



**Big Era Nine
Paradoxes of Global Acceleration
1945 – Present**



**Landscape Teaching Unit 9.1
World Politics and Global Economy
After World War II**

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Why this unit?

World War II stands as one of the worst human tragedies in history. Though estimates vary greatly, some say that as many as 62 million people died during the war, and it ended with the first and only use of atomic bombs. Though the war was full of horror, the world continued to advance, at least technologically, if not morally. In order to understand the current world in which we live, it is imperative that we understand the foundations of this world that were laid during and immediately after this war. It is conceivable that global leaders might have agreed to far less than they did and that another world-scale conflict might have ensued. This did not happen. It is imperative that students understand what did happen, so they may gain a deep knowledge of our contemporary world, including its key economic, social, and political developments.

Unit objectives

Upon completing this unit, students will be able to:

1. Explain the effect that the events of World War II had on the international community's understanding of illegal war practices.
2. Describe the impact that the Marshall Plan had on European nations.
3. Describe the basic structure and early accomplishments of the United Nations.
4. Report on the events that led to a communist government in China.

Time and materials

This unit should take 5 class periods.

Author

Andrew Pass is an independent educational consultant specializing in curriculum development and school improvement. Pass completed advanced doctoral work in Curriculum, Teaching, and Educational Policy at Michigan State University. He wrote his dissertation on school improvement. He holds a B.A. in Political Science from Columbia University and a B.A. in Talmud and Rabbinics from the Jewish Theological Seminary of America.

The historical context

On May 8, 1945, the Allied troops celebrated V-E Day, or Victory in Europe Day, the official victory over Nazi Germany and Adolph Hitler's Third Reich. The Russians celebrated the event a day later. The Allies held their last conference in Potsdam near Berlin from July 17 to August 2. During that conference, the various nations reached agreements on the administration of occupied Germany. A little more than three months later, on August 15, 1945, the Allies celebrated V-J Day, or Victory over Japan Day.

Though the war had ended, Europe lay in ruin. Millions of refugees were homeless. Many of them, including both survivors and perpetrators of the Holocaust, were not only homeless. They

also lacked home countries to which they could or wanted to return. Many Eastern European nations expelled Germans after the conclusion of the war. Many of those expelled had never lived in Germany. Western nations forcibly returned thousands of Soviet citizens to the Soviet Union. Those refugees typically lacked sufficient sustenance.

Jewish refugees surviving the Holocaust were thrust into an even more uncertain situation. Many tried to immigrate to the land of Palestine. However, the British government, which controlled Palestine at the time, issued very few entrance visas. Consequently, many Jews ended up living in displaced persons, or DP, camps. Essentially, those Jews moved from concentration or death camps, to DP camps, which were also fenced-in and guarded. Though nobody intentionally killed the Jews in those camps, the living conditions were very cramped and food was in short supply. Many survivors, already weak from their war experience, did not make it through the DP experience.

National economies, particularly those in Germany and the Soviet Union, were struggling to produce enough food to avoid starvation. Certainly, it was even more difficult and time-consuming to reconstruct the transportation and other physical infrastructures.

Regarding the major powers, the British empire had the world's strongest military at the beginning of the twentieth century. It also had a very strong economy. During World War II, Britain managed to prevent the Germans from conquering England after surviving the German Blitzkrieg in the summer of 1940. After the war, however, the British and Americans both recognized that the British no longer had the military or economic strength to lead the free world. Consequently, the reins of leadership were figuratively passed from the British to the Americans.

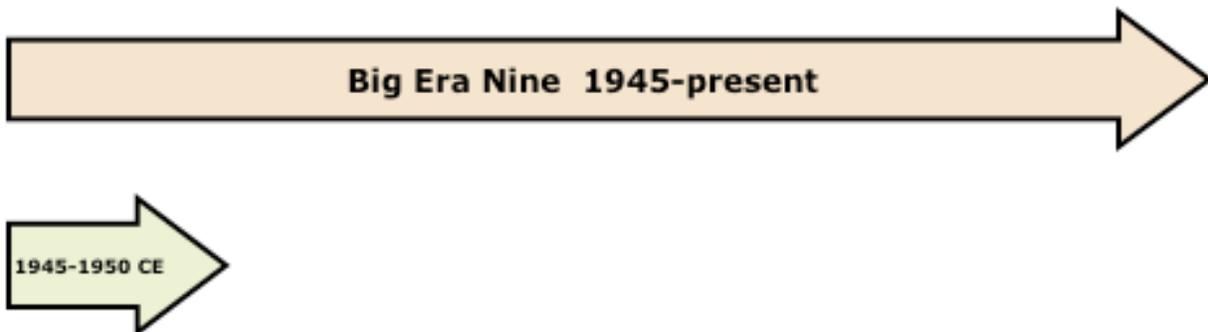
The Soviet Union had fought as an ally with Britain and the United States during the war. However, an old saying states, "The enemy of my enemy is my friend." Since both the Soviets and the Western allies viewed Germany as an enemy during the war, it made sense to fight alongside one another. With the defeat of Germany, however, the fundamental tensions between the communist ideals of the Soviet Union and the democratic ideals of Britain and the United States came to the fore again. Significantly, before the [Cold War](#) fully engulfed the world's superpowers, they agreed to form the United Nations. This world organization ensured that the states of the world would continuously have a place to discuss their differences, even if it did not always prevent a hot war.

World War II had devastated much of Europe. The Americans and the Soviets both sought to support the reconstruction of many of the worst hit countries, recognizing that financial aid would provide the two powers with the opportunity to ideologically influence the governments and peoples of those states. While the Soviets hoped to encourage as much communism as possible, the Americans obviously wanted to promote democracy. While the Americans helped rebuild Western Europe with funding from the Marshall Plan, the Soviet's Eastern European allies refused to accept this support. Interestingly, as late as the 1980s, after Western Europe had long been rebuilt, damage from World War II was still evident in Eastern European nations.

The Japanese surrender at the conclusion of the war had a great impact on China. After all, the Chinese and Japanese had engaged one another in conflict for many years before World War II. The final conflict, which ended with the Japanese surrender in 1945, had begun in 1937, three years before the rest of the world engaged in war. Prior to 1937, the Chinese had fought a civil war among themselves, with the nationalists taking one side and the communists taking the other. While this war halted so that the Chinese could unite to battle Japan, it began again, immediately after the Japanese surrender. By 1949, the communists kicked the nationalists out of mainland China, thus establishing the People's Republic of China.

Hitler's Nazi regime murdered more than twelve million people during the Holocaust. Those murders did not occur on the battlefield but in gas chambers and firing pits. Of the twelve million killed, six million were Jews. The Jewish people had long sought a return to the land of Israel, which historically corresponded generally to Palestine. The British controlled Palestine through World War II as a result of the division of Southwest Asian territories formerly part of the Ottoman empire into several League of Nations Mandates administered by either Britain or France. People of several languages and religions lived in Palestine. Britain was quite happy to relinquish direct (and expensive) rule of that part of the world. In November 1947, therefore, the United Nations voted to partition Israel, offering half of the land to Arab residents and half of the land to Jews. On May 14, 1948, Israel's Independence Day, war broke out between those two groups.

This unit in the Big Era Timeline



Lesson 1

The Rules of War

1. To begin this lesson, post the transparency 1.1 (Hitler Wins) on the overhead. Ask students to do a quick-write in which they explain how the world might be different today if Germany had won World War II. After students have finished writing, invite several of them to share their answers with the class. Students might consider how this victory would have affected democratic government, movements for civil and human rights, attitudes about race, the international power and status of the United States, the existing colonial empires of Britain and France, communism in the Soviet Union, and so on. Remind students that, even if the Germans had won World War II, historical changes would certainly have occurred between the conclusion of that war and today. Help students understand that history is not predetermined. Changes that occur today will affect tomorrow.
2. Ask students to complete Student Handout 1.1 (The Potsdam Conference) in groups of two or three. After students have completed this handout, invite several of them to share their answers with the class. Students should recognize that the Potsdam Conference was significant because the leaders of the Allied Nations decided the fate of post-war Germany. They should recognize that after a war usually the victors gain the right to dictate the terms of peace. Ask students how they think that the decisions made at the Potsdam Conference might have affected the rest of the twentieth century. Ask if students think that the Potsdam Conference had a significant impact on the course of world history. Encourage them to support their opinions.
3. In groups of two or three, ask students to complete Student Handout 1.2 (Rules of War). After students have completed this work, reconvene the class and invite students to share their answers. Encourage them to discuss whether or not rules of war should exist. As students share their rules with the class, make a list on the board. Encourage students to briefly explain why they believe that each rule that they offer should exist. If students offer more than five different rules of war, remind them that, sometimes, too many rules might negate the importance of fewer specific rules. Tell them that as a class they should seek to limit the number of rules to five. Lead a discussion in which they try to winnow down the number of rules.
4. Ask students what should happen to a state that violates these rules of war. Inquire as to what should happen if states, as a whole, do not violate these rules of war, but individuals in states do violate them. Encourage students to support their opinions.
5. Now ask students to explain, in a quick-write, if they can think of any time when an individual should not get in trouble for violating a rule of war. After students have completed this quick-write, call on several of them to share their answers. One or more students might suggest that soldiers who violate these rules because a commanding

officer ordered them to do so should not be prosecuted. Facilitate a discussion in which students consider whether or not soldiers should be prosecuted for doing something wrong that a commanding officer ordered them to do.

6. Explain that after World War II ended, the Allies charged that the Germans had committed crimes against humanity. If students did not offer examples related to the Holocaust and World War II in the previous step, ask them to do so now. Inform students that the Allies decided to prosecute individuals who had committed atrocious crimes. Tell them that in order to successfully prosecute somebody for committing crimes, it is imperative to know what counts as a crime of war. Explain that, between 1945 and 1949, the Allied Forces held a special tribunal to prosecute war crimes.
7. In groups of three or four, ask students to answer the questions from Student Handout 1.3 (Nuremberg). After students have completed this work, reconvene the class and invite students to share their answers. Tell students that many of the defendants at the Nuremberg Trials claimed that they were just following orders. The Nuremberg judges dismissed these defenses as inconsequential. Many of the defendants at Nuremberg were found guilty and sentenced to death.
8. Now ask students to complete the assignment explained on Student Handout 1.4 (The Influence of Nuremberg). This assignment asks students to write a letter to somebody living one thousand years into the future, explaining the significance of Nuremberg to world history. After students have completed this work, invite them to share their letters with two other students. Then call on a few students to share their opinions with the entire class. Allow time for a brief discussion incorporating different perspectives.
9. Tell students that today there is a formal treaty among many states called the Geneva Convention which governs appropriate behavior and treatment of prisoners during the time of war. Display the text available on Transparency 1.2 (The Geneva Convention) and read it aloud to students. Then ask students to share with a classmate one thing that they have learned in this lesson.

Lesson 1

Transparency 1.1—Hitler Wins

Hitler Wins

Imagine that Germany under Adolph Hitler, together with Germany's ally Japan, won World War II. How would the world be different today?

Lesson 1

Transparency 1.2—The Geneva Convention

The following statement comes from the Geneva Convention adopted in 1949 by the United Nations Committee on Human Rights.

Article 3

In the case of armed conflict not of an international character occurring in the territory of one of the High Contracting Parties, each Party to the conflict shall be bound to apply, as a minimum, the following provisions:

1. Persons taking no active part in the hostilities, including members of armed forces who have laid down their arms and those placed *hors de combat* by sickness, wounds, detention, or any other cause, shall in all circumstances be treated humanely, without any adverse distinction founded on race, color, religion or faith, sex, birth or wealth, or any other similar criteria.

To this end, the following acts are and shall remain prohibited at any time and in any place whatsoever with respect to the above-mentioned persons:

- (a) Violence to life and person, in particular murder of all kinds, mutilation, cruel treatment, and torture;
- (b) Taking of hostages;
- (c) Outrages upon personal dignity, in particular humiliating and degrading treatment;
- (d) The passing of sentences and the carrying out of executions without previous judgment pronounced by a regularly constituted court, affording all the judicial guarantees which are recognized as indispensable by civilized peoples.

2. The wounded and sick shall be collected and cared for.

An impartial humanitarian body, such as the International Committee of the Red Cross, may offer its services to the Parties to the conflict.

The Parties to the conflict should further endeavor to bring into force, by means of special agreements, all or part of the other provisions of the present Convention.

The application of the preceding provisions shall not affect the legal status of the Parties to the conflict.

Source: Office of the High Commission for Human Rights, <http://www.unhchr.ch/html/menu3/b/92.htm>

Lesson 1***Student Handout 1.2—Rules of War***

Civilized society has long had rules for war. According to international law, not everything goes. Imagine that you are sitting on a committee responsible for developing three rules that all nations must abide by during times of war. What three rules would you insist upon and why?

1.

2.

3.

Lesson 1

Student Handout 1.3—Nuremberg

At the conclusion of World War II, the Allies established a court within the city of Nuremberg to convict officers and soldiers who had behaved in ways that the Allies considered illegal, even for wartime. The following statements were incorporated within the Charter for the International Military Tribunal that convened as this court.

Read the description of this behavior and answer the questions that follow:

(b) War Crimes: namely, violations of the laws or customs of war. Such violations shall include, but not be limited to, murder, ill-treatment, or deportation to slave labor or for any other purpose of civilian population of or in occupied territory, murder or ill-treatment of prisoners of war or persons on the seas, killing of hostages, plunder of public or private property, wanton destruction of cities, towns, or villages, or devastation not justified by military necessity;

(c) Crimes against Humanity: namely, murder, extermination, enslavement, deportation, and other inhumane acts committed against any civilian population, before or during the war, or persecutions on political, racial, or religious grounds in execution of or in connection with any crime within the jurisdiction of the Tribunal, whether or not in violation of domestic law of the country where perpetrated.

Leaders, organizers, instigators, and accomplices participating in the formulation or execution of a Common Plan or Conspiracy to commit any of the foregoing crimes are responsible for all acts performed by any persons in execution of such plan.

Source: Charter of the International Military Tribunal,
<http://www.law.umkc.edu/faculty/projects/ftrials/nuremberg/NurembergIndictments.html>

Lesson 2

Refugees

1. To begin this lesson write the word “refugee” on the board and ask students to define it in a quick write. After students have completed this writing, invite several to share their answers with the class. Then display Transparency 2.1 (Refugee Defined). Read it aloud to students. Ask students why they think people are likely to take refuge during and after wars. Facilitate a discussion in which students consider this idea.
2. Now distribute Student Handout 2.1 (Refugees in Europe). Ask students to complete this handout in groups of two or three. This handout presents students with **demographic** information about the number of refugees that existed in Europe after World War II. It asks students to consider the consequences of so many refugees. After students have completed this work, invite several to share their answers with the class.
3. Now distribute Student Handout 2.2 (Jewish Refugees). Ask students to complete the work on this sheet in groups of two or three. This handout asks students to consider whether or not it is appropriate, in a study of world history, to consider the problem of Jewish refugees, after the Holocaust and World War II, separately from other refugees. After students have completed this work invite several to share their answers with the class. Facilitate a discussion in which students consider whether or not they should consider the experiences of individual groups of people. Teachers may remind students that world history is comprised of the experiences of many different groups, among other phenomena. Students should also recognize that historians can develop hypotheses from the history of a single group to test against the experiences of other groups.
4. Now post Transparency 2.2 (If I Were a Refugee). Ask students to respond to the prompt on this transparency in groups of three or four. This prompt asks students to write a song relaying the feelings that they might have as refugees after World War II. After students have completed this work, divide the class in half, keeping each group together. Each group should perform its song in front of one half of the class. Ask all students who are not performing to write down one response to each group’s presentation.
5. Distribute Student Handout 2.3 (The World’s Responsibility) and ask students to respond to the prompt on it in groups of two or three. This prompts ask students to consider the responsibilities the world had towards refugees. After students have completed this work, facilitate a discussion in which students consider the positive and negative consequences of helping refugees secure food and shelter.

Lesson 2

Transparency 2.1

Refugee and Refuge Defined

Refugee

One who flees in search of refuge, as in times of war, political oppression, or religious persecution.

Refuge

Protection or shelter, as from danger or hardship.

A place providing protection or shelter.

A source of help, relief, or comfort in times of trouble.

The American Heritage® Dictionary of the English Language, Fourth Edition Copyright © 2007, 2000 by Houghton Mifflin Company. Updated in 2007.

Lesson 2***Transparency 2.2***

If I Were a Refugee!!

In your groups, imagine that you are refugees, composing a song about the refugee experience.

Your song should have at least three stanzas, including one chorus.

The song should reflect the information presented in this lesson.

Lesson 2***Student Handout 2.2—Jewish Refugees***

The Nazis killed the vast majority of the Jewish population of Europe during the Holocaust. The Allied Forces, however, liberated hundreds of thousands of Jews from concentration camps and death camps as they defeated the Germans. After liberation, these “survivors” had nowhere to go. Non-Jewish people had moved into the homes of Jews after they were forced into ghettos when Nazi rule began. Those occupants saw no reason to move out when the original residents returned. While many of those survivors hoped to move to Palestine, the British empire, which controlled the Palestinian territory at the time as a League of Nations Mandate, greatly limited the number of Jews that could enter. Consequently, many survivors ended up in Displaced Persons (DP) camps. Similarly to concentration and death camps, barbed-wire fences surrounded those DP camps. The camps’ residents lacked sufficient food. Though the camps served to house individuals with no homes, many died as a result of the terrible conditions in them.

In your group, respond to the following prompt:

Do you think that DP camps that housed Jewish refugees are significant enough to the development of world history to be included in a one-year world history course? Why or why not? (Please be sure to support your answer thoughtfully, articulating the criteria that you weighed in considering the importance of this topic in relation to other material you have studied this year.)

Lesson 3

Cleaning up War-Time Destruction

1. Ask students to read Student Handout 3.1 (The Aftermath of World War II) in groups of two or three and complete the assignment explained on the page. The assignment asks students to pretend that they are television reporters in Central Europe immediately after World War II. Their editors have assigned them to develop a one-minute news clip explaining the destruction that has occurred. After students have completed this work, divide the class in half. Ask the groups to present their one-minute news clip to their half of the class. Request that students who are not presenting write down one idea in each presentation that made them ponder the issue. After both groups have completed sharing their news clips, reconvene the class. Invite a few students to share the ideas they thought about during the different presentations.
2. In groups of two or three, ask students to complete Student Handout 3.2 (Where Does the Responsibility Lie?). After students have completed this work, reconvene the class. Invite students to share their answers with the class. Lead a discussion in which students consider whether it is fair to state that the victors have a responsibility to help the losers redevelop their infrastructure after a war. Encourage students to explain why it might be difficult for either the victor or the loser to help the other. Students might argue that it would be difficult because of social, civic, and economic factors.
3. Now distribute Student Handout 3.3 (The Marshall Plan). Divide students into five (or ten) equally-sized groups and assign each of them one section of text. Ask them to answer the questions associated with the five text selections. Inform students that after they have answered the questions for their particular section, they will form new groups with a representative from each section. In these new groups, students will explain their sections to each other.
4. After students have finished answering the questions in their first group, reconvene students into groups with a representative from each of the sections of text. Each student should explain his section of text to the remainder of the group. After students have finished explaining their portion of the text, place the prompt written on Transparency 3.1 (The Marshall Plan Overview) on the overhead or computer projection screen. Ask students to respond to this prompt in their groups.
5. Invite students to discuss the sentences that they wrote in response to the prompt on Transparency 3.1. Facilitate a discussion in which students consider the meaning of the message. Help students recognize that Secretary George Marshall emphasizes the importance of confidence to help rebuild the European economy. Ask students why they think confidence may have been important to Europe's recovery.

6. Now ask students to complete the questions on Student Handout 3.2 (The Soviet Union Comes to the Aid of Eastern European Nations) in groups of two or three. After students have completed this work, invite several of them to share their answers with the class. Lead a discussion with students in which they consider whether or not they think it is fair to say that wealthier nations helped poorer nations because they realized that people were starving to death and needed help. Why did these nations help their less fortunate, and typically smaller, neighbors?

Lesson 3

Transparency 3.1—The Marshall Plan Overview

In no more than four sentences, explain the Marshall Plan!

Lesson 3

Student Handout 3.1—The Aftermath of World War II

The year is 1945. World War II has finally ended. You are a television broadcaster on location in one of the following states:

- France
- Germany
- Poland
- Russia
- United Kingdom

Your news program's producer has asked you to develop a one-minute clip in which you report on the devastation in your country caused by the war.

Note: Scholars often disagree about the value of Wikipedia articles for conducting research because people may freely edit those articles. Most scholars would agree that researchers should not assume that any single source of information is credible. Rather, they aim to triangulate their information, using multiple sources to verify the same data, in order to ensure accuracy. With this in mind, Wikipedia is listed as a resource for this Student Handout. However, be sure to check the information you obtain in other resources as well.

Effects of World War II, Wikipedia, http://en.wikipedia.org/wiki/Effects_of_World_War_II

Lesson 3

Student Handout 3.3—The Marshall Plan

On June 5, 1947, George Marshall, the US Secretary of State, delivered an address at the Harvard University graduation ceremony. In this speech, he laid out his plan for reconstructing Europe. The plan was in operation for four years, beginning in July 1947. Your group has been assigned one of the following text selections from Marshall's speech. Please read the excerpt and answer the following three questions:

1. What main points is Marshall making? (Explain in your own words.)
2. If you were graduating from Harvard in the ceremony that Secretary Marshall addressed, what would you have thought about this message? Explain!
3. In what way is this text relevant to your own life?

Section 1

I need not tell you gentlemen that the world situation is very serious. That must be apparent to all intelligent people. I think one difficulty is that the problem is one of such enormous complexity that the very mass of facts presented to the public by press and radio make it exceedingly difficult for the man in the street to reach a clear appraisal of the situation. Furthermore, the people of this country are distant from the troubled areas of the earth and it is hard for them to comprehend the plight and consequent reaction of the long-suffering peoples, and the effect of those reactions on their governments in connection with our efforts to promote peace in the world.

Section 2

In considering the requirements for the rehabilitation of Europe, the physical loss of life, the visible destruction of cities, factories, mines, and railroads was correctly estimated, but it has become obvious during recent months that this visible destruction was probably less serious than the dislocation of the entire fabric of European economy. For the past 10 years conditions have been highly abnormal. The feverish maintenance of the war effort engulfed all aspects of national economics. Machinery has fallen into disrepair or is entirely obsolete. Under the arbitrary and destructive Nazi rule, virtually every possible enterprise was geared into the German war machine. Long-standing commercial ties, private institutions, banks, insurance companies, and shipping companies disappeared, through the loss of capital, absorption through nationalization or by simple destruction. In many countries, confidence in the local currency has been severely shaken. The breakdown of the business structure of Europe during the war was complete. Recovery has been seriously retarded by the fact that, two years after the close of hostilities, a peace settlement with Germany and Austria has not been agreed upon. But even given a more prompt solution of these difficult problems, the rehabilitation of the economic structure of Europe quite evidently will require a much longer time and greater effort than had been foreseen.

Section 3

There is a phase of this matter which is both interesting and serious. The farmer has always produced the foodstuffs to exchange with the city dweller for the other necessities of life. This division of labor is the basis of modern **civilization**. At the present time it is threatened with breakdown. The town and city industries are not producing adequate goods to exchange with the food-producing farmer. Raw materials and fuel are in short supply. Machinery is lacking or worn out. The farmer or the peasant cannot find the goods for sale which he desires to purchase. So the sale of his farm produce for money which he cannot use seems to him an unprofitable transaction. He, therefore, has withdrawn many fields from crop cultivation and is using them for grazing. He feeds more grain to stock and finds for himself and his family an ample supply of food, however short he may be on clothing and the other ordinary gadgets of civilization. Meanwhile people in the cities are short of food and fuel. So the governments are forced to use their foreign money and credits to procure these necessities abroad. This process exhausts funds which are urgently needed for reconstruction. Thus a very serious situation is rapidly developing which bodes no good for the world. The modern system of the division of labor upon which the exchange of products is based is in danger of breaking down.

The truth of the matter is that Europe's requirements for the next 3 or 4 years of foreign food and other essential products – principally from America – are so much greater than her present ability to pay that she must have substantial additional help, or face economic, social, and political deterioration of a very grave character.

Section 4

The remedy lies in breaking the vicious circle and restoring the confidence of the European people in the economic future of their own countries and of Europe as a whole. The manufacturer and the farmer throughout wide areas must be able and willing to exchange their products for currencies the continuing value of which is not open to question.

Aside from the demoralizing effect on the world at large and the possibilities of disturbances arising as a result of the desperation of the people concerned, the consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist. Such assistance, I am convinced, must not be on a piecemeal basis as various crises develop. Any assistance that this Government may render in the future should provide a cure rather than a mere palliative. Any government that is willing to assist in the task of recovery will find full cooperation, I am sure, on the part of the United States Government. Any government which maneuvers to block the recovery of other countries cannot expect help from us. Furthermore, governments, political parties, or groups which seek to perpetuate human misery in order to profit therefrom politically or otherwise will encounter the opposition of the United States.

Section 5

It is already evident that, before the United States Government can proceed much further in its efforts to alleviate the situation and help start the European world on its way to recovery, there must be some agreement among the countries of Europe as to the requirements of the situation and the part those countries themselves will take in order to give proper effect to whatever action might be undertaken by this Government. It would be neither fitting nor efficacious for this Government to undertake to draw up unilaterally a program designed to place Europe on its feet economically. This is the business of the Europeans. The initiative, I think, must come from Europe. The role of this country should consist of friendly aid in the drafting of a European program so far as it may be practical for us to do so. The program should be a joint one, agreed to by a number, if not all European nations.

An essential part of any successful action on the part of the United States is an understanding on the part of the people of America of the character of the problem and the remedies to be applied. Political passion and prejudice should have no part. With foresight, and a willingness on the part of our people to face up to the vast responsibilities which history has clearly placed upon our country, the difficulties I have outlined can and will be overcome.

Source: *Congressional Record*, 30 June 1947, http://encarta.msn.com/sidebar_1741501347/The_Marshall_Plan.html

Lesson 3***Student Handout 3.4—The Soviet Union Comes to the Aid of Eastern European Nations***

In your group, study the map on Transparency 3.2 (Post-World War II Europe) and then respond to the questions that follow.

1. Imagine that you were an adviser to Joseph Stalin, the Premier of the Soviet Union immediately after World War II. Would you have advised Stalin to trust the intentions of European states or the United States? Why or why not?
2. Would you have recommended inviting the United States to financially support the reconstruction of small states bordering your own state on the west? Why or why not?
3. If Stalin asked you what benefits the USSR or the US would derive from financial support of these smaller states, how would you have responded?

Lesson 3

Transparency 3.2—Post-World War II Europe



Lesson 4

China

1. Post Transparency 4 (Tom Friedman Speaks). Ask students to do a quick-write, explaining what the phrase written on it, “Bill Gates is the Britney Spears of China,” means. After students have explained this phrase, tell them that Thomas Friedman, an award-winning columnist at the New York Times, has written a book explaining that “the world is flat.” Ask students what they think this phrase means. Help them understand that, according to Friedman, jobs can just as easily be done in China, or anywhere else in the world, as in the United States. Therefore business owners will have their products produced in countries where they can have the smartest work done at the lowest cost. According to Thomas Friedman, China has this capacity. Ask students what they think this means for job opportunities in the United States.
2. Ask students to complete Student Handout 4.1 (Should We Understand Chinese History?) in groups of two or three. Explain to students that, in order to understand the present situation in the world, we should seek to understand the course of events that led to this situation. It is important to understand the values that both the Chinese government and the Chinese people hold dear. We should seek to understand their national experiences.
3. Now, pose the following question to students. Human beings and their biological ancestors have lived in China for as much as 1 million years. If a student’s goal is to understand the present context of the world, from when should the person begin considering China’s history—1 million years ago? 10,000 years ago? 500 years ago? Since 1900? Ask students to explain their answers. One logical starting point might be to consider China from the time that its current form of government came to power. Explain to students that, in order to understand why the current form of government came into existence, they would have to consider events that occurred earlier—but how much earlier?
4. Ask students to complete the questions on Student Handout 4.2 (A Chinese Dispute) in groups of two or three. After students have completed this work, divide the class in half. First, have students share their answers. Then facilitate a discussion in which students consider if they would have supported the nationalists or the communists. Be sure to challenge students to explain their ideas thoughtfully.
5. If sufficient time exists, ask students to imagine that they worked as evangelists for the two warring political parties. Challenge them to create campaign posters or advertisements advocating for one of the two political parties. One half of the class could support the nationalists while the other half supports the communists. After students complete this work, they should present their projects to the entire class.

6. Inform students that, on October 1, 1949, the Communist Party of China, having defeated the nationalists, established the People's Republic of China as the sole government on mainland China. By then, the Nationalist Party had retreated to Taiwan, where it reformed the Republic of China. The Communist Party of China continues to govern the People's Republic of China today.
7. As a communist state, China has a very different ideology from that of European democracies or the United States. China's ideology highly values the community, all of the people assembled together. Unlike the prevailing ideology in the United States, which elevates the rights of the individual, the Chinese value the safety and security of the group. This means that individuals can be deprived of rights if it is deemed to be in the best interest of the whole. Ask students to complete Student Handout 4.3 (Tiananmen Square) in groups of two or three. After students have completed this work, invite several to share their answers with the class.
8. Inform students that, in the last few years, China's economy has grown dramatically. In fact, it has been the fastest growing economy in the world. In recent years, the largest migration in world history has taken place as Chinese people have migrated from the countryside to urban centers. The Chinese government has invested in many international companies, including US companies, in order to secure important financial resources. Many human rights advocates complain that democratic nations should not work with the Chinese because, according to these advocates, the Chinese violate human rights. For example, the Chinese government sometimes arrests people who speak negatively about the government. In a quick-write, ask students to explain if they think that democratic states should work with Communist China. After students have completed this work, invite several to share their answers with the class. Facilitate a discussion on the topic.

Lesson 4***Transparency 4—Tom Friedman Speaks***

**“Bill Gates is the
Brittney Spears
of China.”**

Tom Friedman is a New York Times editorialist and the author of several best-selling books, including: *The World is Flat: A Brief History of the Twenty-First Century*.

Lesson 4

Student Handout 4.2—A Chinese Dispute

Until the conclusion of World War II in 1945, China and Japan had a long history of fighting between them. Japan's imperialist policies prompted much of this fighting. Simply put, Japan wanted to control China and its natural resources.

Tensions had existed between nationalist and communist forces in China prior to 1937. However, as we learned in the first lesson of the unit, "the enemy of my enemy is my friend." Therefore, during this war, China's different political factions united to fight Japan.

Following Japan's defeat in World War II, the Sino-Japanese struggle also concluded. The different political factions no longer had a common enemy to unite them. When Japan surrendered to the United States, the US dictated that the Chinese should turn over their bases and supplies to the nationalist forces in China. But, during the concluding years of war, Chinese communist forces remained intact throughout the countryside, while nationalist forces stopped fighting. Consequently, in many places throughout Manchuria, a vast region in northeastern China, the Japanese had to surrender to communists. There were no nationalists to whom they could surrender. The communist forces thus had a significant military advantage over the Nationalists.

Despite this military advantage, both the nationalists and the communists tried to convince the people of China to support their side in this fight. Essentially, there was a campaign in which the communists ran against the nationalists.

As you know, there is a great deal of information to know about history. A single handout, such as this one, cannot possibly contain all the information about a historical event or time period that one should know.

Therefore, write three questions based upon the information presented above that you would like to investigate further in order to obtain a deeper understanding of the topic.

Once you have written these three questions, conduct the necessary research to answer the questions.

Lesson 4***Student Handout 4.3—Tiananmen Square***

Please read the following article, and then respond to the prompts below:

New York Times**June 4, 1989****Troops Attack and Crush Beijing Protest****Thousands Fight Back, Scores Are Killed****By Nicholas D. Kristof**

Hundreds of thousands of Chinese troops retook the center of the capital early this morning from pro-democracy protesters, killing scores of students and workers and wounding hundreds more as they fired submachine guns at crowds of people who tried to resist.

Troops marched along the main roads surrounding central Tiananmen Square, sometimes firing in the air and sometimes firing directly at crowds of men and women who refused to move out of the way. . . .

Casualties Reports Sketchy

Reports on the number of dead were sketchy. Three Beijing hospitals reported receiving at least 68 corpses of civilians and said many others had not been picked up from the scene. Four other hospitals said they had received bodies of civilians but declined to disclose how many. Students said, however, that at least 500 people may have been killed in the crackdown. . . .

The official news programs this morning reported that the People's Liberation Army had crushed a "counter-revolutionary rebellion" in the capital. They said that more than 1,000 police and troops had been injured and some killed, and that civilians had been killed, but did not give details. . . .

The (National People's Congress) . . . has the power to revoke martial law and oversee the Government, and many members of the panel are known to be deeply upset by the crackdown. The announcement by the Beijing news program suggested that Prime Minister Li Peng, who is backed by hard-liners in the Communist Party, was still on top in his power struggle for control of the Chinese leadership. The violent suppression of the student movement also suggested that for now, the hard-liners are firmly in control, and that those who favor conciliation, like party leader Zhao Ziyang, at least temporarily have little influence on policy. . . .

Many Troops Reported Hurt

Clutching iron pipes and stones, groups of students periodically advanced toward the soldiers. Some threw bricks and firebombs at the lines of soldiers, apparently wounding many of them. Many of those killed were throwing bricks at the soldiers, but others were simply watching passively or standing at barricades when soldiers fired directly at them.

It was unclear whether the violence would mark the extinction of the seven-week-old democracy movement, or would prompt a new phase in the uprising, like a general strike. The violence in the capital ended a period of remarkable restraint by both sides, and seemed certain to arouse new bitterness and antagonism among both ordinary people and Communist Party officials for the Government of Prime Minister Li Peng. . . .

“Maybe We’ll Fail Today”

“Our Government is already done with,” said a young worker who held a rock in his hand, as he gazed at the army forces across Tiananmen Square. “Nothing can show more clearly that it does not represent the people. . . .”

“Maybe we’ll fail today,” he said. “Maybe we’ll fail tomorrow. But someday we’ll succeed. It’s a historical inevitability. . . .”

A Changing View of the Army

“In 1949, we welcomed the army into Beijing,” said an old man on the Jianguomenwai bridge, referring to the crowds who hailed the arrival of communist troops at the end of the communist revolution. Then he waved toward a line of 50 army trucks that were blocked in a sea of more than 10,000 angry men and women, and added, “Now we’re fighting to keep them out. . . .”

“The situation in Beijing at present is very serious,” the Government warned in another urgent notice read on television. “A handful of ruffians are wantonly making rumors to instigate the masses to openly insult, denounce, beat, and kidnap soldiers in the People’s Liberation Army, to seize arms, surround and block Zhongnanhai, attack the Great Hall of the People, and attempt to gather together various forces. More serious riots can occur at any time. . . .”

Source: <http://www.nytimes.com/specials/hongkong/archive/89tiananmen.html>

Lesson 5

The Formation of the United Nations

1. To begin this lesson, tell the students that they sit on a committee representing every nation in the world. Tell half the students that they represent poor states that lack much military power. Tell the other half that they represent stronger, wealthier nations. In groups of three or four, comprised of students representing the same half of the class, ask students to complete Student Handout 5.1 (World Governance after World War II). This handout asks students to decide if it is in their nation's best interest to accept the authority of an international body that grants each nation equal authority and to explain their rationale. After students have completed this handout, hold a debate in the class. Students representing large states may argue that every nation does not deserve equal representation. On the other hand, representatives from smaller nations may favor equal representation. Ask students if they think it is important to have an international organization that represents different sovereign states. Encourage them to explain why. Ask them to think about whether an international organization might better represent different ethnic or language groups, different religions, or different social classes. Urge them to explain their ideas.

2. Now ask students to answer the questions on Student Handout 5.2 (The UN's Charter) in groups of two or three. After students have completed these questions, invite several to share their answers with the class. Ask students how they think that World War II might have influenced the creation of the UN and its initial organization and membership.

3. Distribute Student Handout 5.3 (The Security Council). Ask students to read the information on this page and respond to the prompts on it in groups of two or three. After students have completed this work, invite several of them to share their answers with the class. Then, ask students how the actual UN resolved the tension that existed between large and small nations over the rights of representation. Inquire as to whether students would have supported the compromise that was developed between the General Assembly and the Security Council. Encourage them to support their opinions thoughtfully.

4. Ask students if they agree that the United Nations has not fulfilled its purpose of saving "succeeding generations from the scourge of war ..." Challenge students to support their opinions thoughtfully. Inquire as to whether students believe that the UN has in some significant ways promoted world peace today. In groups of two or three, ask students to find newspaper articles discussing the UN's role in the world today. Ask students to answer the question on Student Handout 5.4 (A Newspaper Article and the UN). After students have completed this work, ask the groups to share their answers with one other group. Then, reconvene the class, and facilitate a discussion considering the power of the UN today. Do students think that any organization could prevent war from erupting in the world? Why or why not?

Lesson 5***Student Handout 5.2—The UN's Charter***

Please read the following text from Chapter 1, Article 1 of the United Nation's charter. Then, respond to the prompts that follow:

The Purposes of the United Nations are:

1. To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace;
2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace;
3. To achieve international cooperation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion; and
4. To be a center for harmonizing the actions of nations in the attainment of these common ends.

Source: <http://untreaty.un.org/cod/repertory/art1.htm>

Lesson 5***Student Handout 5.3—The Security Council***

The following text comes from Chapter V of the Charter of the United Nations, “Security Council.” Read the text and respond to the prompts that follow.

Article 23:

1. The Security Council shall consist of fifteen Members of the United Nations. The Republic of China, France, the Union of Soviet Socialist Republics, the United Kingdom of Great Britain and Northern Ireland, and the United States of America shall be permanent members of the Security Council. The General Assembly shall elect ten other Members of the United Nations to be non-permanent members of the Security Council, due regard being specially paid, in the first instance to the contribution of Members of the United Nations to the maintenance of international peace and security and to the other purposes of the Organization, and also to equitable geographical distribution.
2. The non-permanent members of the Security Council shall be elected for a term of two years. In the first election of the non-permanent members after the increase of the membership of the Security Council from eleven to fifteen, two of the four additional members shall be chosen for a term of one year. A retiring member shall not be eligible for immediate re-election.

Article 24:

1. In order to ensure prompt and effective action by the United Nations, its Members confer on the Security Council primary responsibility for the maintenance of international peace and security, and agree that in carrying out its duties under this responsibility the Security Council acts on their behalf.
2. The Members of the United Nations agree to accept and carry out the decisions of the Security Council in accordance with the present Charter.

Article 27:

1. Each member of the Security Council shall have one vote.
2. Decisions of the Security Council on procedural matters shall be made by an affirmative vote of nine members.
3. Decisions of the Security Council on all other matters shall be made by an affirmative vote of nine members including the concurring votes of the permanent members; provided that, in decisions under Chapter VI, and under paragraph 3 of Article 52, a party to a dispute shall abstain from voting.

Source: <http://www.un.org/aboutun/charter/chapter5.shtml>

Assessment

Ask students to respond to the following statement in writing: “The Marshall Plan and the founding of the United Nations demonstrate that after an international conflict, human society has the ability to reunite and work towards world peace.” Challenge students to consider the content of this unit as a whole before they respond to this statement.

This unit and the Three Essential Questions

 <p>HUMANS & the ENVIRONMENT</p>	<p>Research and discuss the question of how World War II affected the earth's physical and natural environment. What sort of environmental impact had short-term consequences, that is, in the few years following the war? What sort of impact had long-term consequences that we might still be experiencing today?</p>
 <p>HUMANS & other HUMANS</p>	<p>Construct two world political maps, designating on each the countries of the world that could properly be labeled democracies in 1940 and 1950 respectively. Analyze characteristics that would qualify a country as a democracy. How would you explain changes in the number and location of democratic states between 1940 and 1955? Also consider whether any states that could be labeled "fascist" existed as of 1955.</p>
 <p>HUMANS & IDEAS</p>	<p>Research and discuss the development of computer technology and use during World War II and in the following twenty years or so. In what ways did the war advance computer science? How did the computer technology of about 1950 differ from the technology of today?</p>

This unit and the Seven Key Themes

This unit emphasizes:

Key Theme 3: Uses and Abuses of Power

Key Theme 4: Haves and Have-Nots

Key Theme 7: Spiritual Life and Moral Codes

This unit and the Standards in Historical Thinking

Historical Thinking Standard 1: Chronological Thinking

The student is able to (b) identify the temporal structure of a historical narrative or story.

Historical Thinking Standard 2: Historical Comprehension

The student is able to (c) reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.

Historical Thinking Standard 3: Historical Analysis and Interpretation

The student is able to (C) consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

Historical Thinking Standard 4: Historical Research Capabilities

The student is able to (b) interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency, and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.

Historical Thinking Standard 5: Historical Issues-Analysis and Decision-Making

The student is able to (d) evaluate alternative courses of action, keeping in mind the information available at the time, in terms of ethical considerations, the interests of those affected by the decision, and the long- and short-term consequences of each.

Resources***Resources for Teachers***

Cronkite, Walter. *Listening in on the Nuremberg Trials*. 2006. All Things Considered, National Public Radio. 5 August 2006, <<http://www.npr.org/templates/story/story.php?storyId=5225486>>. Famed CBS reporter Walter Cronkite recalls covering the Nuremberg war crimes trials in 1945. We hear some of the dramatic coverage and learn how the trials still echo in the events of today.

History of the United Nations. 2005. United Nations, 5 (August 2006), <<http://www.un.org/aboutun/unhistory/>>. A description of the history of the United Nations with links to a variety of useful resources about the UN's history.

The Nuremberg War Crime Trials. 1996-2005. The Avalon Project at Yale Law School, 5 (August 2006), <<http://www.yale.edu/lawweb/avalon/imt/imt.htm>>. An extensive set of primary documents and transcripts related to the Nuremberg Trials.

UN Security Council Background. 2005. United Nations, 5 (August 2006), <http://www.un.org/Docs/sc/unsc_background.html>. A description of the UN's Security Council.

Resources for Students

Keylor, William R. *The Legacy of World War II: Decline, Rise, and Recovery*. 2005. World Wars, World War II, BBC, 30 (November 2008), <http://www.bbc.co.uk/history/worldwars/wwtwo/legacy_01.shtml>.

Overy, Richard. *Marking Justice at Nuremberg, 1945-1946*. 2005. World Wars, World War II, BBC, 30 (November 2008), <http://www.bbc.co.uk/history/worldwars/wwtwo/war_crimes_trials_01.shtml>. A description of the trial at Nuremberg.

Townshend, Charles. *The League of Nations and the United Nations*. 2005. World Wars, World War II, BBC, 30 (November 2008), <http://www.bbc.co.uk/history/worldwars/wwone/league_nations_01.shtml>.

Wasserstein, Bernard. *European Refugee Movements after World War II*. 2005. World Wars, World War II, BBC, 30 (November 2008), <http://www.bbc.co.uk/history/worldwars/wwtwo/refugees_01.shtml>. A description of the refugee movement after World War II.

Correlations to National and State Standards

National Standards for World History

Era 9: The 20th Century since 1945. 1B: The student understands major political and economic changes that accompanied post-war recovery.

California History–Social Science Content Standards

Grade Ten: 10.9.1: Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan; 10.9.3: Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa; 10.9.6: Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs; 10.9.8: Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

Florida, Sunshine State Standards Social Studies

Standard 3.SS.A.3.4. The student understands Western and Eastern civilization since the Renaissance; analyzes major historical events of the first half of the 20th century; understands the political, military, and economic events since the 1950s that have had a significant impact on international relations.

Indiana's Academic Standards, World History and Civilization

WH.10.4. Trace and explain the antecedents, causes, major events, and global consequences of World War II, including the Holocaust; WH.10.5. Explain the origins and purposes of the United Nations in the context of World War I and World War II; WH.10.9. Explain the origins of the modern state of Israel, the reactions of Arabic peoples and states, and the conflicts between Israel and other states in its region.

Massachusetts History and Social Science Curriculum Framework

WHII.28. Explain the consequences of World War II: A. physical and economic destruction; B. the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political opponents and ethnic minorities; C. support in Europe for political reform and decolonization; D. the emergence of the US and the Soviet Union as the world's two superpowers; WHII.29. Describe reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights.

Michigan High School Content Expectations

WHG Era 8. The Cold War and its Aftermath: The 20th Century since 1945. 8.1.1: Origins of the Cold War. Describe the factors that contributed to the Cold War, including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of communism in China.

Ohio Academic Content Standards, History

Grade Nine, 11: Analyze the consequences of World War II including: A. Atomic weapons; B. Civilian and military losses; C. The Holocaust and its impact; D. Refugees and poverty; E. The United Nations; F. The establishment of the state of Israel.

Conceptual links to other teaching units



**9.0
Paradoxes
of Global
Acceleration
1945-
present**



Soon after the war, the global economy began to grow at an accelerating and unprecedented rate, a trend related to economic and political decisions that leaders made in the late 1940s. The war's aftermath, however, also set the conditions for forty years of tension and rivalry between two giant power blocs.



**9.1 World
Politics and
Global
Economy
after World
War II**



After World War II, many leaders aimed to restore social stability, regenerate the world economy, and right at least some of the wrongs committed during the conflict. Nevertheless, the war sewed the seeds of suspicion and competition between the United States and the Soviet Union. These two opposing powers and their allies restrained themselves from military conflict but entered into a "cold war."



**9.2 The
two big
powers
and their
Cold War**