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Introduction

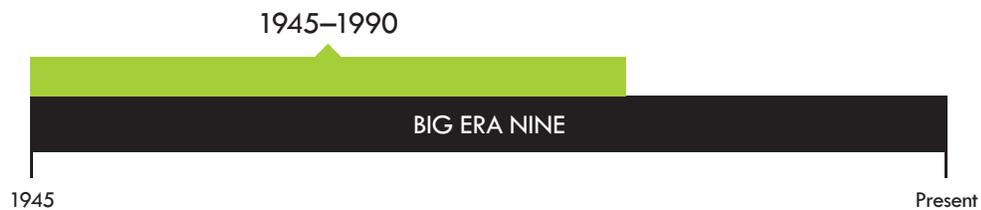
Big Era Nine is different from earlier eras because we do not yet know where it is leading. Nevertheless, we can distinguish some key world historical processes that have been especially important in shaping the current era. Their interactions, sometimes unforeseen, have given rise to major new challenges to humanity. Others as yet unknown lie in the future. Here we can at least suggest some key trends to watch:

- Human population has reached 6.4 billion, shattering all previous records and posing major challenges for the future. Already more than 50 percent of humans live in cities, a trend that seems certain to increase. The basic demographic patterns raise major questions about how to feed, clothe, house, and provide meaningful lives for so many people. They also pose significant environmental questions.
- The environmental effects of human actions have accumulated drastically during this era. Already manifest in previous eras, environmental damage since 1950 has become progressively more severe and widespread. In some areas, it has become potentially irreversible. It includes massive deforestation, land degradation, atmospheric pollution, the extinction of species, the fouling of the world's oceans and rivers, and global warming. For the first time, anthropogenic—that is, human-generated—environmental change threatens the future of our species, if not the entire planet.
- The ability of humans to extract more energy and resources from a given area of the earth has decisively increased during Big Era Nine. A key feature of this era has been the accelerating use of petroleum and natural gas, the continuation of a trend that began with the fossil fuel revolution in the eighteenth century. Petroleum, natural gas, coal, and, to a much lesser extent, atomic power have vastly increased the amount of energy for human use, even as some parts of the world continue to enjoy disproportionate access to it.

- Politically, the period witnessed the Cold War (1947–1989) and its aftermath, the rise of the United States to global dominance, and the end of European colonial empires in Asia and Africa. The world has been affected by great political turbulence and wars in which the risk of nuclear confrontation has been present. The period has also seen the founding of the United Nations and numerous international political and economic structures, for example, the World Bank.
- Since 1950, the global economy has grown faster than ever before in history. Indeed, by some measures, more economic growth has occurred in this era than in all previous eras of human history combined. Yet the ability of economic globalization to deliver better lives for all has been deeply compromised by its contradictions, especially boom and bust cycles and wider social inequality. Is it possible to develop a more just as well as a more productive and profitable global economy? The record so far is not encouraging.
- New technologies of transportation and communication have made it possible not only to link all parts of the world in real time but also to connect individuals more intimately and inexpensively via mobile phones, chat rooms, texting, and group web sites. Due to the new electronic technologies of this era, governments and corporations have acquired unprecedented capacities to intervene in the lives of citizens, the better to observe, document, control, and organize multiple aspects of life. For better or worse, humans have been forced into closer interdependence than ever before.
- The continued escalation in the costs of military technology and its increasing development have made warfare vastly expensive for all states. Simultaneously, the costs of basic administrative, educational, and welfare services to unprecedented numbers of people have driven many states in the less developed world to the brink of collapse. In the gap between the capacity of states to organize and the growing global instability have come all sorts of private mercenaries, terror groups, and criminal syndicates. The race between order and disorder can be observed widely around the world.

In sum, the world has become increasingly contradictory and paradoxical. For some, rapid economic growth and globalization have offered opportunities. For others, they have meant the destruction of cherished lifeways and ancient traditions. While many people got wealthier, many more experienced declining standards of living, nutrition, and health. The varied and often contradictory impact of change explains why Big Era Nine has been an era of constant military, political, and cultural conflict.

The Two Big Powers and Their Cold War



WHY STUDY THE COLD WAR?

The Cold War was a post–World War II ideological struggle between the United States and the Soviet Union that helped shape the world we live in today. In the battle to become *the* dominant superpower in the world, the two big powers set their sights on what became known during the Cold War as the “Third World”—that is, colonial or newly independent countries that might be subjected to political and economic domination or influence. The United States’ and the Soviet Union’s battle for the “hearts and minds” of people who were not yet committed to either power’s ideology had a large impact on political, cultural, and economic developments throughout the Third World.

This chapter falls in Big Era Nine after a chapter on post–World War II world politics and global economy and is therefore designed to build upon students’ previous knowledge of that era, including World War II outcomes, the establishment of the United Nations, and the unstable economic and political conditions of nations across the globe. The chapter starts with students forming definitions of “Cold War” and “Third World” and framing the problem they will work on throughout the chapter: How did the opposing ideologies of the United States and the Soviet Union affect political, cultural, and economic developments in the Third World? The first lesson focuses on reading and discussion of three primary documents that will shed light on the values underlying the competing ideologies and the reasons why they stood in such strong opposition to each other. At the end of the lesson, a suggested assessment has students answering the following questions: What ideas and values underlie capitalism and communism? Why were the ideologies of the United States and the Soviet Union in opposition? How might these opposing ideologies

result in political, economic, and cultural developments in the Third World? These questions set the context for the remaining lessons in the chapter.

In Lesson 2, students look at a case of competing ideologies, the Korean War. In this lesson, students examine the interests and actions of the players involved in the escalating conflict on the Korean peninsula. Students examine primary and secondary sources and fill in a chart that asks how the interests of countries and organizations in the Korean peninsula changed over time. Students are encouraged, through individual work and discussion, to link understandings of the Korean War to larger global patterns.

Lesson 3 also looks closely at a case of competing ideologies during the Cold War, asking students to recreate the thirteen days of the Cuban Missile Crisis and present their findings to classmates.

The fourth and final lesson asks students to investigate the big picture by creating an annotated map of the Cold War and its impact on Third World countries. Students then choose one of those countries to investigate in depth by creating a poster and short presentation. The poster will include a timeline and information on the consequences of the Cold War on cultural, political, and economic developments within the country.

The suggested final assessment synthesizes the material in the chapter by asking students to construct a response to the chapter question using the evidence they have gathered in the four lessons: How did the opposing ideologies of the United States and the Soviet Union affect political, cultural, and economic developments in the Third World?

OBJECTIVES

Upon completing this chapter, students will be able to:

1. Describe major differences in the political ideologies of the United States and the Soviet Union.
2. Explain the causes of the Korean War and how they connect to global patterns during the Cold War.
3. Explain the causes and consequences of the Cuban Missile Crisis.
4. Explain how competition between the United States and the Soviet Union affected developments in Third World countries such as Egypt, Iran, the Congo, Chile, Afghanistan, and Vietnam.

TIME AND MATERIALS

This chapter will take approximately 8–10 one-hour class periods to complete all four lessons. You may need markers, poster board, and other supplies for Lessons 3 and 4.

LESSON 2

The Korean War

A Case of Competing Ideologies

Preparation

Prepare copies of Student Handouts 2.2.1, 2.2.2, and 2.2.3. Note: depending on how much information you want students to gather during this lesson, you may want to create a bigger chart (Student Handout 2.2.2). Locate the section in your textbook or other source that covers Korea during and after World War II and the Korean War. Write the page numbers for the pertinent sections on the board. Alternatively, print and copy online encyclopedia entries for the history of the Korean War and the Cold War.

Introduction

In this lesson, students use primary and secondary materials to complete a chart outlining the various interests that countries and organizations had in the Korean peninsula during and after World War II. Students will also connect those interests and the events of the Korean War to the larger Cold War patterns by developing a persuasive argument about the significance of the Korean War in the history of the Cold War and in world history. The goal of this lesson is to have students delve a little more in depth into one Cold War event—a case of the United States and the Soviet Union clashing over influence in a Third World region—and then connect that event to larger Cold War patterns.

Activities

1. To introduce the lesson, distribute Student Handout 2.2.1 showing United Nations troops retreating southward across Korea's 38th Parallel in September 1950 following the entry of Chinese forces into the war on the side of North Korea. Before telling students what the image represents, ask them what they see in the picture and if they know what event the picture represents. (Students may have prior knowledge of the 38th Parallel in the history of the Korean War, or they might know that Korea is still divided along the 38th Parallel). Ask students if they are familiar with the term *containment*. Explain to students that containment was a US policy for limiting Soviet expansion during the Cold War. Explain to students that the Korean War was one instance of the United States engaging in the policy of containment and that they will be researching more about the origins of the Korean War during this lesson.
2. Point to a map of Asia (either in the classroom or in the textbook). Ask students to locate the Korean peninsula and the 38th Parallel. Explain to students that in this lesson they will be studying the origins and events of the Korean War as a case study of the Cold War and how the competing ideologies of the United States and the Soviet Union led to

conflict over Third World regions. You may want to ask students to summarize what they learned in Lesson 1.

3. Divide students into groups of three or four. Explain to students that each will fill in a chart in consultation with group members. Distribute Student Handouts 2.2.2 and 2.2.3. Explain that the first handout contains the chart and some questions, and the second handout contains primary and secondary sources that they will use to fill out their charts. Explain to students that they should take care to note the date and country of origin of each of the primary documents. Point out the textbook page numbers on the board. Suggest to students that they follow these steps in completing their charts:
 - a. Read all materials individually, including the Student Handouts and the sections in the text. Students may want to read the sections in the text first to get an overview before analyzing the Student Handout.
 - b. Discuss and complete the chart with group members.
4. After students have completed the charts, call the students together as a class. Ask each group to discuss one country or organization's interest in the Korean peninsula. Discuss any discrepancies between groups. Ask students to discuss connections between these interests, the events of the Korean War, and larger Cold War patterns. Prompt students to include specific examples from the previous lesson and/or the previous chapter (Chapter 1: World Politics and Global Economy after World War II). Tell students that they may want to take notes during the discussion. Students may use these notes to complete the final chapter assessment. In addition, students may continue to fill in the right-hand column of the chart as they move through the remainder of the chapter. Conclude the lesson by discussing the outcomes of the Korean War.

Assessment

Charts may be collected and evaluated.

The teacher may assess student understanding of the Korean War as a case of larger Cold War patterns with the summative chapter assessment, which asks the students to formulate an answer to the chapter problem: How did the opposing ideologies of the United States and the Soviet Union affect political, cultural, and economic developments in the Third World? To prepare students for the final essay, have them complete the following prompts:

- The Korean conflict represents a significant case of the clash of Cold War ideologies because . . .
- I know this because . . .

You Are Now Crossing the 38th Parallel



Origins of the Korean War

Directions to students:

Using your textbook and additional resources, fill in the following chart to describe the interests that various countries and organizations had in the Korean peninsula before and during the Korean War. You should note if these interests changed over time or if certain individuals or groups in these countries had varying or competing interests. Be sure to note your sources when you fill in the chart. In the right-hand column, use what you have learned so far in this chapter to describe connections between the interests and actions of countries in the Korean conflict and larger Cold War patterns.

Country	Interest in Korea during WWII	Interest in Korea after WWII	Actions Taken in Korea in 1950–1951	Connections to Cold War Patterns
Soviet Union				
United States				
China				
United Nations				

Questions

1. What were Kim Il-Sung's goals before and during the Korean War?
2. What were Syngman Rhee's goals before and during the Korean War?