

## AP WORLD HISTORY

# UNIT 7

# Global Conflict

*c. 1900 to the present*



**8–10%**

AP EXAM WEIGHTING



**~9–12**

CLASS PERIODS

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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 line with two short vertical lines extending downwards from its center, resembling a computer monitor or a stylized 'A'.

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 7**

**Multiple-choice: ~25 questions**

**Short-answer: 2 questions**

- Secondary source
- No source

**Free-response: 1 question**

- Document-based

# Global Conflict


*c. 1900 to the present*

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~9–12 CLASS PERIODS
GOV	<b>7.1 Shifting Power 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>7.2 Causes of World War I</b>	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
TEC	<b>7.3 Conducting World War I</b>	Continuity and Change	<b>3.B</b> Identify the evidence used in a source to support an argument.	
ECN	<b>7.4 Economy in the Interwar Period</b>	Comparison	<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.	
GOV	<b>7.5 Unresolved Tensions After World War I</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>7.6 Causes of World War II</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.	
	<b>7.7 Conducting World War II</b>	Comparison	<b>3.D</b> Explain how claims or evidence support, modify, or refute a source's argument.	

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## UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~9–12 CLASS PERIODS
SIO	<b>7.8 Mass Atrocities After 1900</b>	Causation	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
	<b>7.9 Causation in Global Conflict</b>	Causation	<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 7. 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	7.4	<p><b>Shared Inquiry</b></p> <p>Assign extended excerpts of Lázaro Cárdenas’s “Speech to the Nation” (1938) and Joseph Stalin’s “Industrialization of the Country and the Right Deviation in the C.P.S.U.(B.)” (1928) before class. In small groups, ask students to reread the documents and discuss the following questions:</p> <ul style="list-style-type: none"> <li>What is each author’s purpose and audience?</li> <li>How are they similar and different?</li> <li>Discuss the changes and continuities associated with the Mexican and Russian revolutions (Topic 7.1). How does the historical situation in each country help you understand the similarities and differences?</li> <li>Discuss the economic changes that you studied in Units 5 and 6. How does this help you understand the historical significance of each author’s point of view? Support your response with examples.</li> </ul>
2	7.5	<p><b>Quickwrite</b></p> <p>Assign a short excerpt from Georges Clemenceau’s “Letter of Reply to the Objections of the German Peace Delegation” (May 1919). Ask students to review their notes from Topic 7.2 and respond to the following prompt in a paragraph: <i>Based on what you learned about the causes of World War I, what are the weaknesses in Clemenceau’s argument?</i></p>
3	7.7	<p><b>Socratic Seminar</b></p> <p>Ask students to read and annotate “The Century of Total War” section of “War and the Environment” by Richard P. Tucker (available on <a href="#">World History Connected</a>) before class. Facilitate a student discussion of the following questions:</p> <ul style="list-style-type: none"> <li>What is the author’s argument?</li> <li>What evidence does he use to support his argument?</li> <li>Is there additional evidence from before or during this time period that would support or refute the author’s argument?</li> <li>Do you agree with the author’s argument? Why or why not?</li> </ul>

## SUGGESTED SKILL

 Contextualization

## 4.B

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



## AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Understanding Continuity and Change in Period 6 \(Resources on the decline of the empire in the 20th century\)](#)

## TOPIC 7.1

# Shifting Power 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 7: Learning Objective A**

Explain how internal and external factors contributed to change in various states after 1900.

### HISTORICAL DEVELOPMENTS

**KC-6.2.I**

The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end.

**KC-6.2.I.A**

The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution.

**KC-6.2.II.D**

States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis.

## TOPIC 7.2

# Causes of World War I

**SUGGESTED SKILL**

 *Developments and Processes*

**1.B**

Explain a historical concept, development, or process.

## 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 7: Learning Objective B


Explain the causes and consequences of World War I.

### HISTORICAL DEVELOPMENTS

#### KC-6.2.IV.B.i

The causes of World War I included imperialist expansion and competition for resources. In addition, territorial and regional conflicts combined with a flawed alliance system and intense nationalism to escalate the tensions into global conflict.

## SUGGESTED SKILL

 *Claims and Evidence in Sources***3.B**

Identify the evidence used in a source to support an argument.

## TOPIC 7.3

# Conducting World War I

## 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 7: Learning Objective C**

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

**HISTORICAL DEVELOPMENTS****KC-6.2.IV.A.i**

World War I was the first total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies) for the purpose of waging war.

**KC-6.1.III.C.i**

New military technology led to increased levels of wartime casualties.



## TOPIC 7.4

# Economy in the Interwar Period

## 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 7: Learning Objective D**

Explain how different governments responded to economic crisis after 1900.

**HISTORICAL DEVELOPMENTS****KC-6.3.1.B**

Following World War I and the onset of the Great Depression, governments began to take a more active role in economic life.

**KC-6.3.1.A.i**

In the Soviet Union, the government controlled the national economy through the Five Year Plans, often implementing repressive policies, with negative repercussions for the population.

**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**

Government intervention in the economy:

- The New Deal
- The fascist corporatist economy
- Governments with strong popular support in Brazil and Mexico

## 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

Territorial gains:

- Transfer of former German colonies to Great Britain and France under the system of League of Nations mandates
- Manchukuo/Greater East Asia Co-Prosperity Sphere

Anti-imperial resistance:

- Indian National Congress
- West African resistance (strikes/congresses) to French rule

## TOPIC 7.5

# Unresolved Tensions After World War I

## 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 7: Learning Objective E

Explain the continuities and changes in territorial holdings from 1900 to the present.

### HISTORICAL DEVELOPMENTS

#### KC-6.2.I.B

Between the two world wars, Western and Japanese imperial states predominantly maintained control over colonial holdings; in some cases, they gained additional territories through conquest or treaty settlement and in other cases faced anti-imperial resistance.

## TOPIC 7.6

# Causes of World War II

**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.

## 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 7: Learning Objective F**

Explain the causes and consequences of World War II.

**HISTORICAL DEVELOPMENTS****KC-6.2.IV.B.ii**

The causes of World War II included the unsustainable peace settlement after World War I, the global economic crisis engendered by the Great Depression, continued imperialist aspirations, and especially the rise to power of fascist and totalitarian regimes that resulted in the aggressive militarism of Nazi Germany under Adolf Hitler.

**SUGGESTED SKILL**

 *Claims and Evidence in Sources*

**3.D**

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

**ILLUSTRATIVE EXAMPLES**

Western democracies mobilizing for war:

- Great Britain under Winston Churchill
- United States under Franklin Roosevelt

Totalitarian states mobilizing for war:

- Germany under Adolf Hitler
- USSR under Joseph Stalin

**TOPIC 7.7**

# Conducting World War II

## 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 7: Learning Objective G**

Explain similarities and differences in how governments used a variety of methods to conduct war.

**HISTORICAL DEVELOPMENTS****KC-6.2.IV.A.ii**

World War II was a total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies or former colonies) for the purpose of waging war. Governments used ideologies, including fascism and communism to mobilize all of their state's resources for war and, in the case of totalitarian states, to repress basic freedoms and dominate many aspects of daily life during the course of the conflicts and beyond.

**KC-6.1.III.C.ii**

New military technology and new tactics, including the atomic bomb, fire-bombing, and the waging of "total war" led to increased levels of wartime casualties.

## TOPIC 7.8

# Mass Atrocities 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 7: Learning Objective H

Explain the various causes and consequences of mass atrocities in the period from 1900 to the present.

#### HISTORICAL DEVELOPMENTS

##### KC-6.2.III.C

The rise of extremist groups in power led to the attempted destruction of specific populations, notably the Nazi killing of the Jews in the Holocaust during World War II, and to other atrocities, acts of genocide, or ethnic violence.

#### SUGGESTED SKILL

 *Making Connections*

##### 5.B

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



#### ILLUSTRATIVE EXAMPLES

Genocide, ethnic violence, or attempted destruction of specific populations:

- Armenians in the Ottoman Empire during and after World War I
- Cambodia during the late 1970s
- Tutsi in Rwanda in the 1990s
- Ukraine in the Soviet Union in the 1920s and 1930s

## 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 7.9

# Causation in Global Conflict

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 7: Learning Objective I**

Explain the relative significance of the causes of global conflict in the period 1900 to the present.

### REVIEW: UNIT 7 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-6.2**

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

**KC-6.2.I**

The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end.

**KC-6.2.I.A**

The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution.

**KC-6.2.II.D**

States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis.