

## AP WORLD HISTORY

# UNIT 9

# Globalization

*c. 1900 to the present*



**8–10%**

AP EXAM WEIGHTING



**~8–11**

CLASS PERIODS

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The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle and square have thin blue outlines.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 9**

**Multiple-choice: ~25 questions**

**Short-answer: 2 questions**

- Secondary source
- No source

**Free-response: 1 question**

- Long essay

# Globalization


*c. 1900 to the present*

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~8–11 CLASS PERIODS
<b>TEC</b>	<b>9.1 Advances in Technology and Exchange After 1900</b>	Continuity and Change	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
<b>ENV</b>	<b>9.2 Technological Advances and Limitations After 1900: Disease</b>	Continuity and Change	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
	<b>9.3 Technological Advances: Debates About the Environment After 1900</b>	Causation	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
<b>ECN</b>	<b>9.4 Economics in the Global Age</b>	Continuity and Change	<b>2.C</b> Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
<b>SIO</b>	<b>9.5 Calls for Reform and Responses After 1900</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
<b>CDI</b>	<b>9.6 Globalized Culture After 1900</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
	<b>9.7 Resistance to Globalization After 1900</b>	Causation	<b>2.C</b> Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~8–11 CLASS PERIODS
GOV	<b>9.8 Institutions Developing in a Globalized World</b>	Causation	<b>3.C</b> Compare the arguments or main ideas of two sources.	
	<b>9.9 Continuity and Change in a Globalized World</b>	Continuity and Change	<b>6.D</b> Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none"> <li>▪ Explain nuance of an issue by analyzing multiple variables.</li> <li>▪ Explain relevant and insightful connections within and across periods.</li> <li>▪ Explain the relative historical significance of a source's credibility and limitations.</li> <li>▪ Explain how or why a historical claim or argument is or is not effective.</li> </ul>	
	 Go to <b>AP Classroom</b> to assign the <b>Personal Progress Check</b> for Unit 9. Review the results in class to identify and address any student misunderstandings.			

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 171 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	9.2	<p><b>Making Connections</b></p> <p>Display photographs from the 1918 influenza pandemic. Ask students to think about the technological, geopolitical, and environmental continuities and changes they studied in previous units. Have students create a list of continuities and changes that help us understand the developments depicted in the photo. Next, have students work with a partner to create a concept web that explains the connections between the 1918 influenza pandemic and at least two other major changes or continuities in the early part of the 20th century.</p>
2	9.4	<p><b>Critique Reasoning</b></p> <p>Give students the “Pinochet’s Achievements” section of Margaret Thatcher’s speech on Pinochet at the Conservative Party Conference (1999). Ask students to fact-check Thatcher by conducting research on each of the claims she makes about Pinochet in the document. Have students rate the accuracy of Thatcher’s speech and write a brief report justifying their rating.</p>
3	9.9	<p><b>Self/Peer Revision</b></p> <p>Organize students into small groups. Display the learning objective for Topic 9.9. Ask students to write a claim supported by a paragraph with specific historical evidence that argues for a change but qualifies the argument by acknowledging continuity. To help students get started, provide a sentence frame for the topic sentence such as the following: Science and technology led to profound changes like _____; however, this change did have limits, for example _____ remained constant.</p> <p>When students finish, have them share their paragraphs and discuss the strengths and areas for improvement.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and methods of instruction and assessment.

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## SUGGESTED SKILL

 Making Connections

## 5.A

Identify patterns among or connections between historical developments and processes.

## TOPIC 9.1

# Advances in Technology and Exchange After 1900

## Required Course Content

### THEMATIC FOCUS

#### Technology and Innovation **TEC**

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

### LEARNING OBJECTIVE

**Unit 9: Learning Objective A**

Explain how the development of new technologies changed the world from 1900 to present.

### HISTORICAL DEVELOPMENTS

**KC-6.1.I.A**

New modes of communication—including radio communication, cellular communication, and the internet—as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance.

**KC-6.1.I.D**

Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.

**KC-6.1.III.B**

More effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and contributed to declining rates of fertility in much of the world.

**KC-6.1.I.B**

The Green Revolution and commercial agriculture increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture.

**KC-6.1.I.C**

Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives.

## TOPIC 9.2

# Technological Advances and Limitations After 1900: Disease

## Required Course Content

### THEMATIC FOCUS

#### Humans and the Environments **ENV**

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

### LEARNING OBJECTIVE

#### Unit 9: Learning Objective B

Explain how environmental factors affected human populations over time.

### HISTORICAL DEVELOPMENTS

#### KC-6.1.III

Diseases, as well as medical and scientific developments, had significant effects on populations around the world.

#### KC-6.1.III.A

Diseases associated with poverty persisted while other diseases emerged as new epidemics and threats to human populations, in some cases leading to social disruption. These outbreaks spurred technological and medical advances. Some diseases occurred at higher incidence merely because of increased longevity.

### SUGGESTED SKILL

 *Making Connections*

#### 5.B

Explain how a historical development or process relates to another historical development or process.



### AVAILABLE RESOURCE

- Classroom Resources > [The Spanish Flu and Its Legacy](#)

### ILLUSTRATIVE EXAMPLES

Diseases associated with poverty:

- Malaria
- Tuberculosis
- Cholera

Emergent epidemic diseases:

- 1918 influenza pandemic
- Ebola
- HIV/AIDS

Diseases associated with increased longevity:

- Heart disease
- Alzheimer's disease

## SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

## TOPIC 9.3

# Technological Advances: Debates About the Environment After 1900

## Required Course Content

### THEMATIC FOCUS

#### Humans and the Environments **ENV**

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

### LEARNING OBJECTIVE

**Unit 9: Learning Objective C**

Explain the causes and effects of environmental changes in the period from 1900 to present.

### HISTORICAL DEVELOPMENTS

**KC-6.1.II.A**

As human activity contributed to deforestation, desertification, a decline in air quality, and increased consumption of the world's supply of fresh water, humans competed over these and other resources more intensely than ever before.

**KC-6.1.II.B**

The release of greenhouse gases and pollutants into the atmosphere contributed to debates about the nature and causes of climate change.



## TOPIC 9.4

# Economics in the Global Age

### Required Course Content

#### THEMATIC FOCUS

##### Economics Systems **ECN**

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

#### LEARNING OBJECTIVE

##### Unit 9: Learning Objective D

Explain the continuities and changes in the global economy from 1900 to present.

#### HISTORICAL DEVELOPMENTS

##### KC-6.3.I.D

In a trend accelerated by the end of the Cold War, many governments encouraged free-market economic policies and promoted economic liberalization in the late 20th century.

##### KC-6.3.I.E

In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America.

##### KC-6.3.II.B

Changing economic institutions, multinational corporations, and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world.

#### SUGGESTED SKILL

 *Sourcing and Situation*

#### 2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.



#### ILLUSTRATIVE EXAMPLES

Governments' increased encouragement of free-market policies:

- The United States under Ronald Reagan
- Britain under Margaret Thatcher
- China under Deng Xiaoping
- Chile under Augusto Pinochet

Knowledge economies:

- Finland
- Japan
- U.S.

Asian production and manufacturing economies:

- Vietnam
- Bangladesh

Latin American production and manufacturing economies:

- Mexico
- Honduras

Economic institutions and regional trade agreements:

- World Trade Organization (WTO)
- North American Free Trade Agreement (NAFTA)
- Association of Southeast Asian Nations (ASEAN)

Multinational corporations:

- Nestlé
- Nissan
- Mahindra and Mahindra

## SUGGESTED SKILL

 Contextualization

## 4.B

Explain how a specific historical development or process is situated within a broader historical context.



## ILLUSTRATIVE EXAMPLES

Challenges to assumptions about race, class, gender, and religion:

- The U.N. Universal Declaration of Human Rights, especially as it sought to protect the rights of children, women, and refugees
- Global feminism movements
- Negritude movement
- Liberation theology in Latin America

Increased access to education and political and professional roles:

- The right to vote and/or to hold public office granted to women in the United States (1920), Brazil (1932), Turkey (1934), Japan (1945), India (1947), and Morocco (1963)
- The rising rate of female literacy and the increasing numbers of women in higher education, in most parts of the world
- The U.S. Civil Rights Act of 1965
- The end of apartheid
- Caste reservation in India

Environmental movements:

- Greenpeace
- Professor Wangari Maathai's Green Belt Movement in Kenya

Economic movements:

- World Fair Trade Organization

## TOPIC 9.5

# Calls for Reform and Responses After 1900

## Required Course Content

## THEMATIC FOCUS

### Social Interactions and Organization **SIO**

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

## LEARNING OBJECTIVE

**Unit 9: Learning Objective E**

Explain how social categories, roles, and practices have been maintained and challenged over time.

## HISTORICAL DEVELOPMENTS

**KC-6.3.III.i**

Rights-based discourses challenged old assumptions about race, class, gender, and religion.

**KC-6.3.III.ii**

In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion.

**KC-6.3.II.C.i**

Movements throughout the world protested the inequality of the environmental and economic consequences of global integration.

## TOPIC 9.6

# Globalized Culture After 1900

**SUGGESTED SKILL**
 *Contextualization*
**4.B**

Explain how a specific historical development or process is situated within a broader historical context.

**ILLUSTRATIVE EXAMPLES**

Global culture:

- Music: Reggae
- Movies: Bollywood
- Social media: Facebook, Twitter
- Television: BBC
- Sports: World Cup soccer, the Olympics

Global consumerism:

- Online commerce: Alibaba, eBay
- Global brands: Toyota, Coca-Cola

## Required Course Content

**THEMATIC FOCUS****Cultural Developments and Interactions CDI**

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

**LEARNING OBJECTIVE****Unit 9: Learning Objective F**

Explain how and why globalization changed culture over time.

**HISTORICAL DEVELOPMENTS****KC-6.3.IV.i**

Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global.

**KC-6.3.IV.ii**

Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.

**KC-6.3.IV.iii**

Consumer culture became globalized and transcended national borders.

## SUGGESTED SKILL

 Sourcing and Situation

## 2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.



## ILLUSTRATIVE EXAMPLES

Responses to economic globalization:

- Anti-IMF and anti-World Bank activism
- Advent of locally developed social media (Weibo in China)

## TOPIC 9.7

# Resistance to Globalization After 1900

## Required Course Content

**THEMATIC FOCUS****Cultural Developments and Interactions** **CDI**

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

**LEARNING OBJECTIVE****Unit 9: Learning Objective G**

Explain the various responses to increasing globalization from 1900 to present.


**HISTORICAL DEVELOPMENTS****KC-6.3.IV.iv**

Responses to rising cultural and economic globalization took a variety of forms.

## TOPIC 9.8

# Institutions Developing in a Globalized World

**SUGGESTED SKILL**

 *Claims and Evidence in Sources*

**3.C**

Compare the arguments or main ideas of two sources.

### Required Course Content

#### THEMATIC FOCUS

##### Governance **GOV**

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

#### LEARNING OBJECTIVE

##### Unit 9: Learning Objective H

Explain how and why globalization changed international interactions among states.

#### HISTORICAL DEVELOPMENTS

##### KC-6.3.II.A

New international organizations, including the United Nations, formed with the stated goal of maintaining world peace and facilitating international cooperation.

## SUGGESTED SKILL

 Argumentation

## 6.D

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.

## TOPIC 9.9

# Continuity and Change in a Globalized World

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

## Required Course Content

### LEARNING OBJECTIVE

**Unit 9: Learning Objective I**

Explain the extent to which science and technology brought change in the period from 1900 to the present.

### REVIEW: UNIT 9 KEY CONCEPTS

**KC-6.1**

Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.

**KC-6.1.I.A**

New modes of communication—including radio communication, cellular communication, and the internet—as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance.

**KC-6.1.I.D**

Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.

**KC-6.1.III.B**

More effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and contributed to declining rates of fertility in much of the world.

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**LEARNING OBJECTIVE****Unit 9: Learning Objective I**

Explain the extent to which science and technology brought change in the period from 1900 to the present.

**REVIEW: UNIT 9 KEY CONCEPTS****KC-6.1.1.B**

The Green Revolution and commercial agriculture increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture.

**KC-6.1.1.C**

Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives.

**KC-6.3.I**

States responded in a variety of ways to the economic challenges of the 20th century.

**KC-6.3.III.i**

Rights-based discourses challenged old assumptions about race, class, gender, and religion.

**KC-6.3.III.ii**

In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion.

**KC-6.3.IV.i**

Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global.

**KC-6.3.IV.ii**

Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.

**KC-6.3.IV.iii**

Consumer culture became globalized and transcended national borders.