World History Unit 9 – “The Contemporary World”

Elaborated Unit Focus

This unit represents the culminating work of a sequential study of world history. The world of today has been shaped by the often calamitous and often heroic events of the past. The theme conflict and change, viewed through the lens of the struggle of emerging nations in the world, allows students to examine how different regions of the world adapt to the issues of the modern times. The issue of conflict and change spills over into the transitions that took place as the government of the Soviet Union was no longer able to adapt, and the country broke up into its smaller component parts. Various individuals, groups and institutions played key roles in the events that have taken place since the end of the last world war. Many of them will be discussed. Additionally, as the world has become more interdependent, movement and migration have taken on greater significance. More people, goods and ideas move around the world today, at a much faster pace, than ever before. Many of the reasons for the faster pace of movement and migration are directly tied to technological innovation that allows for more efficiency in transportation and communication. Finally, students will appreciate that though we are bound by the time in which we live, cultures change while simultaneously continuing to hold on to the heritage and history of the past.

Standards/Elements

SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.
   a. Analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana.
   b. Describe the formation of the state of Israel.
   c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).
   d. Compare and contrast the reforms of Khrushchev and Gorbachev.
   e. Analyze efforts in the pursuit of freedom; include anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.

SSWH20 The student will examine change and continuity in the world since the 1960s.
   a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan- Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.
   b. Describe the breakup of the Soviet Union in 1991 that produced independent countries; include Ukraine, Kazakhstan, and the Baltic States.
   c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets.
   d. Examine the rise of women as major world leaders; include Golda Meir, Indira Gandhi, and Margaret Thatcher.

SSWH21 The student will analyze globalization in the contemporary world.
   a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.
   b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.
Enduring Understandings/Essential Questions

- The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.
  - How did leaders like Gandhi, Nehru, Mao and Chiang lead revolutionary movements?
  - How and why did the ideas of Khrushchev and Gorbachev differ?
  - How and why do groups like Shining Path, Red Brigade, Hamas and Al Qaeda resort to terrorism?
  - How have women like Golda Meir, Indira Gandhi and Margaret Thatcher helped shape the world?
  - To what extent can organizations like the UN, OPEC, the WTO and other multinational organizations affect economic and political events?

- The student will understand that the movement or migration of peoples and ideas affects all societies involved.
  - Why did many Jews move to Palestine after WWII?
  - How have nationalist movements contributed to conflict?
  - How has terrorism affected travel since September 11, 2001?
  - What role does instantaneous information play in making the world more connected and interdependent?

- The student will understand that when there is conflict between or within societies, change is the result.
  - What was the cause of the revolutionary movements in India, China and Africa after WWII?
  - Why did the creation of the state of Israel produce conflict?
  - How did the struggle for freedom in South Africa, China and East Germany help create change in those countries?
  - What role did ethnic conflict in the former Yugoslavia and Rwanda have in engendering genocide in those countries?

- The student will understand that a society increases in complexity and interacts with other societies, the complexity of government increases.
  - Why have multinational organizations tended to proliferate in the period since the end of the last world war?
  - Why was the former Soviet Union not able to adapt to the complexities of the world in the late 1900s?

- The student will understand that technological innovations have consequences, both intended and unintended, for a society.
  - As a result of the development of atomic weapons, what issues have arisen around the proliferation of that technology to nations and groups around the world?
  - How has computer and internet technology made it possible for companies to become more global in scope and for more information to be available to governments?

- The student will understand that while change occurs over time, there is continuity to the basic structure of that society.
  - To what extent did Eastern Europe undergo change after the collapse of the Soviet Union?
  - What twentieth-century continuities can be observed in the following former states of the Soviet Union: Ukraine, Kazakhstan and the Baltic states?
  - What elements seem to be consistent in the terrorist acts of the decades of the 1970s through the present?
*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

### Balanced Assessment Plan

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Standard/Element</th>
<th>Type of Assessment</th>
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<tbody>
<tr>
<td>Have students research and use specific examples from the UN, WTO and IMF to write an essay to answer the following prompt: <em>What evidence is there that any three of the themes of world history are present in the world today?</em></td>
<td>21b</td>
<td>*Constructed response</td>
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<tr>
<td>Have students complete a matching quiz to assess their knowledge of the Jawaharlal Nehru, Mohandas Gandhi, Mao Zedong, Chiang Kai-shek, Nikita Khrushchev, Mikhail Gorbachev, Golda Meir, Indira Gandhi and Margaret Thatcher.</td>
<td>19a, 19d, 20d</td>
<td>*Selected Response</td>
</tr>
<tr>
<td>Have students create an annotated, illustrated timeline of the events that led to the disintegration of the USSR. Have students create an annotated, illustrated timeline of the events that led to the formation of the modern nation of Israel. On both of those timelines have students select major events and (as appropriate to the standard) include an explanation of WHY those events are important enough to be included on the timeline.</td>
<td>20b, 19b</td>
<td>*Constructed Response</td>
</tr>
<tr>
<td>Have students create a visual with a map of the world in the background. Superimposed on the image of the world, should be examples of the interconnectivity that exists today because of television, satellites and computers. They could include images seen around the world (Coke), examples of internet communication (instant messaging friends in other countries), television programs (BBC) that transcend national borders.</td>
<td>21a</td>
<td>*Constructed Response</td>
</tr>
<tr>
<td>All of the elements from the standards may be evaluated with multiple choice or other short-answer assessments.</td>
<td>All elements</td>
<td>*Selected Response</td>
</tr>
<tr>
<td>Have students create and then deliver skits that explain the events of the arms race and cold war.</td>
<td>19c</td>
<td>*Constructed Response</td>
</tr>
<tr>
<td>Have students create a collage that depicts events from the apartheid era, events of Tiananmen Square and events leading to the fall of the Berlin Wall. Have students compose a poem about freedom that references the events of all three movements. Display the poster and the poem in a “museum” for the rest of the class.</td>
<td>19e</td>
<td>*Constructed Response</td>
</tr>
</tbody>
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Sample Performance Task

Enduring Understanding: The student will understand that while change occurs over time, there is continuity to the basic structure of a society.

Introduction:
Every day various news organizations report on events and trends that relate to the world history course. Careful analysis of such events will give you a better understanding of history’s recurring themes and the changes over time that have made the world what it is. This project is designed to help you attain such an understanding.

The Assignment:
- Select one of the following themes in world history
  - Beliefs and Ideas
  - Conflict and Change
  - Culture
  - Governance
  - Individuals, Groups, Institutions
  - Location
  - Movement and Migration
  - Technological Innovation
  - Time, Continuity and Change

Once you have selected your theme, research yours from articles (published within the last 6 months) that are examples of the theme you have chosen. You need a minimum of three articles (you may certainly have more). Once you have selected your articles, you should:
- Save each article in print form.
- Write a summary of the article.
- Paste the article and summary onto a sheet of paper.
- Compose a typed essay reporting on the theme and make a calculated prediction as to which direction you believe your theme will go in the near future. Specifics for the essay follow:
  - Paragraph 1: thesis statement and general explanation of the theme
  - Paragraph 2: one or two historical examples of this trend (from time before last 6 months).
  - Paragraphs 3-6 (or more): Explain your modern examples—one per paragraph. How do they work? What effect does your theme have on people? Use a combination of your own words and direct quotes from authors. Be sure to give credit to authors. Don’t plagiarize.
  - Paragraph 7: Conclusion—Explain how this theme has changed or remained the same over time. Show differences that have occurred. Show items that have remained constant. Be sure to include how your life has been affected by this theme.
Themes:
- Beliefs and Ideas
- Conflict and Change
- Culture
- Governance
- Individuals, Groups, Institutions
- Location
- Movement and Migration
- Technological Innovation
- Time, Continuity and Change

Map and Globe Skills: 7, 8, 11, 12
Information Processing Skills: 1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 14
*Note concerning rubrics:* Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric (with bolded borders) is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

**Content Rubric**

<table>
<thead>
<tr>
<th>Scale</th>
<th>1 Below Standard</th>
<th>2 Needs Improvement</th>
<th>3 Meets Standard</th>
<th>4 Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student identifies, summarizes, and gives an historical context for the theme.</strong></td>
<td>The student lists a theme, but does not give three examples. Nor is there a summary.</td>
<td>The student identifies the theme gives some historical context for the theme. The student authors a vague summary of the theme.</td>
<td>The theme is clearly identified. At least two historical examples are given of the theme. A thorough summary of the theme is offered.</td>
<td>In addition to everything in 3 (meets standard): The student offers additional historical examples of the theme.</td>
</tr>
<tr>
<td><strong>Student identifies elements of the theme that seem to change over time.</strong></td>
<td>The student states that elements of the theme have changed, but offers no examples.</td>
<td>The student explains how the theme has changed, and offers a few vague references or examples of that change.</td>
<td>The student thoroughly explains how the theme has changed and gives several detailed examples of that change.</td>
<td>In addition to everything in 3 (meets standard): The student offers a hypothesis for future change to the theme.</td>
</tr>
<tr>
<td><strong>Student identifies elements of the theme that seem to remain constant over time.</strong></td>
<td>Student states that some elements have stayed the same, but offers no examples.</td>
<td>The student explains how elements of the theme have remained the same, and offers a few vague references for examples of that continuity.</td>
<td>The student thoroughly explains how elements of the theme have remained the same and gives several detailed examples of that change.</td>
<td>In addition to everything in 3 (meets standard): The student offers a hypothesis about what parts of the theme will remain constant in the near future.</td>
</tr>
<tr>
<td><strong>Student analyzes the theme’s effect on people.</strong></td>
<td>Student states that the theme has affected people, but does not say how.</td>
<td>Student offers a vague description of how the theme has affected people.</td>
<td>Student offers a detailed discussion of how the theme has affected people.</td>
<td>In addition to everything in 3 (meets standard): The student discusses how the theme is likely to affect people in the near future.</td>
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**Product Rubric**

<table>
<thead>
<tr>
<th>Scale</th>
<th>1 Below Expectation</th>
<th>2 Needs Improvement</th>
<th>3 Meets Expectation</th>
<th>4 Exceeds Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students produce a product that is attractive.</strong></td>
<td>Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.</td>
<td>Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.</td>
<td>Makes good use of font, color, graphics, effects, etc. to enhance the presentation.</td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.</td>
</tr>
<tr>
<td><strong>Students produce a product that is organized.</strong></td>
<td>There was no clear or logical organizational structure, just lots of facts.</td>
<td>Content is logically organized for the most part.</td>
<td>Uses headings or bulleted lists to organize, but the organization of topics appears flawed.</td>
<td>Content is well organized using headings or bulleted lists to group related material.</td>
</tr>
<tr>
<td><strong>Students produce a product that exhibits proper mechanics.</strong></td>
<td>More than 4 errors are spelling or grammar.</td>
<td>Four misspellings and/or grammatical errors.</td>
<td>Three or fewer misspellings and/or grammatical errors.</td>
<td>No misspellings or grammatical errors.</td>
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</tbody>
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Resources for Unit

   • Provides background information for teachers & students as well as lesson plans.
   • http://www.globalization101.org

2. National Geographic lesson plan titled “Globalization.”
   • Invites students to consider the effects of globalization on modern culture in developed countries and on indigenous cultures. Students will conclude by writing paragraphs assessing whether globalization is positive, negative, or a combination of positive and negative.
   • http://www.nationalgeographic.com/xpeditions/lessons/10/g912/globalization.html

3. National Geographic lesson plan titled “Products Across Borders.”
   • Students learn about foreign products available in the U.S. and about U.S. companies that sell products abroad. This lesson helps students recognize the impact globalization has in their lives.
   • http://www.nationalgeographic.com/xpeditions/lessons/11/g68/products.html

4. Social Science Research Council Teaching Guide titled “Globalization.”
   • Provides background information for teachers. Summarizes growing significance of globalization and includes an excellent overview of negative and positive views of economic, political, and socio-cultural outcomes.
   • http://www.ssrc.org/sept11/essays/teaching_resource/tr_globalization.htm

5. Americans and the World Digest
   • www.americans-world.org Comprehensive information on US public opinion on international issues. The site includes The Digest, which provides comprehensive analyses of polling on various international topics. The topic “Globalization” is particularly relevant.

6. United Nations Education Portal
   • Website that includes teacher and student resources related to various parts of the United Nations including current goals, member country profiles, and projects.
   • www.un.org/Pubs/CyberSchoolBus

7. International Monetary Fund
   • Student friendly website that describes the structure, purpose, and functions of the International Monetary Fund.

8. World Trade Organization
   • This website is meant to guide students in finding basic or detailed information about the World Trade Organization.
   • www.wto.org/english/forums_e/students_e/students_e.htm

9. Unitedstreaming.com
   • Video titled “The History Game: The United Nations”
   • Documents the establishment of the United Nations and chronicles contributions of some of the individuals involved in its inception.

    • Extensive list of international organizations.
    • http://www.opm.gov/employ/internat/LIST.asp

11. www.About.com
    • Excellent lesson plan about multinational corporations for use with English Language Learners.
    • http://esl.about.com/library/lessons/bldbate1.htm

12. United Nations Office of the High Representative of Least Developed Countries
    UN’s list of 50 least developed countries in the world. Describes the UN’s initiatives to aid their growth.
    • http://www.un.org/special-rep/ohrlls/ldc/default.htm

13. Association of Southeast Nations (ASEAN)
    Provides background information about the purpose, goals, and projects of ASEAN. Also contains profiles of member countries.
    • http://www.aseansec.org

14. African Union
    Provides background information about the purpose, goals, and projects of the African Union. Also contains profiles of member countries.
    • http://www.africa-union.org
15. PBS.org Africa series: This website contains a student quiz to ascertain previous knowledge about the continent of Africa.
   • Game Website: http://www.pbs.org/wnet/africa/challenge.html

16. Unitedstreaming.com contains several videos related to Africa today.
   • “Africa: Shaped by the Past”
   • “Africa Today” (The section titled “Medical Crisis in Africa” is particularly relevant.)

17. Performance task adapted from work created by Chris Ferraro as listed on the APCentral web site.

*This unit was created by Martha Battle, Mary Ann King, and Alphus Spears with additional input from Dr. Bill Cranshaw, Chris Cannon, Marlo Mong, Sarah Brown, and the Social Studies Advisory Council. It was last updated 9/25/07.