**Unit 8 - Cold War & Decolonization - AP Modern World History**

c. 1900 to the present

8-10% AP exam weighting

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| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_\_\_ |

Topic 8.1 - Setting the Stage for the Cold War & Decolonization

Learning Objectives:

Explain the historical context of the Cold War after 1945.

Relevant Reading:

|  |  |  |
| --- | --- | --- |
| **Name** | **Location** | **Significance (Why should we remember this?)** |
| Superpowers |  |  |
| Non-Aligned Movement |  |  |
| Decolonization  |  |  |
| Proxy War |  |  |
| Autonomy |  |  |

Topic 8.2 - The Cold War

Learning Objectives:

Explain the causes and effects of the ideological struggle of the Cold War.

Relevant Reading:

|  |  |  |
| --- | --- | --- |
| **Name** | **Location** | **Significance (Why should we remember this?)** |
| Division of Germany and Berlin after World War II |  |  |
| Berlin Airlift |  |  |
| Explain the ideological differences between the USA and the Soviet Union  |  |  |
|  |  | **Non-Aligned Movement** |
| Sukarno in Indonesia |  |  |
| Kwame Nkrumah in Ghana |  |  |

Topic 8.3 - Effects of the Cold War

Learning Objectives:

Explain how governments used a variety of methods to conduct war.

Relevant Reading:

|  |  |  |
| --- | --- | --- |
| **Name** | **Location** | **Significance (Why should we remember this?)** |
| MAD |  |  |
| Nuclear proliferation  |  |  |
|  |  | **Proxy Wars:** |
| Korean War |  |  |
| Vietnam War |  |  |
| Angolan Civil War |  |  |
| Sandinista-Contras conflict in Nicaragua |  |  |

Topic 8.4 - Spread of Communism After 1900

Learning Objectives:

Explain the causes and consequences of China’s adoption of communism.

Explain the causes and effects of movements to redistribute economic resources.

Relevant Reading:

|  |  |  |
| --- | --- | --- |
| **Name** | **Location** | **Significance (Why should we remember this?)** |
| Chiang Kai-shek |  |  |
| Mao Zedong |  |  |
| Chinese Civil War |  |  |
| Great Leap Forward |  |  |
| Cultural Revolution |  |  |
| Deng Xiaoping |  |  |
|  |  | **Land and resource redistribution:**  |
| Communist Revolution for Vietnamese independence |  |  |
| Mengistu Haile Mariam in Ethiopia  |  |  |
| White Revolution in Iran  |  |  |

Topic 8.5 - Decolonization After 1900

Learning Objectives:

Compare the processes of by which various peoples pursued independence after 1900.

Relevant Reading:

|  |  |  |
| --- | --- | --- |
| **Name** | **Location** | **Significance (Why should we remember this?)** |
|  |  | **Nationalist leaders and parties:** |
| Indian National Congress |  |  |
| Ho Chi Minh in French Indochina (Vietnam) |  |  |
| Kwame Nkrumah in British Gold Coast (Ghana)  |  |  |
| Gamal Abdel Nasser in Egypt |  |  |
|  |  | **Negotiated independence:**  |
| India from the British Empire |  |  |
| The Gold Coast from the British Empire |  |  |
| French West Africa  |  |  |
|  |  | **Independence through armed struggle** |
| Algeria from the French empire |  |  |
| Angola from the Portuguese empire |  |  |
| Vietnam from the French empire |  |  |
|  |  | **Regional, religious, and ethnic movements:** |
| Muslim League in British India |  |  |
| Quebecois separatist movement in Canada |  |  |
| Biafra secessionist movement in Nigeria  |  |  |

Topic 8.6 - Newly Independent States

Learning Objectives:

Explain how political changes in the period from c. 1900 to the present led to territorial, demographic, and nationalist developments.

Explain the economic changes and continuities resulting from the process of decolonization.

Relevant Reading:

|  |  |  |
| --- | --- | --- |
| **Name** | **Location** | **Significance (Why should we remember this?)** |
|  |  | **States created by redrawing of political boundaries:** |
| Israel |  |  |
| Cambodia |  |  |
| Pakistan |  |  |
|  |  | **Governments guiding economic life:** |
| Gamal Abdel Nasser’s promotion of economic development in Egypt | Egypt |  |
| Indira Ghandi’s economic policies in India  | India |  |
| Julius Nyerere’s modernization in Tanzania  | Tanzania |  |
| Sirimavo Bandaranaike’s economic policies in Sri Lanka | Sri Lanka |  |
|  |  | **Migrations: Why did they move?** |
| South Asians to Britain  |  |  |
| Algerians to France |  |  |
| Filipinos to the United States |  |  |

Topic 8.7 - Global Resistance to Established Power Structures After 1900

Learning Objectives:

Explain various reactions to existing power structures in the period after 1900.

Relevant Reading:

|  |  |  |
| --- | --- | --- |
| **Name** | **Location** | **Significance (Why should we remember this?)** |
| Mohandas Gandhi |  |  |
| Martin Luther King, Jr.  |  |  |
| Nelson Mandela |  |  |
|  |  | **Responses that intensified conflict:**  |
| Chile under Augusto Pincohet |  |  |
| Spain under Francisco Franco  |  |  |
| Uganda under Idi Amin |  |  |
| The buildup of the military - industrial complex & weapons trading  |  |  |
|  |  | **Movements that used violence:** |
| Shining Path |  |  |
| Al-Qaeda |  |  |

Topic 8.8 - End of the Cold War

Learning Objectives:

Explain the causes of the end of the Cold War.

Relevant Reading:

|  |  |  |
| --- | --- | --- |
| **Name** | **Location** | **Significance (Why should we remember this?)** |
| Nikita Khrushchev |  |  |
| Leonid Brezhnev |  |  |
| Brezhnev Doctrine |  |  |
| Prague Spring |  |  |
| detente |  |  |
| SALT I |  |  |
| Mikhail Gorbachev |  |  |
| perostrika |  |  |
| glasnost |  |  |
| Boris Yeltsin |  |  |
| Shock therapy |  |  |
| Chechnya War |  |  |
| Berlin Wall |  |  |
| Sputnik |  |  |
| ICBM |  |  |
| Soviet invasion Afghanistan |  |  |
| Explain why the Soviet Union collapsed |  |  |

Topic 8.9 - Causation in the Age of the Cold War and Decolonization

Learning Objectives:

Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.

Skill - Argumentation

* Corroborate, qualify, or modify an argument using diverse & alternative evidence in order to develop a complex argument. This argument might:
	+ Explain a nuance of an issue by analyzing multiple variables.
	+ Explain relevant & insightful connections within & across periods.
	+ Explain the relative historical significance of a source’s credibility & limitations.
	+ Explain how or why a historical claim or argument is or is not effective.