

Winslow Township School District
AP World history
Unit 8 Cold War and Decolonization (c.1900 to present)

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Overview: In this unit, students will examine economic and ideological factors that led to the political rivalry between the United States and the Soviet Union known as the Cold War. Students also will analyze the global impact of that rivalry. Students will then evaluate the extent to which decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p>Unit 8 Unit 8 Cold War and Decolonization (c.1900 to present)</p>	<p>Wida 1,5 6.2.12.HistoryCA.4.b 6.2.12.HistoryCC.4.d 6.2.12.HistoryCC.4.f 6.2.12.HistoryCC.5.a 6.2.12.HistoryCC.5.b 6.2.12.HistoryCC.5.c 6.2.12.HistoryCC.5.e 6.2.12.HistoryCC.5.f 6.2.12.HistoryCC.5.h 6.2.12.EconET.5.a 6.2.12.EconET.5.b 6.2.12.GeoGI.5.a 6.2.12.GeoSV.5.a</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the historical context of the Cold War after 1945. ● Explain the causes and effects of the ideological struggle of the Cold War. ● Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War. ● Explain the causes and consequences of China’s adoption of communism. ● Explain the causes and effects of movements to redistribute economic resources. ● Compare the processes by which various peoples pursued independence after 1900. ● Explain how political changes in the period from c. 1900 to the present led to territorial, 	<ul style="list-style-type: none"> • How did the outcome of World War II contribute to the development of the Cold War? • What were the ideological differences between the United States and the Soviet Union? • How did Western nations work together to keep the Soviets from expanding into Western Europe? • How was the Cold War fought? • What factors contributed to the Communists’ victory in the Chinese Civil War? • What conditions in Cuba motivated Fidel Castro and other rebels to start the Cuban Revolution? • What factors led to increasing aspirations for self determination among colonized peoples in Africa and Asia? • What were the lingering effects of

Winslow Township School District
AP World history
Unit 8 Cold War and Decolonization (c.1900 to present)

		<p>demographic, and</p> <ul style="list-style-type: none"> ● nationalist developments. ● Explain the economic changes and continuities resulting from the process of decolonization. ● Explain various reactions to existing power structures in the period after 1900. ● Explain the causes of the end of the Cold War. ● Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres. 	<p>colonialism and how did those effects contribute to post-independence struggles?</p> <ul style="list-style-type: none"> • What role has access to limited natural resources played in boundary disputes and other conflicts?
<p><i>Unit 8: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Human adaptation and innovation have resulted in increased efficiency, comfort, and security; Technological advances have shaped human development and interactions with both intended and unintended consequences. ● A variety of internal and external factors contributed to state formation, expansion, and decline; Governments maintain order through a variety of administrative institutions, policies, and procedures; Governments obtain, retain, and exercise power in different ways and for different purposes. ● The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments. ● As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services. 		

Winslow Township School District
AP World history
Unit 8 Cold War and Decolonization (c.1900 to present)

Curriculum Unit 8	Performance Expectations		Pacing	
			Days	Unit Days
Unit 8 Cold War and Decolonization (c.1900 to present)	6.2.12.HistoryCA.4.b:	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.	1	17
	6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.	1	
	6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.	1	
	6.2.12.HistoryCC.5.a	Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.	1	
	6.2.12.HistoryCC.5.b	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict..	1	
	6.2.12.HistoryCC.5.c	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities	1	
	6.2.12.HistoryCC.5.e	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).	1	

Winslow Township School District

AP World history

Unit 8 Cold War and Decolonization (c.1900 to present)

	6.2.12.HistoryCC.5.f	Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.	2	
	6.2.12.HistoryCC.5.h	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.	2	
	6.2.12.EconET.5.a	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.	1	
	6.2.12.EconET.5.b	Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.	1	
	6.2.12.GeoSV.5.a	Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir)	1	
	6.2.12.GeoGI.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.	1	
	Assessment, Re-teach and Extension		2	

Winslow Township School District
AP World history
Unit 8 Cold War and Decolonization (c.1900 to present)

Unit 8	
Core Ideas	Performance Expectations
Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past.	6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia. •
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
Chronological sequencing serves as a tool for analyzing past and present events.	6.2.12.HistoryCC.5.a: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical context	• 6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict..

Winslow Township School District
AP World history
Unit 8 Cold War and Decolonization (c.1900 to present)

<p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical context</p>	<ul style="list-style-type: none"> • 6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities
<p>There are multiple and complex causes and effects of events from the past.</p>	<p>6.2.12.HistoryCC.5.e: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).</p>
<p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p>	<ul style="list-style-type: none"> • 6.2.12.HistoryCC.5.f: Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.
<p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>	<p>6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p>
<p>Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).</p>	<p>6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.</p>

Winslow Township School District
AP World history
Unit 8 Cold War and Decolonization (c.1900 to present)

Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).	6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
Geographic data helps to analyze variations in spatial patterns.	6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir)
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

Winslow Township School District
AP World history
Unit 8 Cold War and Decolonization (c.1900 to present)

Unit 8	
Assessment Plan	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Independent reading ● Use teacher-created graphic organizers to analyze and/or categorize information drawn from various primary and secondary sources. ● Complete Cornell-style notes while reading various secondary sources. ● Generate essential questions from various secondary readings. ● Independent writing ● Construct responses to Short Answer Questions (SAQ). ● Evaluate own, sample, and peer responses to Short Answer questions. ● Written responses to Warm Up/Do Now ● Written responses to Summarizer/Exit Slip ● Complete Classwork/Homework Assignments 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Debate ● Oral Report ● Role Playing ● Think Pair Share ● Projects ● Portfolio ● Presentations ● Prezi ● Gallery Walks
Resources	Activities
<ul style="list-style-type: none"> ● 2020 Bentley, Traditions and Encounters ● NJ Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Diversity, Equity & Inclusion Educational Resources. https://www.nj.gov/education/standards/dei/ 	<p>Have students complete multiple timeline activities</p> <p>Online textbook enrichment activities</p> <p>Reading Like a Historian: (World) History Lessons from Stanford History Education Group (SHEG)</p> <ul style="list-style-type: none"> • Assassination of Patrice Lumumba • India Partition • China’s Cultural Revolution • The Cold War • The Korean War • Cold War in Guatemala

Winslow Township School District
AP World history
Unit 8 Cold War and Decolonization (c.1900 to present)

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

- 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint <https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.nea.org/professional-excellence/student-engagement/tools-tips/resources-teaching-financial-literacy>

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
AP World history
Unit 8 Cold War and Decolonization (c.1900 to present)

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

Winslow Township School District
AP World history
Unit 8 Cold War and Decolonization (c.1900 to present)

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

English Language Learners

Modifications for Gifted Students

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
- Listening Speaking
 - Reading Writing
 - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

Winslow Township School District
AP World history
Unit 8 Cold War and Decolonization (c.1900 to present)

Interdisciplinary Connections

CCSS.ELA Standards

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6-Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Integration of Technology Standards NJSLS 8

8.1.12.IC.3. Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.