**UNIT: 08 B**  **TITLE: Global Issues, Post World War II (1945) to the Present**  **SUGGESTED DURATION:** 12 days

Exemplar Lesson 01: The Cold War  
Exemplar Lesson 02: Global Events

**State Resources:**  
Project Share Resources: [https://www.epsilen.com](https://www.epsilen.com)

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**RATIONALE:**

This unit bundles student expectations that address the global issues from 1945 to the present.

Prior to this unit, students learned about global conflicts, including World War I, the Russian Revolution, global economic depression and World War II.

During this unit students learn about major events of the twentieth century after World War II. Global events include issues surrounding the Cold War, independence movements and globalization.

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**MISCONCEPTIONS/UNDERDEVELOPED CONCEPTS:**

- None identified

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**PERFORMANCE INDICATORS**

<table>
<thead>
<tr>
<th>Concept/Task</th>
<th>Key Understandings for Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Cold War and communism had a rise and a fall. Illustrate the rise and fall of communism by creating a pictorial timeline that includes three major turning points showing upward and downward trends, three historical figures, five important events and the countries involved. (WH.1F; WH.10D; WH.13A, WH.13B, WH.13C, WH.13D; WH.16A; WH.18E; WH.20D; WH.21A; WH.28C; WH.29F)</td>
<td>Economic and political systems collapse.</td>
</tr>
<tr>
<td>Write a journal entry from the perspective of a human rights leader, such as Mohandas Gandhi, that evaluates a country in political crisis and recommend a plan for peaceful change. (WH.1F; WH.13E, WH.13F; WH.14A, WH.14B; WH.16A; WH.17C; WH.22B, WH.22C, WH.22D, WH.22E, WH.22F; WH.24B; WH.31A)</td>
<td>The need for change can violate basic human rights.</td>
</tr>
</tbody>
</table>

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**CONCEPTS**

- Political Systems
- Economic Systems
- Human Rights
KEY ACADEMIC VOCABULARY SUPPORTING CONCEPTUAL DEVELOPMENT

- **Human rights** – rights regarded as belonging fundamentally to all persons
- **Global interdependence** – countries rely on each other (examples include economic, military, etc…)

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<th>SPECIFICITY</th>
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</table>
| WH.1F  | 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. | Identify, Describe CAUSES AND EFFECTS OF IMPORTANT TURNING POINTS IN WORLD HISTORY FROM 1914 TO THE PRESENT Including, but not limited to:  
- Communist Revolutions and impact on the Cold War  
  - U.S. helps defeat a Communist rebellion in Greece (1946-48) and gives aid to Turkey as part of the Truman Doctrine  
  - Mao Zedong’s Red Army overthrows Nationalists in China (1949)  
  - Leads to Korean Conflict that lasts from 1950 to 1953  
  - Also supports North Vietnam against South Vietnam and the U.S.  
  - Fidel Castro overthrows the Batista government in Cuba (1958 to 1959)  
  - Gains Soviet support as U.S. places a trade embargo on Cuba  
  - Anti-Castro exiles supported by the US fail to overthrow the Cuban government in the failed Bay of Pigs invasion (1961)  
  - Cuban Missile Crisis (1962) almost leads to nuclear war between the U.S. and USSR  
  - U.S.S.R. removes missiles in Cuba in exchange for U.S. promise not to invade that island  
  - Nicaragua (1979)  
  - Communist Sandinistas (Marxist revolutionary group) led by Daniel Ortega overthrow the Anastacio Somoza dictatorship  
  - Communist Sandinistas also help rebels in a civil war in El Salvador  
    - U.S. supports Nicaraguan anti-Communist rebels known as the Contras in Nicaragua and El Salvador  
    - Iran-Contra scandal under Reagan administration – funds from the sale of military weapons to Iran in exchange for the release of the U.S. hostages in Iran were diverted illegally to the Contra Movement. It is important to note that under the Boland Amendment, the U.S. Congress forbade funding to the Contra Movement. Because of the tensions and possible spread of Communism in Latin America the Reagan administration committed illegal acts primarily in violation of the Boland Amendment.  
  - After War II, European colonies in Africa and Asia gain independence from colonial powers  
  - In many cases, violence and/or corruption emerge in newly independent countries due to a lack of stable democracies or ethnic/religious conflicts |
**TEKS#|TEKS|SPECIFICITY**
---|---|---
|WH.10|WH.10 History. The student understands the causes and impact of World War I. The student is expected to:|• Indian independence in 1947 results in the partition between Hindu India and Muslim Pakistan  
• Today, India is the world’s largest democracy  
• Israeli independence in 1948 leads to the ongoing Arab-Israeli conflict that continues to threaten stability in that region  
• Independence movements in Southeast Asia lead to both conflict (Vietnam) and rise of new economic powers (Singapore)  
• Numerous African nations become independent between 1957 and 1975  
• In many cases (Nigeria, Congo, Rwanda), civil war due to corrupt governments and/or ethnic conflicts result  
• Many of these independent countries are in the process of building political and economic stability  
• Globalization  
• New systems of trade, transportation, and communication have brought larger numbers of people into contact with each other  
• Advances in technology after World War II have resulted in increased global interaction and improved quality of life  
• Rapid economic developments have linked the economies of many world nations so that the actions of one nation affect others  
• Since World War II, nations have used collective security (United Nations, NATO) to solve problems and tie security within and between nations  
• As technological innovations like television and the mass media reach larger numbers of people, cultures often change and blend many influences |

|WH.10D|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. Readiness Standard|Identify 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 Including, but not limited to:  
• Bolsheviks establish U.S.S.R.  
• Bolshevik Party is renamed the Communist Party  
• Most influential leaders:  
  • Lenin (1922-1924)  
  • Stalin (1941-1953)  
  • Gorbachev (1985-1991)  
  • Yeltsin (1991-1999) |

|WH.13|WH.13 History. The student understands the impact of major events associated with the Cold War and independence movements.| |

|WH.13A|Summarize how the outcome of World War II contributed to the development of the Cold War.|Summarize HOW THE END OF WORLD WAR II CONTRIBUTED TO THE COLD WAR |
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World History/HS Social Studies

UNIT: 08 B  TITLE: Global Issues, Post World War II (1945) to the Present  SUGGESTED DURATION: 12 days

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<tbody>
<tr>
<td>WH.13B</td>
<td>Summarize the factors that contributed to communism in China, including Mao Zedong’s role in its rise, and how it differed from Soviet communism.</td>
<td>Summarize FACTORS LEADING TO COMMUNISM IN CHINA AND HOW IT DIFFERED FROM SOVIET COMMUNISM Including, but not limited to:  - Extreme devastation of Chinese cities and economy by Japanese invasion during World War II  - Resumption of civil war between Mao Zedong’s Communist Red Army and Jiang Jieshi (Chiang Kai-shek) Nationalist forces at the end of World War II  - Soviet Union supports Red Army and United States supports the Nationalist Army  - Mao defeats Nationalists in 1949 and establishes a Communist government on the mainland while the Nationalists retreat to Taiwan; Communists take over Tibet in 1950  - Differences from Soviet communism:  - Mao’s policies focused mainly on agrarian workers and did not place the same emphasis on industrialism as Soviet communism did  - Great Leap Forward (1958-1961): rural peasants placed in large collective farms called communes where production was controlled by the state; unsuccessful as crops failed and poor planning and inefficient industry hampered growth</td>
</tr>
<tr>
<td>WH.13C</td>
<td>Identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race.</td>
<td>Identify MAJOR EVENTS OF THE COLD WAR</td>
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</table>
| WH.13D | 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. | Including, but not limited to:  
- Soviet satellites in Eastern Europe lead to the Iron Curtain (1945 - 1948)  
- Truman Doctrine (1947) – U.S. aid to Turkey and Greece to prevent spread of Communism (containment)  
- Marshall Plan (1948) – U.S. aid to Western Europe for war recovery and prevention of spread of Communism  
- Soviet takeover of Czechoslovakia (1948)  
- Berlin Airlift (1948) – aid by air to Soviet-blockaded Berlin  
- Communist takeover of mainland China by Mao Zedong (1949)  
- Creation of North Atlantic Treaty Organization (NATO) (1949) between Western European countries and the United States as a defensive military alliance  
- Korean War (1950-53) that leaves a divided Korean peninsula – North Korea (Communist) and South Korea (democracy)  
- Creation of Warsaw Pact (1955) between U.S.S.R. and Eastern European satellites as a military alliance  
- Development and testing of hydrogen bomb by U.S. (1952) followed by Soviet H-Bomb (1953)  
- Vietnam War (1953-75) that results in Communist-backed North Vietnam overtaking U.S.-backed South Vietnam  
- Launching of Sputnik satellite by Soviet Union (1957)  
- Cuban revolution led by Fidel Castro that leads to Communist takeover of that country (1959-60)  
- U-2 spy plane manned by Francis Gary Powers shot down by Soviet Union (1960)  
- Berlin Wall divides the city into Communist East Berlin and free West Berlin (1961)  
- Cuban Missile Crisis between U.S. and U.S.S.R. that almost leads to nuclear war (1962)  
- Richard Nixon adopts policy of détente towards U.S.S.R. that lessens Cold War tensions  
- Strategic Arms Limitation Talks (SALT) (1972) lead to SALT I Treaty that lessens numbers of ICBMs between the U.S. and U.S.S.R. |

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</table>
| WH.13D | Explain ROLES OF MODERN WORLD LEADERS IN COLLAPSE OF COMMUNISM IN EASTERN EUROPE AND THE SOVIET UNION | Including, but not limited to:  
- Ronald Reagan (1911-2004)  
- U.S. President who described Soviet Union as “evil empire”  
- Negotiated with Soviet General Secretary Mikhail Gorbachev in the Intermediate-Range Nuclear Forces (INF) Treaty that eliminated nuclear and conventional ground-launched ballistic and cruise missiles with intermediate ranges  
- Berlin Wall Speech to Gorbachev to tear down the wall  
- Mikhail Gorbachev (1931 - ) Soviet Secretary General  
- Glasnost – openness that led to greater discussion of issues by the Soviet public including new ideas for economic reform and economic problems like the long lines to buy limited supplies of food and other products  
- Perestroika – economic restructuring where local managers gain greater authority over their farms and factories and allow for opening of small private businesses |
## INSTRUCTIONAL FOCUS DOCUMENT

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| WH.13E | Democratization process that allowed more political freedom for voters, who could choose candidates supporting economic reform  
Lech Walesa (1943 - )  
Polish dockworker who led strike in Gdansk in order to get Polish government to recognize the Solidarity union, the first independent free-trade union in the Soviet bloc  
After martial law was imposed and Solidarity outlawed, he established the Round Table Agreements where the Polish government to parliamentary elections and a Solidarity-led government  
Elected president of Poland in 1990 after the fall of communism in that nation  
Pope John Paul II (1920-2005)  
Polish archbishop who, after his election as pope, was instrumental in ending communism in Poland and other parts of Eastern Europe by giving spiritual inspiration to rise against communist leaders |

### WH.13E

Summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts.  

*Readiness Standard*

**Summarize**  

RISE OF INDEPENDENCE MOVEMENTS IN AFRICA, MIDDLE EAST, AND SOUTH ASIA AND REASONS FOR ONGOING CONFLICTS  

Including, but not limited to:  

- **Africa**  
  - In 1900, only Liberia and Ethiopia were independent African nations  
  - South Africa (1910)  
  - Ghana (Gold Coast) - First sub-Saharan colony to become independent (from Great Britain) after WWII (1957)  
  - Power remained unstable until a democratic government was elected in 2000  
  - Kenya (1963)  
  - Jomo Kenyatta – leader of independence movement from Britain and first president  
  - Mau Mau uprising between Kenyans and British before independence  
  - Corruption in government and ethnic conflicts remain in Kenya  
  - Congo (1960)  
  - Independence from Belgium (1960) leads to civil war between different factions  
  - Coups and civil war continue; numerous issues with refugees both from other nations and within the nation  
  - Angola (1975)  
  - Independence from Portugal in 1975  
  - Civil war between communist-backed and pro-democracy forces continues until resolution in the 2000s  
  - Civil war leads to ongoing problems associated with detonations of land mines  

- **Middle East**  
  - Israel and Palestine  
  - Balfour Declaration of 1917 calls for partition of Palestine that includes an independent Jewish state  
  - Israel achieves independence in 1948 with David Ben Gurion as the first prime minister  
  - Palestinian Liberation Organization (PLO) began armed struggle with Israel over control of the Gaza Strip and West Bank; Led by Yasser Arafat
## TEKS# | TEKS | SPECIFICITY
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WH.13F | Explain how Arab rejection of the State of Israel has led to ongoing conflict. | HOW ARAB REJECTION OF ISRAEL HAS LED TO ONGOING CONFLICT
Supporting Standard | Including, but not limited to: |  
- Balfour Declaration of 1917 calls for partition of Palestine that includes an independent Jewish state
- Israel achieves independence in 1948 with David Ben Gurion as the first prime minister
- Six Arab states invade Israel the day after independence but Israel is victorious
- Series of wars with Arab states, including major conflicts in 1956, 1967, and 1973
- Hostilities with Egypt end with the Camp David Accords of 1979 and includes the return of the Sinai Peninsula to Egypt
- Palestinian Liberation Organization (PLO) began armed struggle with Israel over control of the Gaza Strip and West Bank; Led by Yasser Arafat
- Palestinian intifadas continue over these regions and for control of Jerusalem
- Oslo Peace Agreement in 1993 lead to Palestinian self-rule in the Gaza Strip and West Bank
- Arab-Israeli conflict continues in the Middle East

## WH.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:
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</table>
| WH.14A | 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. **Supporting Standard** | Summarize DEVELOPMENT AND IMPACT OF RADICAL ISLAMIC FUNDAMENTALISM ON EVENTS IN THE SECOND HALF OF THE 20TH CENTURY Including, but not limited to:  
- Iran  
- Ayatollah Khomeini and fundamentalist Muslims overthrow the Shah and establish an Islamic state  
- 60 Americans held hostage in the U.S. embassy in Tehran for 444 days  
- Palestinian Terrorism  
- Palestinian Liberation Organization (PLO) began armed struggle with Israel over control of the Gaza Strip and West Bank; Led by Yasser Arafat  
- Palestinian intifadas continue over these regions and for control of Jerusalem  
- Hamas begins terrorism of Israel through a series of bombings that begin with the 1987 Intifada; goal is to eliminate Israel  
- Hezbollah  
- Shi'a Islamic fundamentalist group in Lebanon whose acts of terrorism began after the Israeli invasion of Lebanon in 1982; its goal is the elimination of Israel  
- Responsible for the 1985 U.S. barracks bombing in Lebanon  
- Supported by Syria and Iran  
- Al-Qaeda  
- Pan-Islamic terrorist group led by Osama bin Laden  
- Goal is to defend Islam against all non-Islamic religions and influences  
- Responsible for the 1993 Trade Towers bombing and the 9/11 destruction of the World Trade Center  
- Taliban  
- Fundamentalist group that controlled Afghanistan from 1996 to 2001  
- Revived as an insurgent group in the Pashtun region of Pakistan and Afghanistan  
- Led by Mullah Mohammed Omar |}
| WH.14B | Explain the U.S. response to terrorism from September 11, 2001, to the present. **Supporting Standard** | Explain U.S. RESPONSE TO TERRORISM SINCE SEPTEMBER 11, 2001 Including, but not limited to:  
- The War on Terror’s Four Key Principles (From the Office of the Coordinator of Counterterrorism)  
- Make no concessions to terrorists and strike no deals.  
- Bring terrorists to justice for their crimes  
- Isolate and apply pressure on states that sponsor terrorism to force them to change their behavior.  
- Bolster the counterterrorist capabilities of those countries that work with the United States and require assistance.  
- USA Patriot Act in 2001  
- Reduced restrictions on law enforcement agencies’ ability to search telephone, e-mail communications, medical, financial, and other records  
- Eased restrictions on foreign intelligence gathering within the United States |
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|            |      | - Expanded the Secretary of the Treasury’s authority to regulate financial transactions, particularly those involving foreign individuals and entities  
- Broadened the discretion of law enforcement and immigration authorities in detaining and deporting immigrants suspected of terrorism-related acts  
- National Security Agency initiates a secret operation to eavesdrop on telephone and e-mail communications between U.S. citizens and people overseas without a warrant  
- Joint Congressional Resolution 107-40 authorizing the use of military force "to deter and prevent acts of international terrorism against the United States."
- Stricter aviation security under the responsibility of the federal government  
- Creation of the Department of Homeland Security in 2002  
- Operation Iraqi Freedom (2003-2010)  
  - Iraqi President Saddam Hussein captured and executed in 2007  
- Afghanistan – Operation Enduring Freedom  
  - Taliban and al-Qaeda targets bombed after 9/11  
  - Taliban overthrown from power in 2001  
  - U.S. troops have been in Afghanistan since 2001 |

**WH.16 Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:**

| WH.16A | Locate places and regions of historical significance directly related to major eras and turning points in world history. | Locate PLACES, REGIONS OF HISTORICAL SIGNIFICANCE RELATED TO MAJOR ERAS AND TURNING POINTS  
Including, but not limited to:  
- Cold War Era: United States, Washington, D.C., Soviet Union, Moscow, Potsdam, Iron Curtain, Soviet satellite nations, Warsaw, Berlin, China, North Korea, South Korea, North Vietnam, South Vietnam, Hanoi, Saigon, Cuba, Nicaragua, Iran, Afghanistan  
- Post-War Independence – India, Pakistan, Sri Lanka, Philippines, Indonesia, Burma, Malaysia, Singapore, Ghana, Kenya, Senegal, The Congo, Algeria, Angola, Mozambique  
- The Middle East in the 20th Century: Israel, Palestine, Jerusalem, Egypt, Jordan, Lebanon, Syria, Sinai Peninsula, Gaza Strip, West Bank, Saudi Arabia, Iraq |

**WH.17 Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:**

| WH.17C | Summarize the economic and social impact of 20th century globalization. | Summarize ECONOMIC AND SOCIAL IMPACT OF 20TH CENTURY GLOBALIZATION  
Including, but not limited to:  
- Economic Impact  
- Development of mass communication and information industries including satellites, computers, the |
## TEKS# SE# TEKS

### SPECIFICITY

- Internet that allow people to transmit information and business transactions quickly and cheaply
- Increase of goods and services led to a shift in manufacturing jobs from developed to undeveloped nations – outsourcing
- Importation and adaptation of western products and rapid industrialization, especially in electronics, resulted in emergence of Japan and the Four Tigers of Asia (South Korea, Singapore, and Hong Kong) as global economic powers
- Development of multinational companies that operate in different countries, i.e., Ford, Nestlé, Mazda, Honda
- Expansion of free trade to eliminate trade barriers between nations, i.e., GATT, European Union, NAFTA
- Social
  - Spread of popular culture through television, movies, and other forms of mass media
  - Broadcast of international sporting events lead to popularity in other parts of the world, i.e. growth of soccer in the United States
  - Spread of Western languages to Africa, Asia, and the Americas through colonization and imperialism
  - Use of English as the primary international language, i.e. the Internet, international conferences

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### WH.18 Economics. The student understands the historic origins of contemporary economic systems. The student is expected to:

**WH.18E** Explain why communist command economies collapsed in competition with free-market economies at the end of the 20th century.

**Supporting Standard**

Explain

**REASONS FOR COLLAPSE OF COMMUNIST CENTERED ECONOMIES WHEN COMPETING WITH FREE-MARKET ECONOMIES IN THE LATE 20TH CENTURY**

Including, but not limited to:

- Inefficient central planning system where party officials told farm and factory managers how much to produce, what wages to pay, and what prices to charge that led to little motive for efficiency
- Gorbachev’s reforms in the Soviet Union
  - Glasnost – openness that led to greater discussion of issues by the Soviet public including new ideas for economic reform and economic problems like the long lines to buy limited supplies of food and other products
  - Perestroika – economic restructuring where local managers gain greater authority over their farms and factories and allow for opening of small private businesses
- Democratization process that allowed more political freedom for voters, who could choose candidates supporting economic reform
- Solidarity legalized as a workers’ union in Poland
- Private enterprise and a small stock market established in Hungary
- Yeltsin implements “shock therapy” in Russia’s economy that eliminated government intervention in the economy, reduced trade barriers, removed price controls, and eliminated subsidies to state-run industries
- Shock therapy also applied to economies in Poland and Czechoslovakia

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### WH.20 Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:

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<tbody>
<tr>
<td>WH.20D</td>
<td>Explain the significance of the League of Nations and the United Nations.</td>
<td>Explain SIGNIFICANCE OF LEAGUE OF NATIONS AND UNITED NATIONS</td>
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<td>Supporting Standard</td>
<td>Including, but not limited to:</td>
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<tr>
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<td>- United Nations</td>
<td>- UN Charter (1945) – the 50 original members promise to protect each other against aggression and to advance human rights</td>
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<td>- General Assembly where each member country has one vote</td>
<td>- Power rests with the 11 member Security Council</td>
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<td>- Five permanent members – U.S. Great Britain, France, China, and Russia with veto power</td>
<td>- Secretary-General heads the United Nations</td>
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<td>- Declaration of Human Rights that addresses the mission of humanitarian assistance</td>
<td>- Peacekeeping forces sent to troubled areas of the world</td>
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<td>WH.21</td>
<td>Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:</td>
<td>Describe HOW PEOPLE CAN SUPPORT OR CHANGE THEIR GOVERNMENT</td>
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<tr>
<td>WH.21A</td>
<td>Describe how people have participated in supporting or changing their governments.</td>
<td>Including but not limited to:</td>
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<td>Supporting Standard</td>
<td>- Support</td>
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<td></td>
<td>- Voting</td>
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<td>- Registering others to vote</td>
<td>- Registering others to vote</td>
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<td>- Paying taxes</td>
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<td>- Recruitment in the military</td>
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<td>- Change</td>
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<td>- Non-violent protests – Gandhi in India, Mandela in South Africa, Martin Luther King, Jr. in US</td>
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<td>- Secession – Confederate States of America</td>
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<td>- Military coup d'états: Argentina, Nigeria</td>
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<td>- Peaceful transitions through voting: U.S. when political parties shift powers, Mandela in South Africa</td>
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<td>- War – Vietnam</td>
<td>- War – Vietnam</td>
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<td>- Religious influences – John Paul II in Poland, Khomeini in Iran</td>
<td>- Religious influences – John Paul II in Poland, Khomeini in Iran Dissolution of former nations:</td>
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<td>- Dissolution of former nations: Yugoslavia, Czechoslovakia</td>
<td>- Dissolution of former nations: Yugoslavia, Czechoslovakia</td>
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<tr>
<td>WH.22</td>
<td>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:</td>
<td>Identify POLITICALLY MOTIVATED MASS MURDER</td>
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<tr>
<td>WH.22C</td>
<td>Identify examples of politically motivated mass murder in Cambodia, China, Latin America, the Soviet Union, and Armenia.</td>
<td>Identify politicians motivate mass murder in:</td>
</tr>
<tr>
<td></td>
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<td>Cambodia, China, Latin America, the Soviet Union, and Armenia.</td>
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## Supporting Standard

Including, but not limited to:
- **Cambodia (1975-1979)** – Pol Pot’s Killing Fields in Cambodia, where he sought to return his country to its agrarian roots by forcing people out of the cities and executing the intellectuals and professionals. Resulted in over 2 million deaths.
- **China (1937-1938)** – “Rape of Nanking” occurs when Japanese Imperial soldiers murder 300,000 civilians and soldiers out of the 600,000 in that city.
- **Latin America** – Various countries such as Chile, Argentina, and El Salvador in the 1970s and 1980s as a result of military coups and civil wars.
- **Soviet Union**
  - Stalin’s Forced Famine of the Ukraine (1932-1933) was Stalin’s response to quell an independence movement and resulted in over 7 million deaths when Stalin issued mandatory quotas that shipped foodstuffs from this region until no food was left.
  - Stalin’s Great Purge (1934-1939): Removal of the old leaders of the Communist movement and the many high ranking military officers to ensure Stalin’s complete control
- **Armenia (1915-1918)** – 1,500,000 Armenians die through forced marches and massacres that result when Turkey expels them from their native homeland in that country

### Identify examples of genocide including the Holocaust and genocide in the Balkans, Rwanda, and Darfur.

**WH.22D** Identify examples of genocide including the Holocaust and genocide in the Balkans, Rwanda, and Darfur.

**Supporting Standard**

**EXAMPLES OF GENOCIDE**

Including, but not limited to:
- The Holocaust (6 million deaths)
  - Deterioration of conditions for Jews in Germany in the 1930s and 1940s, including the Nuremberg Laws (1935), the establishment of ghettos and concentration camps, and the program of genocide
  - Short-term and long-term effects of the Holocaust on the Jewish people and how this actually led to the re-establishment of the Jewish nation.
- The Balkans – Ethnic cleansing of communities in Bosnia by Serbian troops; Srebinica massacre (1995) involves the murder of over 8000 Bosnian Muslim (Bosniak) males in this community
- Rwanda – Mass murders by the majority Hutu population of over 800,000 minority Tutsi and pro-Tutsi Hutu supporters (1994)
- Darfur – Eastern region of Sudan where Sudanese government-supported Arab militias known as the Janjaweed against native groups in this region have resulted in over 400,000 deaths and the displacement of 2.8 million civilians

### Identify examples of individuals who led resistance to political oppression, such as Nelson Mandela, Mohandas Gandhi, Oscar Romero.

**WH.22E** Identify examples of individuals who led resistance to political oppression, such as Nelson Mandela, Mohandas Gandhi, Oscar Romero.

**Supporting Standard**

**INDIVIDUALS WHO LED RESISTANCE TO POLITICAL OPPRESSION**

Including, but not limited to:
- Nelson Mandela (1918-) – anti-apartheid activist whose actions after his release from prison led to the establishment of a multi-ethnic South African government that he headed as president
- Mohandas Gandhi (1869-1948): led Indians to independence from Great Britain through nonviolent resistance
- Oscar Romero (1917-1980) – Roman Catholic archbishop of El Salvador who spoke out against poverty,
### INSTRUCTIONAL FOCUS DOCUMENT
World History/HS Social Studies

**UNIT:** 08 B  **TITLE:** Global Issues, Post World War II (1945) to the Present  **SUGGESTED DURATION:** 12 days

<table>
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<tr>
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<tbody>
<tr>
<td></td>
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<td>social injustice, and torture in his country; assassinated by a death squad</td>
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<td>Natan Sharansky (1948 -) – Soviet-born human rights activist who was part of the Moscow Helsinki group that monitored human rights activities in the USSR after the Helsinki Final Act of 1975; Founder of the Refusenik (Soviet Jews who were banned from emigrating from the USSR) movement; sentenced to a Siberian labor camp; eventually settled in Israel where he founded the Zionist forum to help new immigrants to Israel</td>
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<td>Las Madres de la Plaza de Mayo – Association of Argentine mothers who assembled in the main square of Buenos Aires to protest the disappearance of their children during Argentina’s “Dirty War” between 1976-83; symbolized by white head scarves embroidered with their children's names</td>
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<td>Chinese student protestors in Tiananmen Square – April-June 1989 – several thousand students who organized in Beijing to protest Deng Xiaoping’s anti-democratic policies through demonstrations and hunger strikes; symbolized by the Goddess of Democracy and “Tank Man”; Deng responds with a declaration of martial law and a crackdown of 250,000 Chinese soldiers who fire into the crowd of demonstrators and results in the deaths of several hundred protestors.</td>
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**WH.22F** Assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world. Assess ADVANCEMENT OF HUMAN RIGHTS AND DEMOCRATIC IDEAS THROUGH AMERICAN IDEALS

Including, but not limited to:
- Solidarity movement in Poland
- Break-up of the Soviet Union
- Fall of the Berlin Wall
- End of apartheid in South Africa
- Human rights advocacy in areas of conflict or ravaged by war, i.e. Marshall Plan, Darfur

**WH.24** Describe the changing roles of women, children, and families during major eras of world history: Describe INFLUENCES OF WOMEN IN WORLD HISTORY

Including, but not limited to:
- Mother Teresa (1910-1997) –Humanitarian who established the Sisters of Charity in Calcutta, India, to assist the power. Was awarded the Nobel Peace Prize in 1979.
- Indira Gandhi (1917-1984) – Prime Minister of India who increased food production through the Green Revolution
- Margaret Thatcher (1925 - ) – Prime Minister of Great Britain who revitalized that nation’s economy and defeated Argentina in the war over the Falkland Islands.
- Golda Meir (1898-1978) – Prime Minister of Israel who led her nation through the 1973 Yom Kippur War with Egypt and Syria.

**WH.25** Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:

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| WH.25D | Explain how Islam influences law and government in the Muslim world. | Explain THE INFLUENCE OF ISLAM ON LAW AND GOVERNMENT IN THE MUSLIM WORLD Including, but not limited to:  
- Islamic law – Shari’a; regulates family life, moral conduct, and business matters  
- Religious matters are not separate from criminal or civil matters  
- Islamic judges (qadis) apply the law and imams interpret the law  
- Regulation of human behavior: prayer 5 times daily, fasting, articles of faith, mandatory charity, hajj pilgrimage to Mecca  
- Dietary and clothing restrictions  
- Requirement of paying a tax (zakat) to help the poor  
- Interpretation of Shari’a varies between Sunni and Shi’a sects of Islam |
| WH.28C | 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: | Explain EFFECTS OF NEW MILITARY TECHNOLOGY ON WORLD WAR I, WORLD WAR II, AND THE COLD WAR Including, but not limited to:  
- Cold War  
- Hydrogen bomb – had 1000 times the power of an atomic bomb  
- Napalm – incendiary weapon used extensively in Korean and Vietnam conflicts  
- Intercontinental ballistic missiles (ICBMs): long range guided missiles used to deliver nuclear warheads  
- Satellites – Improved communications and espionage  
- Rocketry – Promoted the exploration of space |
| WH.28D | Explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society. | Explain ROLES OF VARIOUS FORMS OF TECHNOLOGY AND MEDICAL ADVANCEMENTS IN DEVELOPING THE MODERN GLOBAL ECONOMY AND SOCIETY Including, but not limited to:  
- Telecommunications  
- Development of mass communication and information industries including satellites, computers, the Internet that allow people to transmit information and business transactions quickly and cheaply  
- Television broadcasts of news and popular shows to different areas of the world in short amounts of time spread culture  
- Computer  
- Smaller computers developed as a result of the space program where equipment had to be downsized for space capsules, (e.g., silicon chips replace vacuum tubes) |
UNIT: 08 B   TITLE: Global Issues, Post World War II (1945) to the Present

SUGGESTED DURATION: 12 days

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|       |      | - Variety of consumer products used computers and silicon chips as part of production – telephone, microwave ovens, automobiles  
|       |      | - Computers and the Internet allow people to transmit information and business transactions quickly and cheaply  
|       |      | - Transportation  
|       |      | - Modern airplanes, (e.g., Concorde, make world travel faster and easier)  
|       |      | - Bullet trains  
|       |      | - Supertankers accelerate ocean trade  
|       |      | - Interstate highways in the United States  
|       |      | - Medical Advancements:  
|       |      | - Penicillin  
|       |      | - Laser and ultrasound improves surgery  
|       |      | - Medical imaging – CAT scans and MRIs provide three-dimensional images of regions of the body  
|       |      | - Genetic engineering and cloning that introduces new genes into an organism  

WH.29 Explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events.

WH.29F Analyze information by sequencing, categorizing, identifying cause – and – effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.

Analyze INFORMATION BY
Including, but not limited to:  
- Sequencing  
- Categorizing  
- Identifying cause – and – effect relationships  
- Comparing  
- Contrasting  
- Finding the main idea  
- Summarizing  
- Making generalizations and predictions  
- Drawing inferences and conclusions  
- Developing connections between historical events over time

STAAR Note:
- These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.

WH.31 Social studies skills. The student uses problem – solving and decision – making skills, working independently and with others, in a variety of settings. The student is expected to –

WH.31A Use a problem – solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the Use PROBLEM-SOLVING PROCESS
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 | effectiveness of the solution. | Including, but not limited to:  
- Identify a problem  
- Gather information  
- List and consider options  
- Consider advantages and disadvantages  
- Choose and implement a solution  
- Evaluate the effectiveness of the solution

**Social Studies Skills TEKS:** Use appropriate social studies skills to support instruction.

| WH.29 | Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: |  |
| --- | --- | ---
| WH.29A | Identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence. |  |
| WH.29B | Explain how historians, when examining sources, analyze frame of reference, historical context and point of view to interpret historical events. |  |
| WH.29C | Explain the differences between primary and secondary sources examine those sources to analyze frame of reference, historical context, and point of view. |  |
| WH.29D | Evaluate the validity of a source based on language, corroboration with other sources, and information about the author. |  |
| WH.29E | Identify bias in written, oral, and visual material. |  |
| WH.29F | Analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time. |  |
| WH.29G | Construct a thesis on a social studies issue or event supported by evidence. |  |
| WH.29H | Use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs. |  |
| WH.30 | Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: |  |
| WH.30A | Use social studies terminology correctly. |  |
| WH.30B | Use standard grammar, spelling, sentence structure, and punctuation. |  |
| WH.30C | Interpret and create written, oral and visual presentations of social studies information. |  |
| WH.30D | Transfer information from one medium to another. |  |
| WH.31 | Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: |  |
| WH.31A | Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. |  |
| WH.31B | Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. |  |

The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.

- School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student’s levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.
School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency.

http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

<table>
<thead>
<tr>
<th>ELPS#</th>
<th>Subsection C: Cross-curricular second language acquisition essential knowledge and skills.</th>
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<tbody>
<tr>
<td>C(1)</td>
<td>Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</td>
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<tr>
<td>1C</td>
<td>Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.</td>
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<tr>
<td>C(5)</td>
<td>Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</td>
</tr>
<tr>
<td>5G</td>
<td>Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</td>
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</tbody>
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