

**HPISD CURRICULUM**  
 (SOCIAL STUDIES, AP WORLD HISTORY)

EST. NUMBER OF DAYS: 25 DAYS \_\_

UNIT NAME	UNIT 6: WORLD WARS AND REVOLUTION 1914 -PRESENT
<p><b>Unit Overview</b></p>	<p>This unit examines the first half of the 20<sup>th</sup> century, a time of world wars, revolutions, economic crises, and emerging nationalism. World wars were fought as nations became increasingly interdependent with democracy, communism, and fascism competing for influence and political power while totalitarian dictatorships attempted to regulate all aspects of life and place the needs of the state above individual rights. As a result, common concerns encouraged nations to support international organizations and agreements. The Great Depression caused major economic problems around the world with fascists and communists offering their own extreme solutions to the worldwide crisis. Nationalists in Asia, Latin America, and Africa challenged foreign domination and encouraged a revival of traditional culture, and these tools of change ranged from civil disobedience in India to armed rebellion in Mexico.</p> <p>This unit also examines the world today by first providing an overview and then focusing on specific regions. Conflicts flared between ethnic groups, and between old and new ways of life, as urbanization, westernization, and the women’s movement challenged traditional cultures. Communist state-run economies disappeared from Europe as advances in science and technology dramatically changed human life and thought. The Cold War between the United States and the Soviet Union dominated international relations in the second half of the 20<sup>th</sup> century while colonial empires collapsed as emerging nations in Africa, Asia, and elsewhere won their independence. Economic development often caused serious damage to the natural environment as global warming, pollution, and diminishing resources became concerns for all nations.</p>
<p><b>Generalizations/Enduring Understandings</b></p>	<p><b>Interactions with the Environment</b>          Migrations primarily occur as a result of economic, religious, or political factors and often lead to a “two-way” exchange of culture.</p> <p>Epidemic diseases are often spread along major trade routes and are a significant factor leading to societal decline.</p> <p>Technology frequently is used or developed to improve transportation or manufacturing and often is the result of cross-cultural interactions.</p> <p><b>Cultural Interactions</b>          World religions have spread and gained converts primarily as a result of increased trade, migrations, or societal upheaval.</p>

	<p>The diffusion of religions away from their “homeland” results in versions of the religion that often incorporate some new rituals or ceremonies.</p> <p><b>State Formation</b> Over time political structures become more elaborate focusing on large bureaucracies and standing armies as populations increase.</p> <p>The growth of nationalism has been a fairly common response to colonial/imperial rule in modern history.</p> <p>Political revolutions, generally led by the elites, are more likely to focus on shifting power rather than on social change.</p> <p><b>Economic Structures</b> The economies of most societies in history rely primarily upon agricultural production.</p> <p>The spread of industrialization affects manufacturing, political power, and social structures.</p> <p>As transportation systems improve, long distance trade becomes increasingly more important in history.</p> <p><b>Social Structures</b> Most societies in history are characterized by coercive labor.</p> <p>Gender roles differ between social classes.</p> <p>In most societies in history, families tend to be the most important social unit.</p> <p>Most social hierarchies are centered around occupation.</p>
<p><b>Concepts</b></p>	<ol style="list-style-type: none"> <li>1. Questions of Periodization <ul style="list-style-type: none"> <li>• Continuities and breaks, causes of changes from the previous period and within this period.</li> </ul> </li> <li>2. The World Wars <ul style="list-style-type: none"> <li>• WWI</li> <li>• WWII</li> <li>• The Holocaust</li> <li>• The Cold War</li> <li>• nuclear weaponry</li> <li>• international organizations and their impact on the global framework</li> <li>➤ globalization of diplomacy and conflict</li> <li>➤ global balance of power</li> <li>➤ reduction of European influence</li> <li>➤ the League of Nation</li> <li>➤ the United Nations</li> <li>➤ the Non-Aligned Nations</li> </ul> </li> </ol>

	<p>3. New patterns of nationalism</p> <ul style="list-style-type: none"> <li>➤ fascism</li> <li>➤ decolonization</li> <li>➤ racism</li> <li>➤ genocide</li> <li>➤ breakup of the Soviet Union</li> </ul> <p>4. Impact of major global economic developments</p> <ul style="list-style-type: none"> <li>• The Great Depression</li> <li>• technology</li> <li>• Pacific Rim</li> <li>• multinational corporations</li> </ul> <p>5. New forces of revolution and other sources of political innovations</p> <p>6. Social reform and social revolution</p> <ul style="list-style-type: none"> <li>• Changes in gender roles</li> <li>• Family Structures</li> <li>• Rise of feminism</li> <li>• Peasant protest</li> <li>• International Marxism</li> <li>• Religious fundamentalism</li> </ul> <p>7. Globalization of science, technology, and culture</p> <ul style="list-style-type: none"> <li>• Developments in global cultures and regional reactions, including</li> <li>• science and consumer culture</li> <li>• Interactions between elite and popular culture and art</li> <li>• Patterns of resistance including religious responses</li> </ul> <p>8. Demographic and environmental changes</p> <ul style="list-style-type: none"> <li>• migrations</li> <li>• changes in birthrates and death rates</li> <li>• new forms of urbanization</li> <li>• deforestation</li> <li>• green/environmental movements</li> </ul> <p>9. Diverse Interpretations</p> <p>Is cultural convergence or diversity the best model for understanding increased intercultural contact in the 20th century?</p> <p>What are the advantages of using units of analysis in the 20th century, such as the nation, the world, the West and the developing world?</p>
<p><b>Guiding/Essential Questions</b></p>	<p>To what extent did the two world wars end European global dominance?</p> <p>To what extent did the creation of the League of Nations, United Nations, the Pan-Arab league, and the non-Aligned Nations affect the patterns of global interactions in the 20th century?</p> <p>What were the political, economic, and social consequence of the world wars on Russia, East Asia, and Sub-Saharan Africa?</p>

	<p>What were the rapidly changing demographic and environmental trends in the late 20th century on Latin America, India, Russia, and Sub-Saharan Africa?</p> <p>To what extent did the definition of democracy change between 1914 and the present?</p> <p>How successful were each of the following movements in their quests to change the status quo in the 20th century? feminism, peasant protests, Marxism, and religious conservatives.</p> <p>What were the changes and continuities in the Russian empire from 1914 to the present?.</p> <p>What were the key similarities and differences between the political, economic, and social causes and effects of the following revolutions? Iran, China, Russia, Mexico</p> <p>What were the key similarities and differences between the post-war decolonization in Africa and Asia?</p>	
	Performance Level	Learning Progression
<b>Learning Targets</b>	The student will be able to understand the causes and impact of the world wars.	<p>Class discussion about the long-term and short-term causes of World War I and World War II.</p> <p>Students will read documents describing the conduct and technology of the wars.</p> <p>Students will examine documents describing genocide in both conflicts.</p> <p>Students will review both the Paris Peace Conference and treaties ending World War II to identify short-term impacts of the wars.</p> <p>Students will take a quiz on the world wars.</p> <p><b>**Decision Point</b></p>
	The student will be able to identify examples of political repression and examples of individuals who led resistance to political oppression.	<p>Students will examine the anti-apartheid movement in South Africa.</p> <p>Students will examine (see below) Gandhi's creation of a mass, anti-colonial movement in South Asia. In addition students will also focus on his opposition to the caste system.</p> <p>Students will view parts of Romero, focusing on liberation theology and opposition to oppression in Nicaragua.</p> <p>Students will evaluate arguments about leadership of anti-oppression movements.</p> <p><b>**Decision Point</b></p>
	The student will be able to summarize how the outcome of World War II led to the Cold War.	<p>Students will read parts of Ch. 28 and 30 in the text.</p> <p>Students will discuss the transition from World War II to the Cold War, paying attention to conflicts over Germany.</p> <p>Students will examine case studies of Cold War conflicts and proxy wars in Latin America, Africa, and East Asia.</p> <p>Students will take a Cold War quiz.</p>

		**Decision Point
	The student will be able to summarize the rise of independence movements in Africa, Middle East, and South Asia.	Students will read Chapter 33 of the text. Students will discuss in class the reasons for the growth of anti-colonial movements in South Asia, paying attention to the impact of the first world war and new leadership. Students will evaluate 5 arguments specific to decolonization and apply those to independence movements in South Asia, Palestine, Algeria, and the Gold Coast. **Decision Point
<b>Formative Assessments</b>		
<b>Summative Assessments</b>		
	<b>TEKS</b>	<b>Specifications</b>
<b>TEKS (Grade Level)/Specifications</b>		
	<b>(1) History. The student understands traditional historical points of reference in world history. The student is expected to:</b> (F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.	<ul style="list-style-type: none"> <li>Colonies in Africa and Asia tried to achieve independence, most through non-violent means; however some resorted to violence (those with larger settler populations).</li> </ul>
	<b>(10)History. The student understands the causes and impact of World War I. The student is expected to:</b> (A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;	
	(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;	
	(C) explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate	

	system; and	
	(D) identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.	
	<b>(11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:</b> (A) summarize the international, political, and economic causes of the global depression; and	
	<b>(B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression.</b>	
	<b>(12) History. The student understands the causes and impact of World War II. The student is expected to:</b> (A) describe the emergence and characteristics of totalitarianism;	
	(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill , prior to and during World War II; and	
	(C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.	
	<b>(13) History. The student understands the impact of major events associated with the Cold War and independence movements . The</b>	

	<p><b>student is expected to:</b>  (A) summarize how the outcome of World War II contributed to the development of the Cold War;</p>	
	<p>(B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, and how it differed from Soviet communism;</p>	<ul style="list-style-type: none"> <li>After Mao's successful revolution ended in 1949, centuries of Confucian influence and dynastic rule ended in China, replaced by often erratic Communist policies.</li> </ul>
	<p>(C) identify the major events of the Cold War : , including the Korean War, the Vietnam War, and the arms race;</p>	
	<p>(D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II , in the collapse of communism in Eastern Europe and the Soviet Union; and</p>	
	<p>(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia . and reasons for ongoing conflicts; and</p>	
	<p>(F) explain how Arab rejection of the State of Israel has led to ongoing conflict.</p>	
	<p><b>(14) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to:</b>  (A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century , including Palestinian terrorism and the growth of al Qaeda ;</p>	
	<p>(B) explain the U.S. response to terrorism from September 11, 2001, to the present</p>	
	<p><b>(16) Geography. The student understands the impact of geographic factors on major historic</b></p>	

	<p><b>events and processes. The student is expected to:</b></p> <p>(B) analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and</p>	
	<p><b>(17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization humanity. The student is expected to:</b></p> <p>(C) summarize the economic and social impact of 20th century globalization.</p>	<ul style="list-style-type: none"> <li>• After World War II, Japan experienced dramatic economic growth, partly owing to its relationship with the US and partly to an explosion of “high-tech” industries.</li> </ul>
	<p><b>(18) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:</b></p> <p>(B) identify the historical origins and characteristics of communism, including the influences of Karl Marx ;</p>	
	<p>(C) identify the historical origins and characteristics of socialism ;</p>	<p>Newly independent states struggled to modernize their economies; large populations in both Africa and Asia made economic growth quite difficult.</p>
	<p>(D) identify the historical origins and characteristics of fascism;</p>	
	<p>(E) explain why communist command economies collapsed in competition with free-market economies at the end of the 20th century; and</p>	
	<p><b>(20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:</b></p> <p>(D) explain the significance of the League of Nations and the United Nations.</p>	

	<p><b>(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:</b></p> <p>(C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union , and Armenia ;</p>	
	<p>(D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda , and Darfur ;</p>	
	<p>(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and</p>	
	<p>(F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.</p>	
	<p><b>(28) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:</b></p> <p>(C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;</p>	<ul style="list-style-type: none"> <li>• After World War II, the US and USSR competed for global supremacy through espionage and other indirect means during the Cold War.</li> </ul>
	<p>(D) explain the roles of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and</p>	<ul style="list-style-type: none"> <li>• Owing to increased levels of technology and global empires, the two world wars touched nearly every corner of the globe.</li> </ul>

	(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.	
<b>Processes and Skills</b>		
<b>Topics</b>	<ol style="list-style-type: none"> <li>1. The forces of nationalism, militarism, and imperialism propelled Europe into World War I engulfing much of the world in a massive conflict for four years that ushered in a new age of modern warfare.</li> <li>2. After World War I, western nations worked to restore prosperity and ensure peace while political and economic turmoil challenged democratic traditions and led to the rise of dictators.</li> <li>3. Vladimir Lenin and his successors transformed czarist Russia into the communist Soviet Union, and this experiment in single-party politics and a state-run economy would exert a powerful influence over the modern world for over 70 years.</li> <li>4. The desire for democracy and self-determination contributed to explosive struggles in many regions with leaders in Africa, Latin America, and Asia building liberation movements that would change the world.</li> <li>5. World War II was the largest and most costly conflict in history with nations all over the world fighting, and this war shifted the balance of world power from Western Europe to the United States and the Soviet Union.</li> <li>6. Since the end of World War II, the world has changed rapidly from the impact of recent events in politics, society, and economics shaped in the postwar years.</li> <li>7. As a result of growing regional cooperation, Western Europe has enjoyed tremendous economic growth since World War II while the Cold War pitted the United States against the Soviet Union.</li> <li>8. China, Japan, and other Asian nations have achieved varying degrees of success in their efforts to modernize, and several of these nations enjoy growing trade and other ties that link nations of the Pacific Rim to Asia and the Americas.</li> <li>9. South Asia and Middle East nations cast off western rule and set out to modernize but have confronted challenges from religious strife and border conflicts to urbanization and population growth.</li> <li>10. New African nations set out to build strong central governments, achieve economic growth, and raise standards of living but have faced a variety of obstacles, including economic dependency and political instability.</li> <li>11. Latin American nations have tried to sustain economic growth and overcome a legacy of poverty and social inequality while Marxism, military rule, and the Catholic Church have been continuing influences in the region.</li> </ol>	
<b>Language of Instruction</b>	World War I Treaty of Versailles World War II Yalta Conference	

Warsaw Pact  
Great Depression  
Appeasement  
United Nations  
Marshall Plan  
League of Nations  
Holocaust  
NATO  
Cold war  
Mikhail Gorbachev  
Facism  
New feminism  
Union of Soviet Socialist Republics  
Joseph Stalin  
Nikita Khrushchev  
Perestroika  
Collectivization  
Sputnik  
Nelson Mandela  
Hong Kong  
Korean War  
Berlin Wall  
Chiang Kai-shek  
Singapore  
Taiwan  
Mexican Revolution  
Emiliano Zapata  
United Fruit Company  
Pancho Villa  
PRI  
NAFTA  
Fidel Castro  
Indian National Congress party  
Kwame Nkrumah  
mandates  
Mohandas Gandhi  
Ayatollah Khomeini  
Gamal Abdul Nasser  
apartheid  
Jomo Kenyatta  
Guomintang  
Long March  
Viet Minh  
Cultural Revolution  
Ho Chi Minh  
May Fourth movement

	Mao Zedong Great Leap Forward
<b>State Assessment Connections</b>	
<b>National Assessment Connections</b>	
<b>Resources</b>	