ethnicities. This division led to unequal political and economic development with the Burman majority getting favoritism. Ethnic minorities were trained into thinking, acting, and talking like a Burman. Ethnic languages and traditions were outlawed. In 1989, the new military regime changed the country’s name from the Union of Burma to the Union of Myanmar. Myanmar was supposed to encompass all who live in the country. Results, however, are poor. Another military coup in 2021 led to more than one million people fleeing as refugees.

**Quick Check**

Question 1: Trace the impact of Mao’s communist policies on China.

* Mao began the Cultural Revolution and reignited Chinese culture.
* Mao persuaded students to protest in Tiananmen Square.
* Mao acquired Taiwan as a new province.
* **Mao began the Great Leap Forward that led to famine and many deaths.**

Question 2: Why was 1989 a pivotal year in world history?

* The Tiananmen Square protests were successful.
* Vietnam invaded and took over Cambodia.
* Putin rose to power in Russia and took over.
* **Communism started to decline and the Berlin Wall came down.**

Question 3: Explain the impact of the Vietnam War on American soldiers.

* Many American soldiers willingly enlisted in the draft.
* Many American soldiers participated in the Kent State anti-war protest.
* Many American soldiers stayed to fight in Cambodia.
* **Many American soldiers suffered from posttraumatic stress disorder.**

Question 4: Evaluate why war broke out between the French and Ho Chi Minh.

* The Geneva Accords were unsuccessful.
* The French were supplying arms on the Ho Chi Minh Trail.
* The French no longer wanted to support Vietnam.
* **Diplomatic discussions with the French were unsuccessful.**

Question 5: Assess how the British used divide and rule policies in Sri Lanka.

* They made the Tamils refugees of the nation after a military coup.
* They used scorched-earth tactics on the ethnic minorities.
* They chose Sinhalese over Tamils in bureaucratic positions.
* **They favored the Tamil over the native Sinhalese.**

**Lesson 10 - Science and Technology**

**Keywords**:

* **entrepreneur** – a person who turns an idea or invention into a business
* **environmentalism** – a movement focused on protecting the environment
* **gross domestic product (GDP)** – the total amount of goods and services in a market during one year’s period of time
* **multinational corporation** – a company whose reach goes beyond that of a national border
* **pesticide** – a product developed to kill insects
* **suburb** – a residential area located outside of a city

**Objective 1:** In this section, you will explain the impact that computer technology and telecommunications have had in the second half of the twentieth century.

**Essential Question:** How did computer technology and telecommunications impact modern society in the second half of the twentieth century?

**Big Ideas**:

Computers: By the 1990s, computers were common in U.S. homes and schools. By the end of the decade, a variety of companies were selling a total of nearly 100 million personal computers per year. The 1990s saw many of the same computerized programs we have today. This included music streaming, computer gaming, email, and early social media. However, unlike today, the platform for all of these applications was through the computer. Today, computers are still widely used, but many of these same programs can be used with a modern technology: cell phones.

Telecommunications: Starting in the 1950s, the telephone became an important element of pop culture. Throughout the 1970s, phones began to be sold in a variety of shapes and sizes to more and more homes throughout the world. In 1973 the first mobile phone was developed. In 1989, the first flip phone was created. Throughout the 1990s, cell phone use became more and more popular. However, until the end of the decade, cell phones continued to be expensive. Consumers were charged for use by the minute. By the late 1990s, cell phone providers began offering data packages to save consumers money. In addition, the ability for consumers to text as opposed to call was also introduced. Cell phones have been a major development in telecommunication. Today, there are more cell phone subscriptions than human beings on Earth.

**Objective 2:** In this section, you will summarize the impact that transportation has had on modern society and the world economy in the second half of the twentieth century.

**Essential Question:** How did transportation impact modern society and the world economy in the second half of the twentieth century?

**Big Ideas:** In the latter half of the twentieth century, two new modes of transportation were invented. Both made lasting impacts on the world and are still extremely important today: the automobile and the airplane.

Automobile

* Impact on modern society: The rise of the automobile in North America and then the rest of the world after WWII had a dramatic impact on modern society. The ability for people to own a vehicle offered them the freedom to travel great distances quickly and spontaneously. No longer were people tied to train or ship schedules. This increased mobility led to many societal changes. One of the more major changes was people moving away from cities to surrounding areas, called suburbs. Another important change was the impact of automobiles on women’s rights. Greater freedom of movement led to a new sense of freedom for women, both in terms of their ability to move around more easily and their ability to find work. America’s love of the car also may have led to the birth of a new musical genre: rock ‘n’ roll. Cars enabled the development of concerts, festivals, and drive-in theaters to develop. Car radios also allowed people to discover new music.
* Impact on world economy: In the United States, as well as other countries, vast highway systems were developed to allow drivers to easily move from place to place. Highway systems were often started for defense reasons, such as the United States Interstate highway systems developed during the Cold War. Once created, however, the routes made it easy to travel to major cities throughout a country. In addition to cars on the roads, transport trucks also were able to use the highways to deliver goods from place to place more quickly and easily. As the highway systems grew, other new industries developed as well. Automobile travelers could see roadside advertisements. Fast food restaurants were created to feed hungry travelers. Hotel and motel chains were established to house weary travelers during long trips.

Airplanes

* Impact on modern society: Individual cultures could now spread throughout the world. Food, clothing, language, as well as political ideology and economic philosophies are a few of the exchanges brought about by air travel.
* Impact on world economy: Air travel led to the development of the tourism industry. The ability to travel quickly and safely throughout the world encouraged the development of resorts, hotels, restaurants, rental car companies, and attractions. Air travel also allowed goods to be moved farther and faster. Quick movement of goods to other parts of the world became possible. Greater economic opportunities became available for global companies.

**Objective 3:** In this section, you will explain the impact of innovations in science, medicine, and technology.

**Essential Question:** How have innovations in science, medicine, and technology impacted the modern world?

**Big Ideas:**

Helpful impacts of innovations in science, medicine and technology:

* Penicillin was developed; helps fight disease
* Ammonia was developed; used as a fertilizer
* 5CB was developed; used to make liquid crystal displays for computers, televisions, cell phones
* Vaccines were developed; used to prevent a wide variety of diseases
* Increased the number of jobs
* Increased the quality of life and life-expectancy
* The internet was developed; People from all over the world can interact, share information, and understand different people and cultures. It also has provide financial opportunities for millions of people.

Harmful impacts of innovations in science, medicine and technology:

* DDT was developed; used as a pesticide to get rid of disease carrying insects such as mosquitoes that carry malaria. DDT caused water pollution harming fish and other aquatic life. Studies have also shown the use of DDT increased the risk of certain cancers and other diseases in humans.
* The internet was developed; The growth of the internet has significantly increased our use of electricity. This has caused a dramatic increase in carbon dioxide emissions, causing air pollution. It has also enabled objectionable material and misinformation to be shared.

**Objective 4:** In this section, you will develop a logical argument about the major causes and effects of globalization since the 1990s, including the technological revolutions.

**Essential Question:** How have the communications, information, and technological revolutions integrated the world economy since the 1990s?

**Big Ideas:**

Ways communication (cell phones) have integrated countries in the world economy include:

* Increasing the ability of people to communicate and collaborate from anywhere.
* Developing an international “app” or applications-based economy. For example, someone with an Uber app can access a ride anywhere the service is available, whether in their hometown or while they are visiting a different city.
* Lowering barriers to entering the market. With cellphones so prevalent, any entrepreneur anywhere in the world can develop a service or product that can be purchased by anyone with a cellphone as well.

Ways information (the internet) has impacted the world economy:

* provided new financial opportunities for millions of people
* offers people the ability to buy and sell items easily
* provides anyone with access an entry into world markets no matter where they are from

Ways the technology revolution (computers) have impacted the world economy:

* increased communication and information sharing from anywhere in the world
* improved education

**Quick Check**

Question 1: Which statement offers the **best** summary of the cultural impact of computers and telecommunications on society after the 1950s?

* Apple introduced its MacIntosh computer in an advertisement during the Super Bowl in 1984.
* The Princess telephone was released in 1958.
* Paul Allen and Bill Gates founded Microsoft in 1975.
* **Both computers and telecommunications became cheaper and more widespread after the 1950s.**

Question 2: Which statement **best** summarizes the societal impact of automobiles in the second half of the twentieth century?

* The automobile industry provided well-paying jobs to millions of people throughout the world.
* The automobile industry became a five billion dollar a year enterprise.
* The automobile industry led to the development of fast-food restaurants.
* **The automobile gave many people a greater sense of freedom and empowerment.**

Question 3: What similar impact did both the automobile and air travel industries have during the last half of the twentieth century?

* Both the automobile and airline industries led to major highway systems through the world.
* Both the automobile and airline industries led to the movement of people from the city to suburbs.
* Both the automobile and airline industries were the subject of several rock ’n’ roll songs.
* **Both the automobile and airline industries generated jobs directly and indirectly worldwide.**

Question 4: Which statement **best** summarizes the political impact of the chemical DDT?

* It led to the founding of the March of Dimes.
* It led the U.S. Congress to pass the Americans with Disabilities Act.
* It led the U.S. Congress to pass the Communications Decency Act.
* **It led to the U.S. government developing the Environmental Protection Agency.**

Question 5: After investigating the impact that the communication revolution had on the global economy, which statement best represents your findings?

* The communication revolution brought 26.7 trillion dollars to the world economy.
* The communication revolution increased the world GDP by 38 percent.
* The communication revolution improved the educational systems of many countries worldwide.
* **The communication revolution allowed people to communicate and collaborate from anywhere in the world.**

**Lesson 11 – Global Trends and Issues**

**Keywords**:

* **absolute advantage** – the ability to produce more of a product
* **comparative advantage** – the ability to produce a product at a lower cost of resources
* **cost of labor** – the amount workers are paid for their efforts
* **existentialism** – the philosophical belief that focuses on individuals and their choices
* **natural resource** – a material found in nature that can be used by people
* **opportunity cost** – the loss of value in a decision made in production
* **pessimism** – the philosophical belief and outlook on life that negative events are usually expected to happen
* **physical system**– an arrangement of parts or elements that together exhibit behavior

**Objective 1:** In this section, you will evaluate how the end of the Cold War and the post-Mao liberalization removed limits to globalization.

**Essential Question:** How did economic reforms in China help globalization after the Cold War?

**Big Ideas**: In the time of globalization, trade has become key in order to gain power. After the economic reforms, China’s government continued to grow bigger. China quickly became a major trading partner with most countries around the globe. Poverty rates lowered greatly between the 1990s and the 2010s. Opening up to the global market made this growth happen. It also made it unlikely that China would ever return to an economic system of self-reliance.

**Objective 2:** In this section, you will identify factors that cause advantages and disadvantages in the local, state, regional, and world economies.

**Essential Question:** What do advantages and disadvantages in different economies look like?

**Big Ideas:**

* Absolute vs. Comparative Advantage
	+ Different countries have access to different assets that allow them to produce particular goods. Let’s compare two countries that both produce timber. The country that is able to produce more timber would have the absolute advantage.
	+ Using the same example, the country that is able to produce timber at a lower cost would have the comparative advantage. In order to figure out which country has the comparative advantage, we compare their opportunity costs. Opportunity costs are the loss in value that might be present when a resource is used one way rather than an alternative way that could potentially yield more profit.
* Location
	+ The land and climate in which a country exists impacts what they are able to produce on their own, and what they need to trade for. Countries have different natural resources, or materials that occur in nature. A country that has natural resources will have an economic advantage over a country that does not.
	+ Physical systems can affect the demographic patterns of these different locations. A physical system is an arrangement of parts or elements that together exhibit behavior. Some physical systems that affect demographic patterns include topography, vegetation, climate types, and the availability of resources.
* People
	+ The production of goods and trade would not be possible without the labor of workers that are employed by companies and factories. The cost of labor sums up how much workers are paid. To make sure workers have a good quality of life, the cost of labor should balance out with the cost of living. Cost of living refers to how much it costs to live in a certain city or town. This includes the cost of food, housing, etc. If companies try to save money by reducing the cost of labor, workers are negatively affected.

**Objective 3:** In this section, you will compare and contrast pessimism and existentialism, two social and intellectual movements of the second half of the twentieth century.

**Essential Question:** What characterized popular intellectual movements during the twentieth century?

**Big Ideas:** The twentieth century was shaped by global events, such as war. Intellectual movements of the time took a negative or realistic approach to philosophy.

People tend to be more pessimistic after experiencing hard times.

Pessimism is the belief that not only do negative events happen but that they are usually expected to happen. A pessimistic view is to expect the worst from a situation. Pessimism is considered to be the opposite of optimism, which is the belief that positive events occur more often than negative events. It is a hopeful philosophy.

Existentialism is a philosophy that focuses on the free will of the individual and their choices. A major idea of existentialism is that human life is meaningless and without consequence. It is a neutral movement that people mistakenly view as negative, as it is not visibly positive.

Existentialism is often confused with pessimism. The two major differences between the two are that pessimism is a negative attitude focused on expecting the worst outcome from a situation, while existentialism is a neutral philosophy focused on how a person’s decisions can affect outcomes.

**Objective 4:** In this section, you will investigate how innovations in communications and other technology have affected local businesses and regional economies.

**Essential Question:** How have changes in communications and industrial technology affected businesses and local economies throughout the world?

**Big Ideas:** New technology has had a tremendous impact on the lives of people around the world. For the first time, people could see events happening on the other side of the globe almost instantly.

New technology transformed entertainment. A country’s television programs and movies could circulate throughout the world. Large companies, headquartered primarily in the U.S., produced and distributed most of this material.

Information technology has transformed many aspects of business.

* Offices used to be filled with file cabinets. These contained information on sales, purchases, employees, clients, and the like. Now, paper file systems are much rarer because most of this information is on computers. Not only do computers take up less space but it is also easier to find information on them.
* Online stores have expanded from nothing to immense size. Online retail companies do not have to pay for brick-and-mortar stores. Instead, they ship products directly to buyers. Consumers enjoy greater convenience and lower prices.

Improvements in communications and the development of computers have allowed companies to develop long supply chains. A supply chain is the network through which a company buys supplies. Businesses need close communications with their suppliers. If there is a problem, they need to know about it right away. Otherwise, the company’s business might come to a halt. In the past, that usually meant that suppliers had to be close at hand. Over the last thirty years, the situation has changed. Businesspeople can fly almost anywhere in the world in less than a day. They can meet and negotiate with potential suppliers and still return home by the end of the week. Once arrangements are complete, they can keep close watch over suppliers via the internet and telephone. Companies can ship goods to wherever they need to be cheaply on huge container ships.

**Quick Check**

Question 1: Which answer **best** evaluates the impact of globalization on China?

* China allowed women to work.
* China began to promote individual rights, such as freedom of speech.
* China created political reforms to transform into a democracy.
* **China increased their wealth and became a world trading power.**

Question 2: Identify the concept that refers to how much workers are paid by their company.

* comparative advantage
* opportunity costs
* absolute advantage
* **cost of labor**

Question 3: Which phrase describes what bauxite, copper, calcium carbonate, gold, marble, and hydropower are to Haiti?

* cost of labor
* absolute advantage
* opportunity costs
* **natural resources**

Question 4: Compare how pessimism and existentialism are similar to each other.

* Both are intellectual movements that focus on positivity.
* Both are intellectual movements that were created in the twentieth century.
* Both are intellectual movements that focus on negativity.
* **Both are intellectual movements that were prominent post-World War II.**

Question 5: How did new technology create a “global village?"

* It enabled large, international companies to gain control of local artists producing books, music, and movies.
* It empowered local artists (musicians, writers, actors) to dominate their home markets.
* It allowed Western companies that made television and movies to impose Western culture on the rest of the world.
* **It allowed rapid communications and exchange of music, television shows, and more throughout the world.**

**Lesson 12 – Terrorism and Atrocities**

**Keywords**:

* **Armenian** – a person of Armenian descent, speaking the Armenian language and belonging to the Armenian Orthodox Church
* **atrocity** – a seriously terrible act, usually involving violence
* **Bosnian** – a person who lives in the Balkans, speaks Bosnian, and is largely Muslim
* **censorship** – government suppression or editing of communication, media, or other information
* **Croat** – a term referring to individuals who identify as being 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
* **genocide** – the killing of a large number of people from an ethnic, religious, or racial group with the aim to destroy their population
* **Holodomor** – an intentional mass famine in Ukraine between 1932 and 1933 by the Soviet Union killing approximately 3.5 million
* **Hutu** – the major ethnic groups of the African Great Lakes Region
* **propaganda** – the biased or misleading information that is promoted by a particular political ideology with the intent to persuade
* **Serb** – a term referring to individuals who identify as being from Serbia, part of the former Yugoslavia
* **state-sponsored terrorism** – terrorism used by a government to control a population through fear
* **Tutsi** – an ethnic group persecuted during the Rwandan genocide

**Objective 1:** In this section, you will define how historians and international law understand genocide

**Essential Question:** What is genocide, and what have the nations of the world done to punish those guilty of it?

**Big Ideas**: Genocide is the killing of a large number of people from an ethnic, religious, or racial group with the aim to destroy their population. History contains many examples of the extermination of national, ethnic, racial, or religious groups.

In the twentieth century, the United Nations formally defined genocide as action against a “national, ethnical, racial or religious group.” In 2002, the world’s nations created an international criminal court to try those accused of this crime.

The International Criminal Court faces a basic problem. Only the powerful can commit genocide. Bringing them to justice is difficult. The International Criminal Court has no military to prevent or punish genocide. Those who commit genocide still often escape justice.

**Objective 2:** In this section, you will summarize the impact of several cases of mass killings and genocide on the countries involved.

**Big Ideas:**

The Armenians

* Cause: The government was particularly hostile toward the Armenians. They were Christians who lived in eastern Anatolia, near the Russian border. The Muslim (Ottoman) Turks feared that Armenians would side with the Russians, who were also Christians.
* Impact: Even though there was little to no evidence the Armenians would rebel, the government decided to deport the entire Armenian population. Over one million men, women, and children were marched into the Syrian desert. Most of these people died from exhaustion, thirst, and lack of food. Ottoman officials settled areas in which the Armenians had lived with Turks or other Muslims, such as Kurds. Turks now constituted a majority in the country’s eastern regions only because they had largely exterminated or expelled the Armenians. The Turks organized their own state: Turkey.

The Ukrainians

* Cause: In the early 1930s, the government of the Soviet Union began to collectivize agriculture. This meant consolidating small peasant farms into large collective farms that the government would control. Most peasants resisted handing their land and most of their property over to the government. They wanted to remain independent rather than take orders from communist officials. Resistance was strongest in Ukraine.
* Impact: In 1932 and 1933, the Soviet government sent officials and soldiers into Ukraine with orders to confiscate all grain. They ransacked farms and homes and seized everything they found. This operation was largely successful. Without food, three million Ukrainians starved to death. The survivors had little choice but to join collective farms, where they could find food. This government-created famine is called the Holodomor.

The Bosnians

* Cause: Yugoslavia emerged from World War I. The victors created it out of areas inhabited by Serbs, Croats, and Bosnians. These peoples spoke similar languages but had different histories and religions. The Serbs were Orthodox Christians, the Croats were Roman Catholics, and the Bosnians were Muslims. The country of Yugoslavia was never stable. During World War II, it experienced a vicious civil war while the Germans and Italians occupied it. After 1945, a communist government imposed order. The three main ethnic groups coexisted peacefully, in part because all feared that civil conflict would invite a Russian invasion.
* Impact: The collapse of the Soviet Union in 1991 put an end to Yugoslavia. With the danger of Russian intervention removed, each ethnic group decided to go its own way. Croatia, a Yugoslavian province, declared independence. Bosnia Herzegovina, another province also declared independence. However, many Serbs lived in these regions. Serbia, yet another province of Yugoslavia, reacted by invading both, seizing extensive territories. In many cases, the inhabitants of the regions seized were not Serbs but Croats or Bosnians. After taking the town of Srebrenica, Serbian soldiers murdered more than 8,000 men and boys. The object was ethnic cleansing, or the expulsion of all who were not Serbs.

Rwanda

* Cause: The population of the central African country of Rwanda consists largely of two ethnic groups, Hutus and Tutsis. Though they have long lived alongside each other, they are distinct ethnic groups. Historically, the Tutsis have dominated the Hutus. Since the country became independent in the 1960s, members of the two groups have struggled for political power.
* Impact: In 1990, a group dominated by Tutsis began a civil war to take control of the government. In about three months, a total of 500,000 Tutsi and Hutus perished. The killing stopped only when Tutsi insurgents seized control of the government. No other country intervened. After the Tutsis seized power, the Hutus involved in the killing fled to neighboring Zaire. Their presence destabilized that already fragile country, initiating a civil war that ultimately claimed five million lives.

**Objective 3:** In this section, you will evaluate how different countries have responded to terrorism, mass killing, and genocide in the modern era, including the Holocaust, Balkan, Armenian, and Rwandan genocides.

**Essential Question:** How have terrorism, genocide, and mass killing impacted global interdependence and reactions?

**Big Ideas:** Acts of genocide, terrorism, and mass killing are international problems. A story can travel around the globe instantly on the news and on social media. The relevancy of these issues is dependent on how vested the public is in the atrocities being committed. It is the responsibility of the United Nations (UN) and its member countries to identify human rights violations before they escalate to genocide. The UN is also responsible for preventing and responding to terrorist attacks. Members of this international community agreed to prevent horrors such as the Holocaust from ever happening again. Despite this, acts of genocide and terrorism continue to occur throughout the world in modern times.

**Objective 4:** In this section, you will describe how mass media has perpetuated terrorism and genocide since World War II.

**Essential Question:** How did mass media and its global audience perpetuate terrorism and genocide after 1945?

**Big Ideas:** With the growth of media outlets and the development of global communication networks, news of an event could travel from one side of the world to the other quickly. Information became increasingly more available. This created global awareness. No longer were human rights violations that were occurring in places such as Cambodia and Yugoslavia hidden from the world. Stories were spread. These events could influence other countries, international intervention could occur, and there were global consequences.

**Quick Check**

Question 1: Define genocide, according to the United Nations.

* imprisoning or killing political dissidents who oppose a country’s government
* systematically targeting civilians during wartime to achieve military objectives
* launching an unjust war to extend a country’s territory
* **systemic action designed to harm any national, ethnical, racial, or religious group**

Question 2: Summarize the aftermath of the Armenian genocide.

* Russians advanced deep into Turkey to rescue the Armenians.
* The Turks eventually renounced the policies that had led to genocide and paid reparations to the Armenians.
* Armenians rebelled against the Ottoman Empire.
* **Turks controlled areas formerly inhabited by Armenians, which made the organization of modern Turkey easier.**

Question 3: Compare the international reactions to the Rwandan genocide and the 9/11 attacks. Which of the following statements **best** describes how they compare?

* The 9/11 attacks did not receive international coverage until the war on terror was declared, and the Rwandan genocide was not known about until after aid workers discovered the murders.
* The UN intervened in the Rwandan genocide early on in order to keep it from escalating, and the international community did not anticipate the 9/11 terrorist attacks, but reacted quickly.
* The international community immediately responded both incidents because they received comparable media coverage.
* **The international community immediately responded to 9/11 but did not react to Rwanda until after genocide occurred, based largely on differences in geography, culture and political systems.**

Question 4: When we discuss the perpetuation of international terrorism, what role has the media played?

* The media plays no role in perpetuating terrorism because events would happen regardless of what was reported.
* The media doesn’t perpetuate terrorism because they are reporting facts about what is happening everywhere and it is up to governments to take action.
* The media is paid by terrorist organizations to create stories that make the terrorists look good.
* **Media coverage instills fear in the public, gives the terrorists credibility, and provides them with the opportunity to spread their agenda.**

Question 5: How did journalists finally capture the attention of an international audience when covering the Bosnian War?

* They published pictures of suffering refugees in the camps that people pitied.
* They reported from inside the refugee camps and took pictures of the abuses.
* They interviewed the Serbian dictator and he told them about the ethnic cleansing.
* **They began using words that described the Holocaust to draw attention to the similarities in Bosnia.**

**Lesson 13 – Human Rights**

**Keywords**:

* **autocratic government** – a government in which the leaders have absolute power
* **boycott** – to join with others in refusing to deal with a person, organization or country usually to express disapproval or to force acceptance of certain terms
* **civil liberties** – the individual rights, usually considered the natural rights of all humans, which are widely agreed should be protected by laws in a just nation
* **deportation** – the act of forcing someone to leave a country
* **disinformation** – the false information that is deliberately spread in order to mislead people
* **human rights** – the basic rights and freedoms that every person deserves, regardless of their identity, beliefs or actions
* **human rights violation** – the taking away of human rights or making them difficult to access
* **misinformation** – the false information spread by someone who believes it to be true
* **natural rights** – the rights that are not given by a government or society, but exist universally
* **nongovernmental organization (NGO)** – an organization that operates independently from and sometimes in coordination with governments to assist with humanitarian crises
* **nonintervention** – a policy of not directly interfering in the domestic affairs of sovereign nations
* **propaganda** – the biased or misleading information, promoted by a particular political ideology, with the intent to persuade
* **public awareness campaign** – a public effort to build recognition of a problem using media, messaging, and an organized set of communication tactics in order to achieve a goal
* **Rohingya** – an ethnic group living in southwest Myanmar
* **sovereignty** – independent, autonomous authority
* **Universal Declaration of Human Rights** – the United Nations international agreement that outlines the fundamental freedoms and rights of all people

**Objective 1:** In this section, you will compare pre- and post-World War II instances of genocide.

**Essential Question:** How were the acts of genocide carried out on Armenians in Turkey, Jews and other groups during the Holocaust, and the Rohingya in Myanmar similar and different?

**Big Ideas**:

Similarities:

* Prejudices against groups of people, typically between different religions/religious beliefs were present.
* Campaigns of propaganda, misinformation and disinformation were used to isolate the targeted group.
* Members of the targeted groups were often deported to new locations or killed.
* Governments censored the information shared with the rest of the world.

Differences:

* Not all targeted group received aid from other countries.
* Not all countries have taken responsibility for the genocide that occurred in their country.
* There were varying ways to spread information depending on the time the genocide was happening. For example, social media platforms were not present during the Holocaust, so information spread much more slowly compared to the genocide against the Rohingya in Myanmar.

**Objective 2:** In this section, you will compare violations of human rights and civil liberties in Cambodia, Rwanda, and China.

**Essential Question:** In what different ways are human rights and civil liberties violated, and how do people respond?

**Big Ideas:**

Examples of ways human rights and civil liberties have been violated:

* taking ownership of all property, everything from buildings to books
* closing schools and religious institutions
* restricting who could travel
* telling people what jobs they could do
* making people wear the same clothes
* not allowing freedom of speech
* imprisoning people who criticize the government
* holding unfair trials
* censoring information
* forcing people into labor camps

Examples of ways people respond:

* organizing resistance movements and disobeying orders
* Passively resisting, for example:
	+ pretending to be sick to avoid working
	+ running away
	+ continuing to buy and sell illegal goods
* other countries applying economic pressure to encourage changes that give people their human rights back; ex: boycotting the purchasing of goods from a country who is committing human rights violations

**Objective 3:** In this section, you will identify key rights from the United Nations Declaration of Human Rights.

**Essential Question:** What are the key rights in the Universal Declaration of Human Rights?

**Big Ideas:** After World War II, most nations wanted to prevent another terrible and costly world war. There were many efforts to create peace and better international relations. Two of these efforts were the creation of the United Nations and the writing of the Universal Declaration of Human Rights. This document is now considered the foundation of international law for human rights. When it was finalized, it was the first time in history that representatives of people from almost every country agreed on the rights every individual, no matter their status or nationality, should share.

There are 30 key rights in the Universal Declaration of Human Rights. Each one is outlined as a separate article.

The first two articles invoke the idea of natural rights:

* Article 1: “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”
* Article 2: establishes that human rights exist with complete nondiscrimination: “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.”

The next 17 key rights identified in Articles 3 to 21 are the rights to:

* life, liberty, and safety
* not be enslaved
* not be tortured
* be recognized, equally, by the law
* fair legal treatment
* privacy
* freedom of movement in their country
* return to their country after leaving
* seek asylum
* property
* marry and have a family
* be a citizen of a nation
* freedom of religion and conscience
* peaceful assembly
* free speech
* take part in government
* have equal access to public services

The next five articles identify the social, cultural and economic rights that should be universal. These are the rights to:

* work
* social security
* form and join a union
* be protected from unemployment
* equal pay for equal work
* rest
* a decent standard of living
* education
* participate in and enjoy art and culture

The last 3 articles are as follows:

* Article 28: identifies that everyone has the right to live in a “social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.” This final right suggests directly that, if these rights are respected by all nations, the world will be transformed for the better.
* Article 29: states that a citizen has a duty to their community, and a government has a duty to respect its citizens’ rights as much as possible.
* Article 30: states that nothing written in the Declaration should be used as an excuse for someone to “perform any act aimed at the destruction of any of the rights and freedoms set forth herein.” This means that a government cannot, for example, justify stopping freedom of assembly by pointing out they have already given everyone social security.

**Objective 4:** In this section, you will summarize the ways the United Nations and nongovernmental organizations respond to problems involving civil liberties and human rights.

**Essential Question:** How do different organizations respond to problems related to human rights and civil liberties?

**Big Ideas:** While human rights have improved, there are still many violations of civil liberties and human rights throughout the world. Some of these rights are violated by:

* a government choosing not to protect or guarantee rights
* a government failing to intervene when citizens violate rights
* governments themselves
	+ ex: Governments may outlaw rival political parties or make it illegal to convert to another religion.

Several parts of the United Nations exist entirely to respond to problems related to human rights and civil liberties.

In some countries, a nongovernmental organization (NGO) will:

* provide direct help to human rights victims
	+ via education; This education can empower human rights victims to challenge violators. Not all governments offer free education.
	+ via helping people navigate the legal system to uphold their rights
* intervene to prevent potential abuse by
	+ opening schools
	+ recruiting teachers or providing teacher training
* lobby the government to make changes

Sometimes NGOs work independently from a government or in coordination with a government to help. NGOs strive to maintain good relationships with each country’s government. For NGOs to be successful, they are cautious in their response to governments.

**Quick Check**

Question 1: Compare the examples of genocide in this lesson. Which of the following statements **best** details their similarities?

* All three genocides involved the careful management and limitation of information by a government.
* All three genocides took place without the intervention of the international community.
* All three genocides took place when there was a war to fuel the population’s hatred.
* **All three genocides were organized and carried out by a government after inciting the hatred of their population.**

Question 2: Which of the following is a similarity among the three groups targeted for genocide in this lesson?

* All were citizens of other nations.
* All were economically successful.
* All eventually founded a state.
* **All were religious minorities.**

Question 3: Which of the following statements correctly compares the human rights violations that took place in Cambodia and Rwanda?

* Reports about human rights violations in Cambodia are accepted as truth, while the violations in Rwanda are thought to be exaggerated.
* The human rights violations in Cambodia were not discovered until the late 2010s, while the violations in Rwanda were known from the beginning.
* The human rights violations in Cambodia were committed by one group against another, while the violations in Rwanda were committed against those who opposed the government.
* **It was difficult to confirm information about violations in Cambodia, while journalists reported on the violations in Rwanda as they were happening.**

Question 4: Which of the following statements correctly identifies the type of rights listed in the Universal Declaration of Human Rights?

* The rights in the UDHR are rights meant to protect soldiers fighting in wars and civilians near wars.
* The rights in the UDHR are rights that should belong to everyone in the world, except for people living in countries that are not members of the UN.
* The rights in the UDHR are rights that are guaranteed to everyone born in a member state of the United Nations.
* **The rights in the UDHR are rights that should be protected for everyone in the world, no matter who they are or where they are born.**

Question 5: Which of the following statements accurately summarizes the main ways that the United Nations (UN) and nongovernmental organizations (NGOs) respond to human rights problems?

* The UN and NGOs identify government human rights violators, remove them from office, and appoint new leaders.
* The UN and NGOs prosecute and imprison human rights violators and apply pressure to governments.
* The UN and NGOs support government sovereignty to make laws, interact with citizens, and advocate for civil rights.
* **The UN and NGOs prevent problems from occurring, help victims of abuse, and apply pressure to governments.**

**Lesson 14 – Natural Resources and the Environment**

**Keywords**:

* **autocracy** – a government in which political preferences cannot be expressed and citizens are not guaranteed civil liberties
* **climate change** – the trends in weather, ice formation, and sea levels influenced by changes in the Earth’s atmosphere; human-made climate change results primarily from the release of airborne pollutants
* **conservation** – the act of preserving the environment with the intention of long-term sustainability
* **developing country** – a country with a comparatively small economy, often dominated by agriculture, and having a generally low quality of life
* **gross domestic product (GDP)** – the total amount of goods and services in a market during one year’s period of time
* **multinational corporation** – a company that operates in two or more countries
* **Paris Agreement** – a 2015 international agreement on climate change that set goals for reducing carbon emissions and established methods for financing environmental policy goals
* **rentier state** – a state in which the government gets a large amount of its income from rents, or money paid by foreigners, to use the state’s natural resources, instead of taxes paid by the local people
* **resource curse** – the international development theory that having a large amount of natural resources in a developing country is bad because it leads to the rise of autocracy, an economy that depends on natural resources, and violent conflict over control of resources

**Objective 1:** In this section, you will investigate the environmental, social, and political consequences of the development, distribution, and use of natural resources.

**Essential Question:** What type of social, political, and environmental consequences come from the development, distribution, and use of natural resources throughout the world?

**Big Ideas**: Just about every nation on Earth has some type of natural resource. From fish to uranium, every country’s environment contains or produces something that can be used by the people there or exported to gain wealth. The development, distribution, and use of these resources has both positive and negative consequences.

Potential positive outcomes:

* Good quality of life
* Access to good health care
* Access to education
* Access to clean water
* High employment rates
* Low levels of government corruption
* High levels of media freedom

Potential negative consequences:

* Autocratic governments support themselves by controlling the development and use of natural resources.
* Natural resources dominate the economy and limit growth.
* Abundant natural resources provoke violent conflict as different groups try to gain control of these resources.
* Human rights violations
* Lack of civil liberties
* Environmental pollution
* protests

**Objective 2:** In this section, you will investigate how the growth of governmental and nongovernmental organizations and multinational corporations has caused change in the production, distribution, and consumption of natural resources.

**Essential Question:** How has the growth of governmental and nongovernmental organizations and multinational corporations caused changes in the production, distribution, and consumption of natural resources?

**Big Ideas:** The end of World War II was also the end of the era of colonization. Since then, dozens of new governments have been set up across the world. Government regulation on business and the environment has generally increased. The number and strength of nongovernmental organizations has also increased since the war. Finally, multinational corporations have become larger and more profitable than ever before. All of this has had many effects on the production, distribution, and consumption of natural resources. These effects are:

* Multinational corporations grow the local economy. However, most of the local people do not benefit. Many multinationals take the natural resources they need and immediately send those resources to other countries for distribution and consumption. This means that the majority of jobs they provide are manual labor jobs and not higher-paying jobs. When a multinational does manufacture goods in the same country, this usually happens because the country has very low wages.
* Many countries with natural resources suffer from the resource curse. The money from natural resources does not usually benefit the people of a developing country. It might not even go to the people who own the land. Instead, the money goes straight to the government or into the pockets of a small class of elites.

The main role of a nongovernmental organization (NGO) in the development and distribution of natural resources is to observe and tell the public what is happening. NGOs help keep governments and multinationals accountable.

**Objective 3:** In this section, you will summarize the impact of environmental issues on specific countries.

**Essential Question:** How do environmental issues affect different countries?

**Big Ideas:**

Environmental issues have impacted Syria by:

* Severe drought was a contributing factor to the start of civil war
* Government use of chemical weapons and other bombs damaged the air and soil
* Huge amounts of forests were destroyed by bombs
* Oil refineries have created air pollution

Environmental issues have impacted Kiribati by:

* Rising sea levels have caused two islands to sink below sea level and threatens other islands of sinking
* Reduced amounts of drinking water due to salt water contamination
* Waste disposal – trash is often burned which is damaging the land, air and vegetation

Environmental issues have impacted Bhutan by:

* Glaciers are shrinking (melting) which makes lakes bigger
* Risk of flooding increases each year, putting 70% of the population at risk
* No process to dispose of waste safely without causing pollution

Environmental issues have impacted New Zealand by:

* 42% of native birds have gone extinct
* 60% of fresh water is unsafe to drink without treatment
* Methane created by cattle and other herd animals pollutes the air

**Objective 4:** In this section, you will critique or support the U.S. response to environmental issues both domestically and globally.

**Essential Question:** How effectively has the United States responded to environmental issues?

**Big Ideas:** A main reason governments exist is to protect the people of a nation. One way that governments protect people is by regulating the uses and effects of industry on the environment. This protects people from the negative effects of damage to the environment.

In the United States, the Environmental Protection Agency (EPA) works with state level departments to deal with environmental issues. Sometimes, responses to environmental issues also include the political and legal systems.

Centralia coal fire:

Cause: In 1962, a fire began in Centralia, Pennsylvania that still burns today. Pennsylvania has one of the largest coal deposits in the world. Once exposed to air and heat, coal catches fire very easily.

Government response: Initially, efforts were made to stop the fire but none of these efforts succeeded. In the 1980s, the state gave up. Instead of trying to track and put out the fire, the government decided to remove people from its path and let it burn itself out. Fighting the fire was too expensive. It was cheaper for the government to:

* evacuate all residents
* give evacuees money to buy a new home
* knock down all the buildings in Centralia and two nearby villages

Because there is always a risk of underground fires sparking forest fires, the government continues to monitor the fire in Centralia as well as other fires in Pennsylvania.

Keystone XL Pipeline:

Cause: Much of the oil in Canada is just beneath the surface instead of deep underground. These oil fields are called oil sands or tar sands. Three main results of tar sands oil extraction include:

* The crude often pollutes nearby freshwater lakes and rivers.
* Chemicals linked to cancer are released into the air and water, affecting the people living there.
* Compared to other methods of oil extraction, it produces three times as much greenhouse gas.

To get more oil out of tar sands and to the U.S. market, an oil company wanted to build a new underground oil pipeline. This was called the Keystone XL Pipeline, an extension of the existing Keystone Pipeline system. To build the new pipeline across the border required a special presidential permit issued by the State Department.

Government Response:

* 2012 – President Obama did not issue the permit for the Keystone XL Pipeline.
* 2017 – President Trump ordered the State Department to issue the permit for the pipeline.
	+ Environmental groups and Indigenous North American groups living in the pipeline’s path filed lawsuits to prevent it’s construction.
	+ While these cases were in the court system, the pipeline construction was stopped and started based on the most recent court rulings.
* 2020 – a court ruled that studies of how the pipeline construction would impact endangered species had not been carried out correctly. Construction stopped again.
* 2021 – President Biden opposed the pipeline. The company building the pipeline announced it would cancel construction. The company behind the pipeline has had to remove much of what it built and work to restore the surrounding land.

The U.S. responds to global environmental issues through diplomacy. Global environmental issues occur on land and in waters that belong to other countries. Therefore, the U.S. cannot act directly in response unless asked to help.

**Quick Check**

Question 1: After investigating some examples of natural resource development, what can you conclude about the social, political, and environmental consequences?

* The development and use of natural resources drives a country’s economy and therefore has mostly good consequences for the people there.
* The development and use of natural resources has mostly negative consequences for a country.
* The development and use of natural resources on a large scale always led to war and political or social oppression.
* **The development and use of natural resources can have many positive and negative consequences for a country.**

 Question 2: Why are natural resources good for autocratic governments in the DRC and Saudi Arabia?

* The governments can use their natural resources to support democratization.
* The governments use money from resources to control their citizens.
* The governments can provide good jobs for their citizens.
* **The governments gain power and money by controlling natural resources.**

Question 3: After investigating how the growth of multinationals, governments, and nongovernmental organizations (NGOs) has affected natural resource production, distribution, and consumption, which statement is the **most** accurate?

* Multinationals may refuse to work with governments and NGOs to develop natural resources.
* Multinationals work to develop the entire economy of different countries with the help of governments and NGOs.
* Multinationals are less powerful in natural resource development than governments and NGOs.
* **Multinationals may cause problems that can sometimes be solved by governments and NGOs.**

Question 4: Which of the following statements **best** summarizes the impact of an environmental issue on Syria?

* Syria’s reliance on water lenses makes its freshwater access vulnerable.
* Syria’s native species are under threat by introduced predators.
* Syria’s melting glaciers could flood the nation and destroy entire cities.
* **Syria’s drought is threatening its people’s access to water, food, electricity, and medical care.**

Question 5: Which of the following is the **most** reasonable critique of the U.S. response to the Centralia coal fire?

* The U.S. government is passing the problem along to be solved by people in the future.
* The U.S. is acting in a way that will eventually result in people being hurt.
* The U.S. government is not acting to protect the citizens of Centralia.
* **The U.S. is allowing its environment to be damaged without intervening.**

**Helpful resources from the unit:**



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