

# **WORLD HISTORY**

## **Perspectives on the Present**

### **1945 – Present**

#### **INFORMATION PAGE**

Henderson High School is part of The West Chester Area School District which covers a 75-square mile suburban area in central Chester County, Pennsylvania, approximately 25 miles south-west of Philadelphia. Total enrollment at Henderson High School for the 2004-2005 school years was approximately 1,950 students. Enrollment for the class of 2005 was 500 students. Henderson is an urban school located in downtown West Chester, Pennsylvania. West Chester is the county seat of Chester County.

Henderson is a four- year comprehensive high school accredited by the Middle States Association of Colleges and Secondary Schools and Approved by the Pennsylvania Department of Education. Henderson has received a Blue Ribbon Award for Excellence from the U. S. Department of Education.

Class rank is computed as recommended by the National Association of Secondary School Principals. All courses are included in computing GPA and class rank. A total of 23.8 credits are required for high school graduation. Grades are weighted in honors, seminar and AP courses.

<u>Grade</u>	<u>Academic</u>	<u>Honors</u>	<u>Sem. / AP</u>
A = 93-100	4.0	4.5	5.0
B = 85-92	3.0	3.5	4.0
C = 77-84	2.0	2.5	3.0
D = 70-76	1.0	1.5	2.0
E = 55-69 (Non-passing; eligible for summer school)			
F = below 55 (Not eligible for summer school)			
WF = withdrew, failing			

This unit plan is for the 10<sup>th</sup> Grade World History Honors class at West Chester Henderson High School. The material is based on the Text: World History, Patterns of Interaction, McDougal Littell

There are twenty-three students in the class. Seventeen are female. Three are African-American and one is Hispanic. One of the female students requires additional reading support. The Hispanic is very bright; however, he is still learning English and requires ESL support.

### **Unit Plan Correlation to the Pennsylvania Academic Standards**

#### **Civics and Government**

5.1.9 A, B, C, G, I, J, K	5.1.12 B, C, G,H
5.2.9 A, C, D, E, G	5.2.12 A, C, D, E, F, G
5.2.9 A, C, D, E, G	5.3.12 G, H, I, J, K
5.3.9 G, H, I, J, K	5.4.12 A, B, C, D
5.4.9 A, B, C, D, E	

#### **Economics**

6.1.9 A, B, C, D	6.1.12 A, B, C, D
6.2.9 A, H, I, K, L	6.2.12 B, H
6.4.9 A, B, C, D, E, F	6.5.12 A
6.5.9 E	

#### **Geography**

7.1.9 A1, 9C, D, F	7.12 A1, 2
7.1.9 B1, 2,3,4,5	7.1.12 B1, 2, 3
7.2.9 A1, 2	7.2.12 I
7.3.9 A3	7.3.12 A, B, C, D, E
7.3.9 B1, 2	7.4.12 A1, 2 B1, 2, 3, 4
7.3.9 D 2, 3	
7.3.9 E	
7.4.9 A1	
7.4.9 B2	

## History

8.1.9 A1,2,3,4,5

8.1.9 B 2,3,4,5

8.1.9 C3, 4

8.4.9

8.1.12 A1,2,3 B2,3,4,5

8.4.12 A 1,2,3 B1,2,3 C1,2,3,4 D1,2,3,4

## I Objectives

### A General

1. All students will be able to identify and evaluate the underlying factors for the Cold War and the breakup of the Soviet Union.
2. All students will be able to discuss and justify how global economic development and advances in technology have impacted world culture.
3. All students will be able to describe how the Chinese Communist regime differed from that of the Soviet Union and why it did not break apart.
4. All students will be able to make judgments about how advances in human rights have affected world events.
5. All students will be able to describe how the Korean, Vietnam and Middle East Conflicts have affected current world affairs.

### B. Specific – with content: TSWBAT (the student will be able to)

#### 1. Chapter 33

##### a. Section 1. Two Superpowers Face Off,

##### i. Explain the U.S.- Soviet postwar split;

1. Soviets wanted protection from the West

2. Soviets wanted communism, while the U. S, wanted democratic governments
  - ii. Trace how the Soviets came to dominate Eastern Europe;
    1. Soviets occupied lands along its western borders
    2. Churchill named it the “iron curtain”
  - iii. Describe U.S containment of communist expansion;
    1. U.S. established the Truman Doctrine and the Marshall Plan
    2. U.S. and Britain responded with the Berlin Airlift
  - iv. Define the Cold War;
    1. Both the U.S. and the Soviets were willing to go to the brink of war. This became known as brinkmanship
- b. Section 2. Communists Triumph in China
  - i. Analyze the civil war between the Nationalists and the Communists in China;
    1. The communists were well trained in guerrilla war and promised land to the peasants
    2. The Nationalists were supported by the U.S. and fled to Taiwan
  - ii. Describe how and why Mao’s Marxist regime transformed China;
    1. Mao forced the peasants into communes called collective farms

2. Mao encouraged students to form groups called the Red Guards and started the Cultural Revolution

c. Section 3. War in Korea and Vietnam

- i. Trace the course and consequences of the Korean War;
  1. After World War II Korean became a divided nation with the 38<sup>th</sup> parallel as the boundary
  2. The North attacked the South
  3. General Douglas Macarthur led the UN troops and fought the North to a stalemate
- ii. Summarize the causes and events of the Vietnam War and to describe its aftermath;
  1. Ho Chi Minh drove the French out of Vietnam
  2. Us was worried about the Domino Theory
  3. Richard Nixon began a plan of Vietnamization of the war and the U.S. pulled out

d. Section 4. Cold War Around the World

- i. Explain how the Cold War affected developing nations;
  1. Some tried to stay neutral and formed a group called the Nonaligned Nations
  2. Nations, such as Cuba took sides

- ii. Describe superpower confrontations in Latin America after World War II;
  - 1. The U.S. and Soviets almost went to war over the Cuban Missile Crises
  - 2. The U.S. backed a dictator in Nicaragua, Anastasio Somoza. His government fell to the Communists and the U.S. struck back with the Sandinistas and in El Salvador
- iii. Identify Cold War conflicts in the Middle East;
  - 1. The Soviets invaded Afghanistan and the U. S. supported the rebels
  - 2. Iran fell to the Ayatollah Khomeini
- e. Section 5. The Cold War Thaws
  - i. Analyze Soviet domination of Eastern Europe and the Soviet Union – China split;
    - 1. Soviets sent tanks and troops into Hungary and Czechoslovakia
    - 2. China was too big for the Soviets to control
  - ii. Trace the origins of Détente and its effect on the Cold War;
    - 1. Richard Nixon started the process by holding the SALT talks with the soviets
    - 2. Relations got better for a while but grew worse when Regan started the Star Wars program

## 2. Chapter 34

### a. Section 1. The Indian Subcontinent Gains Independence

- i. Summarize the effect of World War II on the colonies;
  1. Increased the Asian colonies desire for independence
  2. Europeans began to doubt that it was right for nations to have colonies
- ii. Describe the events that led to the partition of India;
  1. Mohandas Gandhi started the Congress Party
  2. Muhammad Ali Jinnah formed the Muslim League
  3. Violence broke out between the two groups
  4. In 1947 the British passed a law creating the separate nations of India and Pakistan
- iii. Summarize the leadership of Nehru and his descendants;
  1. He became the first prime minister of India, went to war with Pakistan over Kashmir and tried to reform society
  2. Indira Gandhi and her son Rajiv Gandhi were both assassinated by Sikh rebels
- iv. Summarize the politics of Pakistan and Sri Lanka;

1. Power struggles have caused problems
2. Ceylon became Sri Lanka and the Tamils have fought to form a separate nation

b. Section 2. Southeast Asian Nations Gain Independence

- i. Summarize events that led to the Philippines independence and to describe the political rule of Marcos and his overthrow;
  1. In 1946 U.S. granted independence to the Philippines, but wanted to keep military bases there
  2. Marcos was a dictator who stole millions of dollars from the country
- ii. Summarize problems facing Burma, Malaysia, and Singapore;
  1. Generals have ruled the country
  2. There is ethnic conflict between the Malays and the Chinese on the Malay peninsula
- iii. Summarize Indonesia's fight for independence from the Dutch;
  1. Sukarno declared independence after World War II
  2. In 1967 a general named Suharto took control

c. Section 3. New Nations in Africa

- i. Identify the Negritude movement;
  1. To celebrate African culture, heritage and values
- ii. Describe the events surrounding the independence of Ghana and Kenya;
  1. Kwame Nkrumah led the independence of the Gold Coast to become Ghana in 1957
  2. Jomo Kenyatta and the Mau Mau helped Kenya achieve independence in 1963
- iii. Describe the Congo's independence and Mobutu's rule;
  1. The Congo gained independence in 1960, but five years later Mobutu Sese Seko took control and renamed the country Zaire
- iv. Summarize Algeria's struggle for independence and conflict with Islamic militants;
  1. In 1945 the FLN announced its intention to fight for independence
  2. France granted independence in 1962 after a bloody struggle

d. Section 4. Conflicts in the Middle East

i. Describe events that led to the formation of Israel;

1. The Jews began to settle in Palestine in the late 1800s and early 1900s
2. In 1917 the British established a Jewish national homeland with the Balfour Declaration
3. The state of Israel declared its existence on May 14, 1948

ii. List the outbreaks of war between Israel and Arab states;

1. 1948 Israel was invaded by six Arab nations
2. Suez Crisis – 1956
3. Six-Day War – 1967

iii. Identify the Camp David Accords;

1. Israel gave the Sinai back to Egypt – Menachem Begin
2. Egypt recognized Israel as a nation – Anwar Sadat

iv. Describe the Palestinian struggle for independence;

1. The PLO, Palestinian Liberation front was started by Yasir Arafat and started attacking Israel in the 1970s
2. Israel invaded Lebanon in the 1980s to attack the bases of the PLO

3. Palestinians in Israel began a revolt called the Intifada in the 1990s

### 3. Chapter 35

#### a. Section 1. Patterns of Change: Democracy

- i. Identify key building blocks of democracy;
  1. There must be fair and free elections
  2. There must be more than one political party
  3. Good education and common culture
- ii. Describe Brazil's efforts to build democracy;
  1. Brazil started out as a monarchy
  2. After 1930 a dictator ruled
  3. When the first president tried to reform the country, the military took power
- iii. Analyze the struggle for democracy in Mexico;
  1. One political party (PRI) has ruled since the 1920's
  2. In 1997 the opposition parties won seats in the national legislature and ended PRI control
- iv. Describe key events in post-war Argentina;

1. Juan Peron, a popular dictator, was  
overthrown by the army in 1952
2. Argentina fought a war with Great Britain in  
1982

b. Section 2. Democratic Challenges in African Nations

- i. Explain the legacy of colonialism in Africa;
  1. European nations made borders that paid  
no attention to ethnic groupings
  2. They never built up the economies and  
failed to create a middle class or skilled  
workers
- ii. Show how ethnic divisions in Nigeria led to war;
  1. The Igbo tried to break away and started  
a civil war
  2. The army treated people from other ethnic  
groups harshly
- iii. Explain the history of white rule in South  
  1. In 1948 the whites put in place a policy  
called Apartheid – the strict separation  
of blacks and whites
  2. The whites were opposed by the ANC –  
Nelson Mandela

iv. Describe South Africa's shift toward democracy;

1. In 1990 president F. W. de Klerk made the ANC legal and release Mandela from prison. The ANC won the next election and approved a new constitution. It gave equal rights to all South Africans

c. Section 3. Gorbachev Moves Toward Democracy

i. List Soviet reforms under Mikhail Gorbachev;

1. Glasnost – openness
2. Perestroika – economic restructuring
3. Opened up the political system and ended the war in Afghanistan

ii. Explain reforms in Poland and Hungary;

1. In Poland Lech Walesa started a union called Solidarity
2. In Hungary reformers took control of the Communist party

iii. Summarize changes in East Germany;

1. People demanded free elections, the Berlin wall fell and in 1989 the Communist party was out of power
2. Reunification occurred, but economy in the East remains weak

iv. Describe democratic change in Czechoslovakia and Romania;

1. The army fought against the secret police loyal to Ceausescu. Ceausescu was executed in 1989

d. Section 4. Collapse of the Soviet Union

i. Describe the collapse of the Soviet Union;

1. In 1990 Lithuania was the first to declare independence
2. People began to support Boris Yeltsin
3. The Communists tried a coup, but the army would not support them

ii. Identify the problems facing the Russian government;

1. The move towards capitalism caused suffering

2. Chechnya declared independence. This started a war that still exists today
  - iii. Summarize the conflict in the former Yugoslavia;
    1. Yugoslavia was made of many different ethnic groups
    2. The Serbs used ethnic cleansing to try to rid Bosnia of Muslims. The United Nations intervened
- e. Section 5. China Follows Its Own Path
  - i. Summarize Mao Xuedong's rule;
    1. Policies failed to create a strong economy
    2. The Great leap forward was an economic disaster
    3. Cultural Revolution – created social and economic chaos
    4. Zhou Enlai opened contacts with the U.S.
  - ii. Explain the changes under Deng Xiaoping;
    1. Four Modernizations – started China's move towards capitalism
  - iii. Describe the democracy movement in China;
    1. Deng sent troops to put down the democratic rally in Tiananmen Square

2. Hong Kong became part of China again in 1997

#### 4. Chapter 36

##### a. Section 1. Science and Technology Shape Human Outlook

- i. Explain the ramifications of the launch of Sputnik;

1. The launch was a strategic victory for the U. S. –Principle of orbital freedom

2. Congress took steps to beef up support for scientific research – led to an explosion in knowledge

- iv. Describe the space race

- a. Explain the major milestones of the race and how it
- b. Led to cooperation between the superpowers
- c. Led to gains in technology that revolutionized the world economy

- i. Satellites for weather and communications
- ii. Computers and the internet
- iii. Consumer goods such as microwave ovens, TEFLON, plastics, new materials, etc.

- ii. List advances in healthcare, medicine, and agriculture, and to evaluate their effects;
  - 1. Lasers, MRI's, Cat Scans, advances in optics

b. Section 2. Global Economic Development

- i. Define the global economy;
  - 1. Multinational companies operate in many countries
  - 2. Free trade
- ii. Identify challenges facing developing nations;
  - 1. Many people still live in poverty
  - 2. manufacturing and trade require huge amounts of energy
- iii. Describe the environmental impact of development;
  - 1. The release of chemicals has weakened the ozone layer of the atmosphere

2. Sustainable development requires  
conserving future resources

c. Section 3. Global security Issues

- i. Identify the security issues nations face and ways they pursue collective security;

1. Nuclear weapons – Nuclear Non-Proliferation Treaty, Chemical Weapons, Biological Weapons – treaties are in place

2. Terrorism

- ii. Describe how various organizations and movements have helped support human rights;

1. Civil Rights Movements

2. Universal Declaration of Human Rights

- iii. Explain the increase in migration and discuss its worldwide effects;

1. People seek better jobs, some hope to escape harsh treatment at home

2. They suffer from hunger and disease and can cause political problems

d. Section 4. Cultures Blend in a Global Age

- i. Trace the increase in worldwide cultural interaction;

1. Television
  2. Mass Media
  3. Changes in Technology
- ii. Describe the influences on world culture;
1. Popular Culture – music
  2. Materialism

## II. Procedure of Presentation

### A. Daily lessons

#### a. Day 1 Chapter 33, Section 1, Objectives i-iv

1. Introduce chapter- Warm up transparency
2. Teacher led discussion
  - a. Graphic Organizer-Cause and Effects of Cold War
  - b. Group discussion of overhead –Global Superpowers Face Off
3. Closure- Teacher led discussion
4. Assignment; read Section 2

#### b. Day 2 Chapter 33, Section 2, Objectives i-iii

1. Warm up activity - Vocabulary sort – key China terms and names
2. Teacher lead Discussion key questions

3. Pair Share Group activity Web Diagram: Mao brings Changes
  4. Teacher led discussion
  5. Exits slips- What I know about Communism in China
  6. Assignment; read Section 3
- c. Day 3 Chapter 33, Section 3, Objectives i-ii
1. Warm up - Vocabulary sort – Terms and Names
  2. Teacher led White Board activity - Chart a Time Line of the wars in Korea and Vietnam
  3. Discuss key questions
  4. KWL Vietnam
  5. Group activity; jigsaw on Ho Chi Minh
  6. Teacher led discussion - Connect Vietnam to today; Capitalism in Vietnam
  7. Assignment; read Section 4
- d. Day 4 Chapter 33 Section 4, Objectives, i-iii, Section 5, Objectives, i-iii
1. Focus and Motivate – Transparency- Cold War Time Line
  2. Teacher led discussion
    - a. White Board chart - Cold War Hot Spots
  3. Making Connections Croup activity– The Cuban Missile Crises

- a. Read speech by John F. Kennedy
    - b. Hypothesize the short and long-term effects of the Cuban missile crises
  4. Assignment; written report on Khomeini (based on hand-out and additional internet or other research.)
  5. Teacher review
  6. Socratic questioning –What are the key events that increased or decreased tension between the superpowers?
  7. Chapter review
  8. Closure; prepare for Quiz on Chapter 33.
- e. Day 5 Quiz and Intro Chapter 34
1. Quiz on Chapter 33;
  2. Introduce chapter 34; Connect History with Geography
    - a. Transparency- The Physical World
    - b. Transparency – Religions of the World
    - c. Transparency – World population
- f. Day 6 Chapter 34, Section 1, Objectives i-iii, Section 2, Objectives i-iii
1. Focus and Motivate- Chapter 34 Warm up  
Transparency
  2. Teacher led discussion - Indian Subcontinent  
vocabulary terms and Names

3. Concept Summary group activity – Southeast Asian nations gain Independence – Philippines, Indonesia, Burma
4. Assignment read section 3
5. Closure; Terms and names

g. Day 7 Chapter 34, Section 3, Objectives, i-v

1. Warm up – Key Terms and Names
2. Teacher led discussion
3. Group Activity; Discuss and report on how Cold War impacted Africa, Web Diagram
4. Jigsaw activity – Evaluating Decisions Tanzania Handout
5. Closure : Teacher led discussion - the Islamic resurgence
6. Assign Homework; Section 4

h. Day 8 Chapter 34, Section 4, Objectives i-iv

1. Warm up Overhead Transparency – The Time Machine: Middle East Conflicts
2. Teacher led Discussion – Terms and Names-Time Line of significant events

3. Jig Saw- Cooperative Activity; Focus on Peace Agreements: Camp David Accords, Oslo Peace Agreement, The Balfour Declaration
4. Closure; Exit slips on Current State of Middle East?
5. Announce ; Quiz on chapter 34

ii. Day 9 Chapter 35 Sections 1, Objectives i-v

1. Review of exit slips
2. Quiz on chapter 34
3. Warm up transparency; Chapter 35 - Struggles for Democracy
4. Group activity; Prepare a web diagram on the Challenges to Democracy in Latin America
5. Teacher lead discussion; Geography Overhead – Democracy in Central and South America
6. Closure
7. Assignment; Read chapters 35 Sections 2, 3 and 4

i. Day 10 Chapter 35, Section 2, Objectives i-iv

1. Warm up White board activity - Democratic Challenges in African nations; Struggles for democracy graphic organizer
2. Video: Struggling Toward Democracy Revolutions in Latin America and South Africa

3. Closure –How did Apartheid end?

j. Day 11 Chapter 35 Section 3 and 4 Objectives, i-iv

1. Focus and warm Up – White Board web diagram  
Famous people and changes in Communist countries,
2. Critical thinking Analyzing cause and effect- Web diagram- Changes in Communist Countries and the collapse of the Soviet Union
3. Cooperative activity; Prepare a news cast on the fall of Berlin Wall; based on “BERLIN WALL ONLINE” website
4. Closure activity; Predict the future of US relations with former Soviet states and Russia

ii. Day 12 Chapter 35 Section 5 Objectives i-iv

1. Terms and Names and time line; white board – warm up
2. Teacher led discussion; Democracy in China
3. Jigsaw cooperation activity ; Overhead Democratic Struggles around the Globe
4. Closure; Overhead Transparency - Fifteen years of Democratic Struggles

iii. Day 13 Chapter 36 Section 1-2 Objectives, i-iv

1. Warm up Transparency- *Baltimore Post* headline;  
October 5, 1957
2. Teacher led discussion -
3. Cooperative Activity; Sputnik exercise; Teaching from documents; MEMORANDUM OF CONFERENCE WITH THE PRESIDENT Oct. 8, 1957, 8:30 AM
4. Teacher led discussion; The Space Race Transparency
5. Teacher led discussion White Board Web Diagram  
Dramatizing legacy of Sputnik and brainstorming benefits of the Space race
6. Closure - Everything changed with the launch of Sputnik

k. Day 14 Chapter 36 Sections 2-4 Objectives, i-iv

1. Warm up- White Board activity cause and effects of Global Economic Development
2. White board activity continued Threats to Global Security
3. Cooperative activity; Jigsaw, The Universal Declaration of Human Rights
4. Overhead and teacher led discussion – Patterns of Refugee Movement

5. Closure – Transparency Global Interdependence Chart
6. Review Test Materials

1. Day 15

1. Unit Test
2. Hand in reports on Khomeini

## B. List Of Materials

1. Course text: World History Patterns of Interaction, McDougal Littell, 2003
2. Bibliog. Of materials
  - a. Chapter 33 warm-up transparency
  - b. The Cold war graphics organizer
  - c. Global Superpowers Face Off transparency
  - d. Mao Bring Changes graphics organizer
  - e. What I know about Communism in China –Exit slip
  - f. Korea and Vietnam Timeline
  - g. KWL – Vietnam
  - h. Ho Chi Min Jigsaw Worksheet
  - i. Cold War Timeline transparency
  - j. Cold War conflicts graphics organizer
  - k. The Cuban Missile Crisis – Making Connections worksheet

- l. Ruholla Khomeini handout
- m. Cold War thaws timeline
- n. The World: a physical map transparency
- o. Major religions of the World transparency
- p. The World: Population transparency
- q. Chapter 34 warm-up transparency
- r. Concept Summary worksheet Southeast Asian nations gain independence
- s. Webb diagram- Southeast Asian struggles
- t. Graphics organizer – New nations in Africa
- u. Middle East Conflict timeline – transparency
- v. Jigsaw worksheet – Middle east Peace Agreements
- w. Graphic organizer – Middle east conflicts
- x. Exit Slip – What I have learned about the Middle East
- y. Chapter 35 Warm-up transparency
- z. Web diagram - Democracy in Latin America
- aa. Video: Struggling Toward Democracy Revolutions in Latin America and South Africa
- bb. Graphic Organizer – Challenges to African nations
- cc. Web diagram – Changes in Communist countries
- dd. Graphics organizer – Collapse of the Soviet Union
- ee. Berlin Wall Online

- ff. graphics organizer – Chinese history
- gg. Jigsaw worksheet – democratic Struggles around the globe
- hh. Transparency – Democratic struggles
- ii. Transparency – 15 Years of Democratic struggles
- jj. Chapter 36 – Warm-up transparency
- kk. Baltimore Post-transparency
- ll. Memorandum of Conference with the President- Jigsaw
- mm. Space Race timeline transparency
- nn. Sputnik graphics organizer
- oo. Sputnik notes
- pp. Global economic development – graphics organizer
- qq. Global security Issues – graphics organizer
- rr. UDHR
- ss. UDHR jigsaw worksheet
- tt. Patterns of refugee Movement transparency
- uu. Global interdependence transparency

### 3. Computer Software

1. World History Patterns of Interaction Easy Planner CD-ROM

### C. Provisions for Individual differences

- a. Guided Reading study guides for reading impaired student

b. Spanish Study guides for ESL student

D. Blocking Out of Unit

### III Assessment and summary

A. Unit Test

#### Unit 8 Test

##### Part 1 Multiple choice

Each question = 5 points

1. What event increased U.S. spending on education and technology?
  - a. Cuban missile crisis
  - b. Establishment of the Warsaw Pact
  - c. Chinese-Soviet treaty of friendship
  - d. Soviet launching of Sputnik
  
2. Which of the following were obstacles to Latin American nations establishing democratic governments?
  - a. Powerful militaries
  - b. Single-crop economies
  - c. Sharp class divisions
  - d. All of the above
  
3. Which of the following factors led to war among Nigerians?
  - a. government opposition
  - b. ethnic divisions
  - c. martial law
  - d. the federal system
  
4. What action did Poland accomplish successfully before any other nation?
  - a. create a government of Communist and democratic leaders
  - b. remove a Communist regime from office peacefully
  - c. receive a crumbling economy under martial law
  - d. establish a socialist party in a Communist country
  
5. What was the result of the student protest in Tiananmen Square?
  - a. It weakened the Communist government and established democracy.
  - b. It showed the students' poor education and embarrassed the country.
  - c. The military arrested, killed and wounded hundreds of protesters.
  - d. The state used the media to misrepresent the protesters' cause.
  
6. What did China promise to do when it regained rule of Hong Kong?

- a. reestablish a Communist government
  - b. respect the economic system and political liberties
  - c. deport all non-Chinese people from the city
  - d. establish a separate ruling party for Hong Kong
7. How did the competitive space race carry the seeds for global cooperation?
- a. Pictures of Earth from outer space reminded people that they all live on the same planet.
  - b. U.S. and Soviet scientists signed an agreement about docking *Apollo* and *Soyuz*.
  - c. U.S. and Soviet astronauts had to learn each other's languages.
  - d. All of the above are true.
8. What impact has technology had on the world's economy?
- a. It has caused economic growth in both Asia and the Western world.
  - b. It has caused a depression in developing nations.
  - c. It has created the need for a one-world currency.
  - d. All of the above are true.
9. What has led nations to pursue collective security measures?
- a. increased number of limited wars since World War II
  - b. proliferation of nuclear weapons around the world
  - c. establishment of multinational regional trading blocs
  - d. protection of global corporations
10. Which is an example of an action taken by a government to preserve cultural identity?
- a. Relaxing national dress codes to foster individuality
  - b. Removing foreign words from a country's language
  - c. Making English the official language of government
  - d. Using mass media to popularize foreign fashions

## Part 2 Definition

Each word = 5points

- 1. iron curtain
- 2. brinkmanship
- 3. Cultural Revolution
- 4. 38<sup>th</sup> parallel
- 5. domino theory
- 6. nonaligned nations
- 7. SALT

8. Star Wars
9. Congress Party
10. Muslim league

### Part 3 Essay

Each essay = 50 points

1. How did the end of Communist rule effect the Soviet Union and its Eastern European allies? Explain your answer.

Think about:

- The political changes
- The economic changes
- The loss of a strong unifying force

2. What is one aspect of modern life that you think serves to increase global competition or conflict? Explain your choice.

Name one from each of the following:

- Information technology
- Worldwide organizations
- Medical research and breakthroughs

### Answer key

#### Part 1

1. d
2. d
3. b
4. b
5. c
6. b
7. d
8. a

- 9. a
- 10. b

Part 2

- 1. division between Eastern and Western Europe during the Cold War
- 2. Willingness on the part of a superpower to go to the edge or brink of war
- 3. Uprising in China between 1966 and 1976 that aimed to establish a society of peasants and workers in which all were equal
- 4. Line that separated North and South Korea
- 5. Theory that nations were like a row of dominos: if one fell to communism the others would too.
- 6. Countries that did not take sides with either the Soviet Union or the United States
- 7. Talks to limit nuclear arms in the U.S. and the Soviet Union
- 8. program to protect America against enemy missiles
- 9. Group consisting mostly of Hindus that led a campaign for India's independence
- 10. Muslim group that led a campaign for India's independence

Part 3

- 1. Some economic problems in the Soviet Union, such as industrial inefficiency, resulted from decades of central planning and other similar policies. (10 points)  
In some of the Eastern European allies there were also economic problems of inflation and unemployment caused by shock therapy and other efforts to make a quick shift to capitalism. (10 points)  
Ethnic and cultural conflicts in Yugoslavia exploded when totalitarian rule ended. (10 points)  
Political crises, such as in Chechnya and Czechoslovakia, also resulted from ethnic and cultural differences as well as the desire for self rule. (10 points)  
In Russia and Poland social crises such as rising crime rates were caused by economic hardships and under funded civilian police. Personal fear and insecurity left many people uncertain of the future. (10 points)
- 2.  
  
The internet has become a tool for information sharing all over the world and can be used to spread political and social propaganda, which can spark unrest. (10 points)

Genetic engineering has opened the door to new modes in medical research and a competitive race to find cures for terminal diseases. (10 points)

World trading Blocs tie regions of the world together on an economic level and an increase or decrease in one region can affect the others as well. (10 points)

Global security may raise issues of conflicting security needs among nations. (10 points)

Popular culture has the ability to spread ideas based on temporary trends that may or may not have beneficial effects on the world. (10 Points)

Scoring rubric For Unit 8 test

A=185-200

B=170-184

C=155-169

D=140-154

E=110-139

F= below 140

B. Other evaluation strategies

A.

### Chapter 33 Quiz

Each question = 5 points

1. Which European countries could receive aid through the Marshall Plan?
  - a. Any European country that needed it
  - b. Any European country that shared a border with iron curtain countries
  - c. Any European country that politically opposed the Soviet Union
  - d. Any European country that modeled its government after U. S. democracy
  
2. What led the Soviets to blockade West Berlin?
  - a. The formation of NATO
  - b. A reunification of the three Western zones of Germany
  - c. Marshall Plan aid to West Germany

- d. The crash of a U2 spy plane over Soviet territory
3. Which leader won China's civil war, and what name did he give to the country?
    - a. Mao Zedong, People's republic of China
    - b. Jiang Jieshi; Republic of China
    - c. The Dalai Lama; Tibet
    - d. Zhou Enlai; New China
  4. What economic system was used to reshape China's economy after the civil war?
    - a. Laissez faire
    - b. Communism
    - c. Social democracy
    - d. Capitalism
  5. During the war in Korea, what did President Truman and Douglas MacArthur disagree strongly about?
    - a. American involvement
    - b. The use of nuclear weapons
    - c. Whether to attempt to cross the 38<sup>th</sup> parallel
    - d. Whether China posed a threat to South Korea
  6. Which of the following was NOT a tactic used by the superpowers during the Cold War to influence Third World nations?
    - a. Sponsored revolution and counterrevolution
    - b. Engaged in covert operations
    - c. Provided military aid and built schools
    - d. Threatened nuclear attack
  7. Who were most of the Vietcong?
    - a. Pro-communist South Vietnamese
    - b. Pro-communist North Vietnamese
    - c. Anti-communist South Vietnamese
    - d. Anti-communist North Vietnamese
  8. Why did the U.S. shift from a policy of brinkmanship to détente?
    - a. The Soviet Union became a greater power
    - b. Nixon and Brezhnev signed the SALT 1 Treaty
    - c. The country needed to heal its internal conflicts over Vietnam
    - d. The U-2 crisis almost drew the U.S. into war.
  9. How did the Cold War cause a change in U.S. policy toward Nicaragua?
    - a. The U.S. gave aid to the Sandinistas but withdrew support when the Sandinistas aided socialist rebels in El Salvador
    - b. The U.S. built a nuclear base there to deter the Communists
    - c. The failed bay of Pigs invasion ended U.S. Military aid to Nicaragua

- d. The Contra rebels in Nicaragua enlisted the aid of the Soviet union, and the U.S. intervened to halt Communist support

Essay 55 points

10. How did the Cultural Revolution's concept of equality differ from the U.S. concept of equality stated in the "self evident truth" that all people are created equal?

Answer Key

1. b
2. a
3. c
4. b
5. d
6. a
7. c
8. a
9. The U.S, belief in equality has to do with the equal value of human beings and their equal rights and opportunities. (5 points) The Chinese Communists goal during the Cultural Revolution seems to have involved a concept of sameness. Everyone became equal by saying the same and doing the same things. This equality meant that no one should have more or know more or do more than anyone else. (10 points) The American concept of equality reflects the idea that each individual matters and all individuals have equal value. The Cultural Revolution concept seems to reflect the idea that individuals do not matter in and of themselves, but what matters are the group and common good. (20 points) The American concept of equality has very little to do with income while the Cultural Revolution's concept had much to do with the equality of income and financial status. (20 points)

Scoring rubric

A=93-100

B=85-92

C=77-84

D=70-76

E=55-69

F= below 55

B.

## Chapter 34 Quiz

Each Question = 5 Points

1. Which of the following two countries each had a civil war after independence?
  - a. Pakistan and Angola
  - b. India and Singapore
  - c. Pakistan and Israel
  - d. Angola and Singapore
  
2. Which of the following has caused much of the violence in Sri Lanka?
  - a. a militant minority trying to overthrow a Communist regime
  - b. a militant minority trying to achieve independence
  - c. a militant minority trying to overthrow British rule
  - d. a militant minority trying to achieve independence
  
3. How were the governments of Ferdinand Marcos and Sese Seko similar?
  - a. both were elected into office
  - b. both supported democracy
  - c. both imposed strict authoritarian regimes
  - d. both were forced out of office after a civil war
  
4. Why did the Dutch resist attempts by the native Indonesians to enter the civil service?
  - a. The Dutch colonists regarded the East Indies as their permanent home.
  - b. The Dutch wanted to keep the Indonesians from gaining power.
  - c. The Dutch wanted to maintain political control.
  - d. All of the above are true.
  
5. Which of the following colonies became an independent city-state with a standard of living far higher than any of its Southeast Asia neighbors?
  - a. Burma
  - b. Malaysia
  - c. Indonesia
  - d. Singapore
  
6. Which of the following was influenced by the communism?
  - a. the political policy of Sukarno
  - b. the political alliances of Patrice Lumumba
  - c. the ideology of Aung San Suu Kyi
  - d. all of the above

7. Which former colony of France was torn apart in the 1990's by a deadly civil war?
  - a. Ghana
  - b. Congo
  - c. Kenya
  - d. Algeria
  
8. Which of the following is NOT true of the Intifada in the West Bank and the Gaza Strip?
  - a. caused by Palestinian frustration about Israel
  - b. involved attacks on Israeli soldiers
  - c. involved boycotts and demonstrations by Palestinians
  - d. caused Israel to declare war on Palestine
  
9. Which of the following resulted in the creation of an Israeli "buffer zone" consisting of Jerusalem, the Sinai Peninsula, the Golan Heights, and the West Bank?
  - a. the first Arab-Israeli war
  - b. the Six-Day War
  - c. the Yom Kippur War
  - d. the Sues Crisis

Essay (55 points)

10. Identify two key similarities and one key difference between the Camp David Accords and the Declaration of Principles signed after the Oslo peace talks.

## Answer key

1. a
2. b
3. c
4. d
5. d
6. b
7. d
8. d
9. b

### 10. Possible similarities

- a. Both negotiations involved Israel and one of its Arab enemies. (5 points)
- b. Both negotiations were conducted in isolation outside the Middle East. (5 points)
- c. In the Accords Israel returned Israeli-occupied territory to Egypt. In the Declaration, Israel gave the Palestinians self-rule in Israeli-occupied territories. (5 points)
- d. Both negotiations were unpopular with right-wingers in each country or group. (5 points)
- e. Following each negotiation a signer was assassinated by an extremist from his own nation. (5 points)

### Possible differences

- a. The Accords ended hostilities between Israel and Egypt. The Declaration has not yet resolved conflicts between Israel and the Palestinians. (10 points)
- b. At Camp David the two sides were publicly invited to negotiate, although they met privately there was pressure to produce results. At Oslo the two sides met secretly, and their agreement was a surprise to the public. (10 points)
- c. In the Accords, Israel returned Israeli-occupied territory to Egypt. In the Declaration Israel did not give the Palestinians territory, just limited self-rule in Israeli-occupied territories. (10 points)

## Scoring rubric

A=93-100

B=85-92

C=77-84

D=70-76

E=55-69

F= below 55

c. Khomeini Paper Rubric 100 points

Organization

Well organized and easy to follow	10
Good organization and easy to follow	8
Somewhat organized	5
Not organized and difficult to follow	0

Content (key content required)

Khomeini took the title Ayatollah	
Ayatollah means sign of god	
Was a Shia	
Believed Muslim clerics should play a leading role in politics	
Was exiled from Iran	
Lived in Iraq before he was expelled to France	
Used western technology to help spread his ideas	
Returned to Iran in 1979 to depose the Shah	
Led Iran in a war against Iraq	
Banned Western influences in Iran	
Took U.S. hostages during the takeover	
Released the hostages when Regan took office	
Showed extreme knowledge	50
Student has a good understanding of knowledge	45
Student demonstrates some knowledge	30
Student shows now knowledge of subject	

Mechanics

Few careless mistakes and grammar is good	10
Some minor errors	5
Errors are numerous and grammar is poor	0

Research

Use of internet sites for additional information	15
Use of additional information	15
No additional information added	0

C. Overall Grading scheme

Scoring Rubric for Unit 8

Scoring rubric	
%	Points
A=93-100	465 - 500
B=85-92	425 - 464
C=77-84	385 - 424
D=70-76	350 - 385
E=55-69	275 - 349
F= below 55	274 - 0

Chapter 33 quiz	100 points
Chapter 34 quiz	100 points
Unit Test	200 points
Khomeini paper	<u>100 points</u>
Total	500 points

## D. Appendix

### a. Lesson Plans

#### **i. Differentiated lesson plan – Sputnik**

#### ASWBAT

- Explain the ramifications of the launch
- Describe the Space Race
- List gains in technology and international cooperation that resulted

#### ACTIVITIES

##### Tier I/Basic

Graph the key milestones of the Space Race and draw a web-diagram of its technological legacies.

##### Tier II/ On –Grade

Compare and contrast the reaction and tone of the Eisenhower meeting to the public reaction to the launch of Sputnik. Explain in your opinion the most important technological advance of the space age.

Tier III/ Advanced

Hypothesize what would have happened to Cold War relations if the U.S. was the first in space and discuss how you think that Congress would have reacted. How would the legacy of the Space Race have changed?

b. Global Interdependence