

AP WORLD HISTORY

UNIT 8

Cold War and Decolonization

c. 1900 to the present



8–10%

AP EXAM WEIGHTING



~14–17

CLASS PERIODS

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue horizontal bar with two white vertical lines extending downwards from its center, resembling a computer monitor or a document icon.

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 8

Multiple-choice: ~25 questions

Short-answer: 2 questions

- No source
- Primary source

Free-response: 1 question

- Document-based

Cold War and Decolonization


c. 1900 to the present

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~14–17 CLASS PERIODS
GOV	8.1 Setting the Stage for the Cold War and Decolonization	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
CDI	8.2 The Cold War	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
GOV	8.3 Effects of the Cold War	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	
ECN, SIO	8.4 Spread of Communism After 1900	Causation	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.	
GOV	8.5 Decolonization After 1900	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	
GOV, ECN	8.6 Newly Independent States	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
CDI	8.7 Global Resistance to Established Power Structures After 1900	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
GOV	8.8 End of the Cold War	Causation	1.B Explain a historical concept, development, or process.	~14–17 CLASS PERIODS
	8.9 Causation in the Age of the Cold War and Decolonization	Causation	6.D 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"> ▪ 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. 	
	Go to AP Classroom to assign the Personal Progress Check for Unit 8. 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	8.1	<p>Quickwrite and Debriefing</p> <p>Display Paul Plaschke’s cartoon of the Yalta Conference (1945). Ask students to write a quick reply to the following prompt: <i>Predict how this cartoon might provide context for understanding Unit 8.</i></p> <p>Ask a few students to share, and debrief by discussing how the events of World War II provide essential context for understanding the Cold War.</p>
2	8.2	<p>Self/Peer Revision</p> <p>Provide excerpts from John Foster Dulles’s “Dynamic Peace” speech (1957), V. M. Molotov’s “The Task of Our Time: Unite Against the Enslavement of the People” (1947), and President Sukarno’s speech at the opening of the Bandung Conference (1955). Have students use the documents to respond to the learning objective for this topic with a claim/thesis statement and then practice writing explanations on how or why the document’s point of view, purpose, situation, or audience is relevant to that argument. As students work, ask them to seek feedback and suggestions from classmates.</p>
3	8.8	<p>Create Representation</p> <p>Have students read and annotate “The Events of 1989–1992” section of “1789–1792 and 1989–1992: Global Interaction of Social Movements” by Patrick Manning (available on World History Connected) before class. In small groups, have students discuss the author’s argument and then create a political cartoon that summarizes and explains the social movements discussed.</p>
4	8.9	<p>Guided Discussion</p> <p>Provide students with the following claim: <i>The Cold War increased the influence of the United States in the world but ultimately weakened the influence of Russia.</i> Lead a discussion about how to develop a complex argument that supports a claim like this as well as acknowledges and discusses evidence that contradicts it.</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

 Contextualization

4.B

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

TOPIC 8.1

Setting the Stage for the Cold War and Decolonization

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 8: Learning Objective A

Explain the historical context of the Cold War after 1945.

HISTORICAL DEVELOPMENTS

KC-6.2.II

Hopes for greater self-government were largely unfulfilled following World War I; however, in the years following World War II, increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states.

KC-6.2.IV.C.i

Technological and economic gains experienced during World War II by the victorious nations shifted the global balance of power.

TOPIC 8.2

The Cold War

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.



ILLUSTRATIVE EXAMPLES

Non-Aligned Movement:

- Sukarno in Indonesia
- Kwame Nkrumah in Ghana

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 8: Learning Objective B

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

HISTORICAL DEVELOPMENTS

KC-6.2.IV.C.ii

The global balance of economic and political power shifted during and after World War II and rapidly evolved into the Cold War. The democracy of the United States and the authoritarian communist Soviet Union emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe.

KC-6.2.V.B

Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social orders.

SUGGESTED SKILL

 Making Connections

5.B

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



ILLUSTRATIVE EXAMPLES

Proxy wars:

- Korean War
- Angolan Civil War
- Sandinista-Contras conflict in Nicaragua

TOPIC 8.3

Effects of the Cold War

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 8: Learning Objective C

Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.

HISTORICAL DEVELOPMENTS

KC-6.2.IV.D

The Cold War produced new military alliances, including NATO and the Warsaw Pact, and led to nuclear proliferation and proxy wars between and within postcolonial states in Latin America, Africa, and Asia.

TOPIC 8.4

Spread of Communism After 1900

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

Land and resource redistribution:

- Communist Revolution for Vietnamese independence
- Mengistu Haile Mariam in Ethiopia
- Land reform in Kerala and other states within India
- White Revolution in Iran

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 8: Learning Objective D**

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

HISTORICAL DEVELOPMENTS**KC-6.2.I.i**

As a result of internal tension and Japanese aggression, Chinese communists seized power. These changes in China eventually led to communist revolution.

KC-6.3.I.A.ii

In communist China, the government controlled the national economy through the Great Leap Forward, often implementing repressive policies, with negative repercussions for the population.

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 8: Learning Objective E**

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

HISTORICAL DEVELOPMENTS**KC-6.2.II.D.i**

Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism or socialism.

SUGGESTED SKILL

 Making Connections

5.B

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



ILLUSTRATIVE EXAMPLES

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
- Québécois separatist movement in Canada
- Biafra secessionist movement in Nigeria

TOPIC 8.5

Decolonization After 1900

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 8: Learning Objective F

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

HISTORICAL DEVELOPMENTS

KC-6.2.II.A

Nationalist leaders and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule.

KC-6.2.I.C

After the end of World War II, some colonies negotiated their independence, while others achieved independence through armed struggle.

KC-6.2.II.B

Regional, religious, and ethnic movements challenged colonial rule and inherited imperial boundaries. Some of these movements advocated for autonomy.

TOPIC 8.6

Newly Independent States

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 8: Learning Objective G

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

HISTORICAL DEVELOPMENTS

KC-6.2.III.A.i


The redrawing of political boundaries after the withdrawal of former colonial authorities led to the creation of new states.

KC-6.2.III.A.ii

The redrawing of political boundaries in some cases led to conflict as well as population displacement and/or resettlements, including those related to the Partition of India and the creation of the state of Israel.

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SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.D

Explain how claims or evidence support, modify, or refute a source's argument.



ILLUSTRATIVE EXAMPLES

States created by redrawing of political boundaries:

- Israel
- Cambodia
- Pakistan

**ILLUSTRATIVE EXAMPLES
(CONT'D)**

Governments guiding economic life:

- Gamal Abdel Nasser's promotion of economic development in Egypt
- Indira Ghandi's economic policies in India
- Julius Nyerere's modernization in Tanzania
- Sirimavo Bandaranaike's economic policies in Sri Lanka

Migrations:

- South Asians to Britain
- Algerians to France
- Filipinos to the United States

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 8: Learning Objective H**

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

HISTORICAL DEVELOPMENTS**KC-6.3.I.C**

In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.

KC-6.2.III.B

The migration of former colonial subjects to imperial metropolises (the former colonizing country), usually in the major cities, maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.

TOPIC 8.7

Global Resistance to Established Power Structures 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 8: Learning Objective I

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

HISTORICAL DEVELOPMENTS

KC-6.2.V

Although conflict dominated much of the 20th century, many individuals and groups—including states—opposed this trend. Some individuals and groups, however, intensified the conflicts.

KC-6.2.V.A

Groups and individuals challenged the many wars of the century, and some, such as Mohandas Gandhi, Martin Luther King Jr., and Nelson Mandela, promoted the practice of nonviolence as a way to bring about political change.

KC-6.2.V.C

Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict.

KC-6.2.V.D

Some movements used violence against civilians in an effort to achieve political aims.

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.



ILLUSTRATIVE EXAMPLES


Responses that intensified conflict:

- Chile under Augusto Pinochet
- Spain under Francisco Franco
- Uganda under Idi Amin
- The buildup of the military-industrial complex and weapons trading

Movements that used violence:

- Shining Path
- Al-Qaeda

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.

TOPIC 8.8

End of the Cold War

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 8: Learning Objective J

Explain the causes of the end of the Cold War.

HISTORICAL DEVELOPMENTS

KC-6.2.IV.E

Advances in U.S. military and technological development, the Soviet Union's costly and ultimately failed invasion of Afghanistan, and public discontent and economic weakness in communist countries led to the end of the Cold War and the collapse of the Soviet Union.

TOPIC 8.9

Causation in the Age of the Cold War and Decolonization

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 8: Learning Objective K

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

REVIEW: UNIT 8 KEY CONCEPTS

KC-6.2

Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

KC-6.2.II

Hopes for greater self-government were largely unfulfilled following the World War I; however, in the years following the World War II, increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states.

KC-6.2.IV.C

The Cold War conflict extended beyond its basic ideological origins to have profound effects on economic, political, social, and cultural aspects of global events.

KC-6.3

The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.

KC-6.3.1

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

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.