MODERN WORLD HISTORY UNIT 11.3

Competition: Crisis and Opportunity
Unit 11.3 Global Competition

Overview

Welcome to the third unit of the revised Modern World History social studies curriculum. The past two units were designed to provide students with some broad understandings of how the modern world has developed and evolved since 1450. Global processes and experiences were emphasized to foster historical thinking that recognizes the interconnectedness of the Earth’s physical and human systems. This approach to history also enables students to view the study of the past as a tool for understanding the world around them. As stated in previous introductions, “Students examine past history in order to draw connections to similar concepts, forces, and patterns at work today.”

The Instructional Design of Unit 3 continues to include a conceptual framework that serves to organize the content of the unit. The central concept in Unit 3 is competition. The unit begins with a study of how competition laid the foundation for World War I and ends with new global commitments to cooperation, rather than competition, as embodied in the International Declaration of Human Rights and the establishment of the United Nations. The unit provides a backdrop for engaging students in rich discussions about the role of political, economic, social, and ideological competition in the world today and how we as a nation respond to these competitions.

The Historical Thinking skills found in Units 1 and 2 focused on providing students specific document analysis skills. Students practiced interacting with sources through categorizing, making generalizations, analyzing for perspective, and analyzing for context. Through repeated exposure to the documents of history, students begin to develop an understanding of historiography — the process used by historians to construct a historical narrative.

In Unit 3, instruction in historiography becomes more explicit as students analyze the work of a variety of historians. They examine multiple documents to find evidence of corroboration among sources, practicing the habit of deliberation and thoughtful reflection before drawing conclusions. Historical thinking does not come naturally and must be taught. The historical thinking skills included in this curriculum are drawn from the work of several historians and organizations, including Dr. Peter Stearns, The Center for History and New Media at George Mason University; Sam Wineburg, Historical Thinking and Other Unnatural Acts; the College Board Advanced Placement World History expectations; the Smithsonian Institution; and others.

“Competition has been shown to be useful up to a certain point and no further, but cooperation, which is the thing we must strive for today, begins where competition leaves off.”

— Franklin D. Roosevelt
Getting Started: What do I do now?

Begin by reading the Enduring Understandings and Essential Questions. These two items encapsulate the whole idea or WHY of the unit. Why, as in “Why study this?” As you read through the guide, you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understandings. Next, review the WHAT. This identifies the MSDE Content Standards and indicators for this unit. These standards represent what MSDE wants students to be able to know and do. The rest of the guide and what you do in the classroom is the HOW.

There are prescriptive and descriptive elements of this guide. The required, prescriptive elements are the MSDE indicators, MCPS Focus Statements, pacing, and the preassessment. Everything else is descriptive, a guide for how to teach. It is your professional judgment, energy, and creativity that will make the historical and modern world come alive for your students.

We value your input. Please send feedback by Pony or e-mail to the Social Studies Office, CESC, Room 253.
Why?

Enduring Understandings

Competition is a catalyst for change. Throughout history, competition has created both crisis and opportunity, facilitating changed political, economic, and social systems. In the early 20th century, competition within and among nations led to global crises as well as new global opportunities.

World War I was the result of European competition over political and economic power as nations vied to assume dominance in the new century. This global crisis was also an opportunity to weaken European power and provided the beginnings of independence movements in colonies. The end of war negotiations, however, failed to take full advantage of these opportunities and instead set the stage for future conflicts.

Following World War I, social, political, and economic competition provided new crises and new opportunities. Traditional social values competed with new social expressions, creating an opportunity for a new, modern culture to emerge. The postwar world also provided an opportunity for the new ideologies of communism and fascism to gain strength in response to seeming failures of liberal democracy. The global depression of the 1930s was a crisis that deepened as economic competition led to isolationism and protectionism. Competition over resources and power provided further opportunity for some governments to spread ideas of racial and ethnic purity.

Competition over resources was a critical reason for the start of the next global crisis, World War II. Implicit in the War was a competition over ideologies. During and after the war, communism found new opportunities to expand in China and Eastern Europe. As a result of this competition, the “Cold War” between the U.S. and the U.S.S.R. emerged and shaped the next half century of political maneuvering. In addition to the many crises the Cold War would spark, it would also provide opportunities to develop new space and science technologies. World War II also became a catalyst for providing new opportunities to colonial nations and minority groups. Decolonization created many new nations, giving political power to millions previously disenfranchised. Opportunities for minorities and the disadvantaged were opened by the formation of the United Nations and other international organizations. After 1950, renewed economic competition led to unprecedented growth that provided new opportunities for some, while also widening economic inequalities.

Today, competition still provides both crises and opportunities, but a move towards cooperation to address global issues characterizes the post-World War II world. Cooperation is essential today because of the increased competition over limited resources and our tightly interconnected economies.

Possible Essential Questions

1. Why is competition both beneficial and harmful?
2. How can change result from crisis and opportunity?
3. How can competition lead to crisis and opportunity?
4. What factors both prevent and promote cooperation between nations?
What?

MSDE World History Content Standards and Indicators
(Maryland Social Studies Content Standards, May 19, 2000)

Standard 3.17  Students demonstrate understanding of the causes and global consequences of World War I.
- Analyze the causes of World War I, including militarism, alliances, imperialism, and nationalism.
- Describe the global scope, outcomes, and human costs of World War I.
- Analyze the causes and consequences of the Russian Revolution of 1917.

Standard 3.18  Students demonstrate understanding of patterns of global change in the period between World War I and World War II.
- Analyze the conflicting postwar goals as expressed in the Fourteen Points and Treaty of Versailles.
- Describe the growth of nationalist and independence movements in Africa, Asia, and Latin America.
- Analyze the interaction between scientific and technological innovations and new patterns of social and cultural life, including radio, transatlantic cable, film, phonograph, and automobile.
- Explain the global causes and consequences of the Great Depression.

Standard 3.19  Students demonstrate understanding of the causes and global consequences of World War II.
- Analyze the causes of World War II, including the influence of ideologies of fascism and Nazism; the legacy of World War I; the Depression; the German, Italian, and Japanese drives for empire; and Western appeasement.
- Evaluate the human costs of World War II, with special emphasis on the Nazi Holocaust.

Standard 3.20  Students demonstrate understanding of how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires collapsed.
- Describe the efforts toward political and economic stabilization that accompanied postwar recovery in Europe and Japan.
- Analyze the causes and consequences of the Chinese Revolution.
- Analyze the international divisions brought about by the Cold War, including conflicting ideologies, crises and wars, economic competition, and the arms race.
- Explain how African, Asian, and Caribbean peoples achieved independence from European colonial rule.

Explain the purpose, organization, and fluctuating influence of the United Nations
MSDE Content Standards and Indicators

Political Systems
- Compare and contrast the various political systems around the world in terms of their use of power and the methods used to overthrow that power.
- Explain the roles of major international organizations in resolving conflicts, aiding human rights, and solving social issues.

People of the Nations and World
- Evaluate conflicts among and within cultures.
- Analyze conflicts between cultural traditions and cultural change.
- Evaluate the manifestations of prejudice and discrimination on individuals and groups.

Geography
- Analyze how various factors contribute to cooperation and conflict within and between countries, including resources, strategic locations, culture, and politics.
- Analyze how shifts in regional relationships result from changes in political, economic, cultural, and environmental factors.
- Explain the geographic factors that influence a nation’s power to control territory and that shape the foreign policies and international political relations of selected nations (e.g., Iraq, Israel, United Kingdom).
- Analyze how differing points of view and self-interests play a role in conflict over territory.

Economics
- Analyze and compare traditional, market, command, and mixed economies as organizing systems for the production, distribution, and consumption of goods and services.
- Evaluate the role of government in providing national defense and other public goods, addressing environmental concerns, defining and enforcing property rights, and addressing market failures.
- Describe and analyze the economic costs and benefits of protectionism (tariffs, subsidies, standards and quotas) on international trade and the short and long-term effects of voluntary free trade on worldwide standards of living.

Social Studies Skills
- Assess the credibility of primary and secondary sources, assessing the accuracy and adequacy of the author’s details to support claims and noting instances of bias, propaganda, and stereotyping, and draw sound conclusions.
- Analyze the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Synthesize information from multiple sources, evaluating each source in terms of the author’s viewpoint or bias and use of evidence, identifying complexities and discrepancies in the information, and making distinctions between sound generalizations and oversimplifications.
- Explain different points of view in historical accounts of controversial events and determine the context in which the statements were made, including, but not limited to, the questions asked, the sources used, and the author’s perspective.
Instructional Flow

Students learn about global competition in the 20th century and examine how conflict over economic resources, political ideologies, and social power caused crises and opportunities in order to answer the unit question,

*How did competition lead to both crisis and opportunity?*

**Preassessment** (1 Session)
Student knowledge and skills are preassessed in the areas of geography, culture, economics, world history, multiple perspectives, and historiography.

**LS 1 Global Competition: World War I 1914–1918** (8 Sessions)
Students examine how modern forces and competition led to a global crisis and how the outcomes of World War I challenged the global balance of power.

Students learn:
- Competition may cause crisis and opportunity.
- The forces of industrialism, imperialism, and nationalism contributed to the first global, total war — World War I.
- Efforts at establishing global cooperation were unsuccessful following the war.

**LS 2 Global Competition: Post-World War I 1919–1938** (10 Sessions)
Students examine the growth of mass culture, global economic depression, and the authoritarian response.

Students learn that after World War I:
- Imperial economies renewed economic competition and expanded political influence in the Middle East, but disillusionment with the modern system led to increased migrations, challenge of social norms, and independence efforts in some colonies.
- New technologies of mass communication helped advertisers create a consumer culture.
- An economic depression became global due to integrated economic systems, causing nations to turn to isolationism, protectionism, and more authoritarian political systems in some instances.

**LS 3 Global Competition: World War II 1938–1945** (8 Sessions)
Students examine the causes and effects of World War II.

Students learn:
- Competition for economic and political power led to a second world war that included mass killings, new military technologies, and significant civilian deaths.
- World War II marked the end of European domination and new efforts at establishing global cooperation.

**LS 4 Global Competition: Post-World War II 1945–1965** (10 Sessions)
Students analyze the global balance of power shift after World War II and the outcome of decolonization movements in Asia and Africa.

Students learn that after World War II:
- The Cold War, a competition between the political and economic ideologies of communist dictatorships and capitalist democracies shaped the next fifty years of international politics.
- Decolonization sparked new crises and opportunities as former colonials sought to create new national identities and strong economic systems. Inequalities grew as western nations prospered while third world nations struggled to compete in the global marketplace.