Teacher Overview

Go directly to student-facing materials!

SQ 8. How did Détente help to achieve, maintain, and/or threaten world peace?

Unit Essential Question(s): How did cooperation and competition during the world wars shape the postwar world? | Link to Unit

Supporting Question(s):

● How did Détente help to achieve, maintain, and/or threaten world peace?

Objective(s):

● Explain how Détente helped to achieve, maintain, and/or threaten world peace.

Vocabulary

The following words appear in this lesson. Reference the unit vocabulary tracker for more information. Click here for the New Visions Global History glossary.

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Formative Assessment Possible Responses

These responses represent possible answers to the formative assessment tasks in this lesson. They are not the only correct answers. Create your own list of possible responses before using this resource with students to anticipate student misconceptions and adjust your instruction.

Task:
In 1972, Richard Nixon stated,
“Our [the US and USSR] goal should be to discourage aggression in other parts of the world and particularly among those smaller nations that look to us for leadership and example. History tells us that great nations have often been dragged into a war without intending it by conflicts between smaller nations.”

Were the US and USSR able to live up to Nixon’s goal? State your claim and support it with two pieces of evidence from the video and its transcript.

During détente the US and USSR were able to stay out of conflicts between smaller nations, but before and after this period they were not. Conflicts like the Korean War and Vietnam War before détente demonstrated how entangled the superpowers could get. During détente, acts like the signing of the Helsinki Final Act which finalized the borders in Europe suggested that the Americans and Soviets would stop proxy wars, at least in Europe, but the Soviet-Afghan War showed this was not the case in other parts of the world. That conflict ended détente, increasing tensions in the Cold War.

NYS Social Studies Framework

<table>
<thead>
<tr>
<th>Key Idea</th>
<th>Conceptual Understandings</th>
<th>Content Specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. (Standards: 2, 3, 4, 5; Themes: TCC, GOV, ECO, TECH, EXCH)</td>
<td>10.6a The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union. 10.6b The Cold War was a period of confrontations and attempts at peaceful coexistence.</td>
<td>Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade, NATO). Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex.</td>
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Social Studies Practices

<table>
<thead>
<tr>
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<tr>
<td>Chronological Reasoning and Causation (B1,</td>
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</tbody>
</table>
### NYS Common Core Learning Standards

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
</tr>
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<tbody>
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<td>including the narration of historical events, scientific procedures/</td>
<td>collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</td>
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<td>social, or economic aspects of history/social science.</td>
<td>experiments, or technical processes.</td>
<td>partners on grades 9-10 topics, texts, and issues, building on others' ideas and</td>
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<td>expressing their own clearly and persuasively.</td>
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### Associated Classroom Posters

- Student Social Studies Practices Poster
- New Visions Enduring Issues Tips and List

![Cold War World Map](https://en.wikipedia.org/wiki/File:Cold_War_WorldMap_1962.png)
**Objective:**

How did Détente help to achieve, maintain, and/or threaten world peace?

- Explain how Détente helped to achieve, maintain, and/or threaten world peace.

**Introduction**

**Directions:** Examine the timeline below and read the excerpt provided then answer the question that follows.

---

*Détente* is a French word that means “relaxation.” When studying history it usually refers to the time in the Cold War between 1969 and 1979 when tension between the Soviet Union and the United States relaxed.

**Based on what you have learned about the relationship between the United States and Soviet Union during the Cold War, what do you predict will happen during *détente*?**
Cold War Timeline: Détente

Directions: Read about the following events of the Cold War, respond to the questions about them, and then complete the Cold War Timeline.

1969-1979: Détente

Watch the Media Rich Learning Video on Détente, read the transcript from the video, and answer the questions below.

[0:20] By the time Richard Nixon reached the White House in 1969, the Cold War had been underway for more than two decades. The superpowers [USA and USSR] had reached a crossroads. They could continue the saber-rattling and confrontations that threatened to plunge the world into nuclear war, or they could agree to disagree and seek areas of mutual interest.

[0:46] In 1969, they chose the latter and a decade of relative calm in the Cold War began. In Europe, West German Chancellor Willy Brandt called it Ostpolitik. In the United States, Nixon and his national security adviser Henry Kissinger called it détente. It did not end the Cold War but it created a framework for cooperation among the rivals.

[1:14] In 1972, President Nixon embarked on a diplomatic trip that came to symbolize détente. When he touched down at Capital Airport near Peking [China] Nixon became the first American president to be welcomed in the communist People’s Republic of China. It was a historic opening in the Cold War. During a week of diplomacy and cultural exchange, two former enemies made great progress toward normalizing relations.

[1:54] Not to be outdone, the Soviet Union reached out to the West as well. Leonid Brezhnev [General Secretary of the Communist Party (title of the leader, similar to a President) of the Soviet Union] saw détente as an opportunity to gain access to valuable foreign aid and open its borders to international trade.

[2:10] In May 1972, the Kremlin in Moscow [Soviet Union] played host to the American president. Together, Nixon and Brezhnev signed the first-ever agreement to limit nuclear weapons. The SALT 1 [Strategic Arms Limitations Treaty] and ABM [Anti-Ballistic Missile] treaties were largely symbolic, but they represented a mutual effort to work towards cooperation and coexistence.

[2:40] President Nixon appealed to the Soviet people and their leaders, “...to be better as we look at the prospects for peace we see that we have made significant progress at reducing the possible sources are direct conflict between us, but history tells us that great nations have

1. Why did the USSR and USA enter a period of détente?

2. Identify two events that showed that relations between the US and USSR improved when Richard Nixon was President.

3. According to Richard Nixon’s address to the Soviet people, what did the US and USSR need to do to prevent conflict between the two superpowers?
often been dragged into a war without intending it by conflicts between smaller nations. As great powers, we can and should use our influence to prevent this from happening. Our goal should be to discourage aggression in other parts of the world and particularly among those smaller nations that look to us for leadership and example. With great power, goes great responsibility.”

[Skip 3:36-4:23]

[4:24] **Détente** continued under President Gerald Ford, notably with the signing of the 1975 **Helsinki Final Act**. In Helsinki, Finland, President Ford, Chairman Brezhnev, and thirty-three other world leaders formally acknowledged the post-World War II borders in Europe and recognized “The universal significance of human rights and fundamental freedoms.” Chairman Brezhnev was nervous about the human rights provisions, but his Foreign Minister, Andrei Gomyko, reassured him that it was, “Just a piece of paper.” President Ford said the issue was, “a time bomb” for the Soviets for it established an internationally accepted standard by which communist governments could be held accountable for the treatment of [their] citizens.

[Skip 5:22-7:32]

[7:33] In the United States, a new President Jimmy Carter made human rights the centerpiece of his new administration.

> “The passion for freedom is on the rise. Tapping into new spirit there can be no nobler nor more ambitious task for America to undertake on this day of a new beginning than to help shape a just and peaceful world that is truly humane.”

[8:09] President Carter spent three years working in vain to further the calls of world peace and to bring an end to the Cold War. By the end of his term, the Soviet Union’s arsenal equaled the US and America’s world supremacy was being openly challenged.

[8:32] In 1979, America's old ally in the Middle East, the Shah of Iran, was forced from power during the Iranian Revolution. Nine months later, student followers of the Shiite Cleric Ayatollah Khomeini stormed the American embassy. Scores of Americans were taken captive and held for more than a year. The hostage crisis coupled with the shifting balance in the Cold War convinced many Americans that their nation had lost its international power and prestige. Then, on Christmas Day 1979 the Soviets struck a fatal blow to **détente** when they invaded Afghanistan to prop up a failing Marxist dictatorship.

[9:20] **Détente** had taken the chill off of the Cold War, but it had never been a solution to the deep-seated hostilities that caused it. By 1980, the temperature was falling and sabres were unsheathed. New actors waited in the wings as the stage was set for the final decisive battle of the Cold War.

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4. Why do you think President Gerald Ford referred to the human rights agreement in the Helsinki Final Act as “a time bomb” for the Soviet Union?

5. According to the video, why did détente end?
SQ 8. How did Détente help to achieve, maintain, and/or threaten world peace?

Content and Vocabulary Checklist
Use the checklist below to assess the use of important content and vocabulary in the unit.

<table>
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<th>Self</th>
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<td></td>
<td></td>
<td>Helsinki Final Act</td>
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<td></td>
<td></td>
<td>Soviet-Afghan War</td>
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Directions: Respond to the prompts in the Cold War Events Timeline related to the events discussed in this lesson and complete the contextualization task below.

Task:
In 1972, Richard Nixon stated, “Our [the US and USSR] goal should be to discourage aggression in other parts of the world and particularly among those smaller nations that look to us for leadership and example. History tells us that great nations have often been dragged into a war without intending it by conflicts between smaller nations.”

Were the US and USSR able to live up to Nixon’s goal? State your claim and support it with two pieces of evidence from the video and its transcript.
Teacher Overview

Go directly to student-facing materials!

SQ 9. How did the events of the 1980s and 90s help to achieve, maintain, and/or threaten world peace?

Unit Essential Question(s): How did cooperation and competition during the world wars shape the postwar world? | Link to Unit

Supporting Question(s):

- How did the events of the 1980s and 90s help to achieve, maintain, and/or threaten world peace?

Objective(s):

- Explain how the events of the 1980s and 90s help to achieve, maintain, and/or threaten world peace.

Vocabulary

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Formative Assessment Possible Responses
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Task: Explain the historical circumstances that led to the historical development depicted in the image above.
In the 1980s a new leader named Mikhail Gorbachev came to power in the Soviet Union. He wanted to reform the USSR with two policies: perestroika and glasnost. These two policies gave people more economic and political freedoms. Many people used these new freedoms to protest against the government. One of the things they protested for was the unification of Germany. Those protests became so massive that passage between East and West Germany was allowed. Protesters took to the Berlin Wall and dismantled it by hand, reunifying the city and country.

NYS Social Studies Framework
### Key Idea

10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. (Standards: 2, 3, 4, 5; Themes: TCC, GOV, ECO, TECH, EXCH)

### Conceptual Understandings

10.6a The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union. 10.6b The Cold War was a period of confrontations and attempts at peaceful coexistence.

### Content Specifications

Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade, NATO).

Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex.

### Social Studies Practices

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### Associated Classroom Posters

- Student Social Studies Practices Poster
- New Visions Enduring Issues Tips and List
How did the events of the 1980s and 90s help to achieve, maintain, and/or threaten world peace?

- **Explain** how the events of the 1980s and 90s help to achieve, maintain, and/or threaten world peace.

**Introduction**

**Directions:** Read the following text and examine the image and then respond to the question that follows.

In 1985, Mikhail Gorbachev came to power in the Soviet Union and set out to bring the country out of crisis. His two most important reforms were called **glasnost** and **perestroika**. In Russian, glasnost means openness and perestroika means rebuilding or reorganization.

What elements of the economy do you think the Soviet Union would have opened up? What elements of their political society would they rebuild or reorganize?

Source: [http://content.time.com/time/covers/0,16641,19870727,00.html](http://content.time.com/time/covers/0,16641,19870727,00.html)
Cold War Timeline: The End of the Cold War

Directions: Read about the following events of the Cold War, respond to the questions about them, and then complete the Cold War Timeline.

The Soviet Union in the 1970s and 1980s

The Soviet Union was at the height of its power by the early 1970s and its economy was its most robust. Internationally, communists were victorious in the Vietnam War and there was growing support for the ideology in South America. At the same time the economy in the United States slowed and trust in the government was at an all time low because of the Vietnam War. Up until the late 1970s, it appeared that the American policy of containment was no match for communist expansion.

By the early 1980s, the Soviet economy began to slow down before finally reaching economic stagnation [state of not growing or progressing]. Because so many Eastern European countries were satellite nations with economies intertwined with the Soviet Union, these countries suffered as well. Once a state with high wages and a high standard of living, poverty was now on the rise in the Soviet Union. By the 1980s, a large portion of the state’s funds were spent on the military to support their involvement in Afghanistan and to fund the arms race with the United States. The Soviet-Afghan War resulted in heavy casualties and high costs. This led to a loss of faith in the Soviet Union. The United States, led by President Ronald Reagan continued to develop military technology like cruise missiles and a sophisticated defense system, but the Soviet Union struggled to keep up with the pace and costs of the arms race with the United States.

1. Why was the Soviet Union confident about its power and status up until the early 1970s?

2. How did the Soviet Union’s status change in the 1980s?

1985: Mikhail Gorbachev Comes to Power in the Soviet Union

In 1985, Mikhail Gorbachev came to power in the Soviet Union and set out to bring the country out of crisis. His two most important reforms were called Glasnost and Perestroika.

In the spirit of Glasnost and Perestroika, Gorbachev sought to avoid confrontation and established positive relationships with Western leaders, particularly American presidents. By 1987, annual summits led to results including arm control
3. What were the goals of Gorbachev’s policies of Perestroika and Glasnost?

4. What do these images reveal about the relationship between United States President Reagan and the Soviet Union’s General Secretary Gorbachev?
One area of contention between the United States and the Soviet Union was the **Berlin Wall**. In 1961, the Communist government of East Germany built the barbed wire and concrete wall to separate capitalist and United States-aligned West Berlin from the communist Eastern Europe. Before the closing of the wall, there was a mass migration of East Germans who, unhappy with communism, fled to the West for employment opportunities. The wall separated families, prevented East Germans from employment opportunities, and sent a strong message that even if East Germans did not enjoy communism, they would not be allowed to leave. People who attempted to escape East Berlin were shot on site.

**Watch the Berlin Wall video** (00:00-2:00). Then respond to the questions.

5. **What was the purpose of the Berlin Wall?**

6. **How did some people try to escape?**

7. **What was done to those who tried to escape?**

On June 12, 1987, United States President Ronald Reagan delivered the **Berlin Wall Speech** at the Brandenburg Gate in West Berlin. Watch the speech here and read the transcript below. Then respond to the questions.

Reagan:

> And now the Soviets themselves may, in a limited way, be coming to understand the importance of freedom. We hear much from Moscow about a new policy of reform and openness. Some political prisoners have been released. Certain foreign news broadcasts are no longer being jammed. Some economic enterprises have been permitted to operate with greater freedom from state control.

> Are these the beginnings of profound changes in the Soviet state? Or are they token gestures, intended to raise false hopes in the West, or to strengthen the Soviet system without changing it? We believe change and openness; for we believe that freedom and security go together, that the advance of human liberty can only strengthen the cause of world peace. There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace.

> General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!

> I understand the fear of war and the pain of division that afflict this continent-- and I pledge to you my country's efforts to help overcome these burdens. To be sure, we in the West must resist Soviet expansion. So we must maintain defenses of unassailable strength. Yet we seek peace; so we must strive to reduce arms on both sides.

8. In Reagan’s reflection about the changes Gorbachev implemented, he asks: “Are these the beginnings of profound changes in the Soviet state? Or are they token gestures, intended to raise false hopes in the West, or to strengthen the Soviet system without changing it?” Why do you think Reagan asks this question?

9. According to this speech excerpt, what does Reagan want Gorbachev to do? Why?
Two years following Reagan’s speech and after several weeks of unrest, the Berlin Wall fell on November 9, 1989.

Mass demonstrations by protesters demanding the unification of Germany in the fall of 1989 pressured the Communist government to finally open the border. Protesters approached the Berlin Wall, a symbol of Cold War division, and started to dismantle it. On November 9, 1989 East and West Berliners celebrated reunification on the wall that once divided them.

Watch the ABC News Berlin Wall video. Then respond to the questions.

10. According to your prior reading and the video, why was the fall of the Berlin Wall a significant moment?

11. How did Germans respond to the fall of the Berlin Wall?

12. How might the fall of the Berlin Wall impact the relationship between the Soviet Union and the United States?
Glasnost and Perestroika impacted Gorbachev’s relationship with the Soviet Union’s satellite states and Soviet republics. Until 1989, the Communist party in Moscow indirectly controlled all levels of government in the fifteen Soviet republics. In the spirit of Glasnost and Perestroika, the political climate began to change. In both Moscow and the United Nations in New York in 1988, Gorbachev announced that he would abandon the idea of limited sovereignty for the Soviet Union’s republics in Eastern Europe. He declared that all countries had the right to decide what kind of political and economic system they wanted.

In early 1990, Gorbachev legalized the formation of other political parties and removed the article of the Soviet constitution that guaranteed the supremacy of the Communist party. As a result, candidates from new parties challenged the Communist Party. As Gorbachev lessened the iron fist and tight control, republics began to take advantage of their new freedoms. The groups and states began to call for sovereignty [self-rule] and secession [independence] from the Soviet Union.

13. What did Gorbachev declare that all countries had the right to do? Given the status of the Soviet republics, why was this declaration significant? How might the republics respond?

14. Based on your prior reading and the cartoon above, what is the “crack problem” Gorbachev faced in the late 1980s? Why did he face this problem?
15. According to the text and image, how did Gorbachev’s Glasnost and Perestroika impact the sovereignty of Eastern European satellite states?

16. According to the text and image, how did Gorbachev’s Glasnost and Perestroika impact the power and control of the Soviet Union?

In December 1989, the Communist Party of Lithuania declared itself independent and by the end of 1991, the remaining Soviet states declared themselves independent states as well.

One of the largest Soviet republics, Ukraine, declared independence on August 24, 1991. On December 25, 1991, Gorbachev resigned and turned over responsibilities to the commander-in-chief Boris Yeltsin the first President of Russia. The Warsaw Pact was dissolved, and the Soviet Union officially ceased to exist.

Synthesis:

17. How did Mikhail Gorbachev contribute to the fall of communism in the Soviet Union and Eastern Europe?

18. What events marked the end of the Soviet Union?

19. How do you predict the collapse of the Soviet Union would impact other communist nations outside of Europe?

20. How do you predict the collapse of the Soviet Union would impact the United States?
SQ 9. How did the events of the 1980s and 90s help to achieve, maintain, and/or threaten world peace?

Content and Vocabulary Checklist
Use the checklist below to assess the use of important content and vocabulary in the unit.

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<td>Cold War</td>
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</tbody>
</table>

Directions: Respond to the prompts in the Cold War Events Timeline related to the events discussed in this lesson and complete the contextualization task below.

Task: Explain the historical circumstances that led to the historical development depicted in the image above.
What was decolonization? Why did it occur after WWII?

Objectives: Define what decolonization is and explain why it occurred after WWII.

Introduction:
Directions: In the space below, recall anything you associate with the words “colonization” and “imperialism”

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
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<tbody>
<tr>
<td>colonization</td>
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<tr>
<td>imperialism</td>
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</table>

After a discussion with your classmates, what are the definitions of colonization and imperialism?

Given the definition of colonization, what do you think decolonization is?
Comparative Map Activity
Directions: Examine each of the map sets below, then answer the questions that follow.

Map A

Map B

1. Based on Maps A and B, describe the changes that took place between 1492 and 1660.

2. Identify what historical events led to the changes between Maps A and B, and explain how these events caused the changes.
3. Based on Maps B, C, and D, describe the changes that took place between 1660 and 1914.

4. Identify what historical events led to the changes between Maps B, C, and D, and explain how the events caused these changes.
5. Based on Maps D, E, and F, describe the changes that took place between 1914 and

6. Identify what major historical events occurred between 1914 and 1974 and explain
Post-WWII Decolonization

Directions: Read the text below then answer the questions that follow.

Decolonization is the process of ending colonial rule and the establishing a new government, usually by the indigenous people who were colonized. The term decolonization refers to the independence of nations after World War II that were once ruled by European powers. Many of these nations are located in Africa and Asia, regions that were the focus of European imperialism starting in the late 1800s. Due to decolonization, the number of sovereign [independent] countries mushroomed from 50 to 192 from 1945 to the end of the twentieth century. In each situation when a nation gained its independence, decolonization was different. Some involved peaceful negotiation, non-violent protest or violent revolt and armed struggle.

A number of factors led to massive waves of decolonization after WWII. Though imperialism in the 19th and 20th centuries was profitable for the colonizers, it required a lot resources to keep control of faraway foreign lands. Nations like Great Britain that controlled massive empires, employed administrators and military in each colony. They also installed telegraphs, telephones, and railroad systems to improve communication between their bases. When there were uprisings, the imperial country had to expend more resources to keep control.

In addition to the drain on resources, nationalism spread throughout the colonized world. Movements led by leaders like Mohandas Gandhi in India and Kwame Nkrumah in Ghana, inspired others in their nations to defy colonial rulers and fight for their right to self-determination [the freedom to choose who will rule one’s nation]. Colonial governments discriminated against the indigenous population and in most cases used economic policies that impoverished the colonized people while benefiting Europeans.

The Great Depression and World War II hastened the process of decolonization. The Great Depression damaged the world’s economy, leading to fewer resources that Western powers could use to control their colonies. At the same time, the economic distress in the colonies caused by the Great Depression made the colonized even more frustrated with their political situation.

During World War II, which was fought mostly between imperial countries, and the period just after the war, European countries were devastated and focused their efforts on rebuilding their countries. As a result, they were more willing to negotiate with colonies who demanded independence. Furthermore, public opinion started to change. After World War II, organizations like the United Nations with representatives from most countries in the world, supported the process of decolonization and took part in helping colonial governments and colonies negotiate for independence.
<table>
<thead>
<tr>
<th>1. What is decolonization?</th>
<th>2. What factors led to decolonization after WWII?</th>
</tr>
</thead>
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</table>

What was the historical context of the Indian Independence Movement?

Objective: Describe the political, social, and economic situation in the early 1900s in India.

Introduction

Directions: Examine the images below and write down what you recall about each Indian history topic.

1. What do you remember about the religions founded in India?
2. What do you remember about the Maurya Dynasty and the Gupta Golden Age?
3. What do you remember about the Mughal Empire?

4. What do you remember about imperialism in India?

5. What do you remember about the Sepoy Rebellion?

Historical Context: India in the early 1900s
Directions: Read through the text below and answer the questions that follow.

The British East India Company
British involvement in India started in the 1600s with the British East India Company, a trading company that was supported by the British government. The British East India Company made an agreement with the Mughal Empire that ruled most of India and set up trading forts on the coast. Between the early 1600s and 1857, the British East India Company gained influence, power and territory in India. They took power through force and agreements with Indian rulers. The Company’s power reached its height in 1857 when Indian soldiers employed by the British East India Company rebelled in what is known as the Sepoy Rebellion. The uprising lasted over a year. In the end, the British defeated the sepoys and took control over India once again.
British Rule
As a result of the British East India Company’s inability to control India, the Company was replaced by the British government sometimes called the British Raj. India became an official British colony and was known as the “jewel in the crown” of the British Empire because it was the largest and most profitable colony in the empire. The British government continued to administer India as the Company had, with strict control. They also exiled the last Mughal ruler and executed his sons.

The Raj’s policy has been described as one of “divide and rule.” This partly refers to the way in which much territory was acquired, by playing one Indian ruler against another. The British also used the “divide and rule” concept to govern India’s Muslim and Hindu populations. There is a long history of animosity between the Muslim and Hindu populations in South Asia that is often traced back to the founding of the Mughal Empire and specifically the practices of the Mughal Emperor Aurangzeb. The British argued that it was necessary for them to control the Indians because without their presence, the Muslims and Hindus would kill each other. For example, in 1905, the British divided the province of Bengal into East Bengal for Muslims, and West Bengal for Hindus. Both sides resented British involvement and accused them of favoring the other religion. The action led to more religious riots in Bengal. The British gave up on dividing Bengal and the area continued to experience religious violence.

Under the British Raj, after the Sepoy Rebellion, British attitudes toward Indians shifted from relative openness to insularity and racism. British families and their servants lived in military installations at a distance from Indian settlements. Private clubs where the British gathered for social interaction became symbols of exclusivity and snobbery.

Indian Economy During the British Raj
The British united India as one colony and set about modernizing and westernizing the region and its people. They built railway, transport, and communication systems that helped to knit the previously independent regions of India into a whole. This helped the British stay informed about activities in the colony, keep control of it, and transport raw materials from which they profited. Some of the modernization associated with the Industrial Revolution benefited India during this period. Foreign investors set up jute mills around Calcutta, and Indian merchants set up cotton textile factories in Gujrat and around Bombay. However, this was accompanied by the collapse of traditional industry, which faced competition from cheap British-made goods.

Post-1857, India also experienced a period of unprecedented calamity when the region was swept by a series of frequent and devastating famines, among the most catastrophic on record. Approximately 25 major famines spread through India in the latter half of the nineteenth century, killing 30–40 million Indians. Some modern scholars attributed the famines both to uneven rainfall and British economic and administrative policies. For example, the British seized local farmland and converted it to foreign-owned plantations that grew cash crops that were exported for profit rather than food that could have been used to feed the local population.
The British also instituted an education system in India that was based on their own. Upper class Indians learned to read and write in English, studied medicine, British government and law, and sometimes traveled to England for higher education.

Source: Adapted from New World Encyclopedia. “British Raj.” [http://www.newworldencyclopedia.org/entry/British_Raj](http://www.newworldencyclopedia.org/entry/British_Raj)

<table>
<thead>
<tr>
<th>1. Why was India considered the “jewel in the crown” of the British Empire?</th>
<th>4. What effects did British rule have on the Indian economy?</th>
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<tr>
<td>2. Historically, what has been the relationship between Hindus and Muslims in India? How did the British use this to gain, consolidate, and maintain their power?</td>
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<td>3. According to the text, how did most British people feel about Indians after the Sepoy Rebellion?</td>
<td>5. What effect did the British have on the Indian education system?</td>
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Who was Mohandas Gandhi and what did he believe?

Objective: Describe who Mohandas Gandhi was and what he believed, and identify what actions he took.
Who was Mohandas Gandhi? What were his political beliefs?

Watch the Biography.com Mini Bio on Mohandas Gandhi, this newsreel from 1931, and a section of this First Television Interview with Gandhi from 1931 and answer the questions below.

Key Vocabulary In Mohandas Gandhi’s Biography

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>nonviolence</td>
<td>the use of peaceful means, not force, to bring about political or social change</td>
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<tr>
<td>civil disobedience</td>
<td>the refusal to follow certain laws or pay taxes and fines to protest a government’s actions and policies</td>
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<tr>
<td>Mahatma</td>
<td>“great soul;” a person regarded with loving respect; a holy person or sage</td>
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1. What was Gandhi’s profession? Where was he trained?

2. Describe Gandhi’s experiences and actions in South Africa.

3. Identify and describe three actions Gandhi took to support Indian Independence from Great Britain.
How did India gain independence?

Objectives: Explain how India gained its independence from Great Britain.

Directions: Examine each event on the timeline below and answer the questions embedded.

Timeline of India’s Independence Movement

1885

Indian National Congress Founded

A group of seventy-three mostly well-to-do and western-educated Indians who were lawyers, teachers, and journalists, met in Bombay to form the Indian National Congress in 1885. At first, this group supported the British Raj and met to discuss issues that were concerns for urban and elite Indians but were not controversial. They wrote papers suggesting changes to the British colonial government and submitted them for review but they had little success.

In the early 1900s, a sense of nationalism grew in the members of the Indian National Congress. Some Congressmen supported the British but wanted more say in the government and administration in India. Others advocated for Swaraj, or self-rule. In the early 1900s, those still loyal to the British won out.

1. Who was a part of the Indian National Congress?

2. What was the goal of the Indian National Congress in the early 1900s?
Muslim League Formed

The Indian National Congress was dominated by Hindu Indians and their concerns. In response to Hindu nationalism, leading members of the upper class Muslim community formed the Muslim League in 1906. Like the Indian National Congress, the Muslim League petitioned the British for more say in the government for Indian Muslims and for laws and policies that would favor the people they represented.

3. How was the Muslim League different than the Indian National Congress?

4. What was the purpose of the Muslim League?

Gandhi Returns to India

After gaining fame and some success as a defender of Indian rights in South Africa, Mohandas Gandhi returned to India in 1915. He was known for his nonviolent opposition of British policies in South Africa that included boycotts, protest marches, and fasts.

Gandhi became a member of the Indian National Congress and promoted his ideas of reacting to unjust British laws using civil disobedience. Unlike many of the members of the Congress, Gandhi was able to better connect with everyday Indians.

Gandhi’s first major protests targeted British landlords who forced Indian farmers to grow a
cash crop called indigo and to sell it at a low price instead of more in-demand crops that they wanted to grow and could make more money with. Gandhi also led protests against the British taxation of a region suffering from the effects of floods and famine. Gandhi and his supporters won more favorable agreements in both cases.

5. What was Gandhi "known for" when he returned to India in 1915?

6. What actions did Gandhi take to fight injustice in his first years back in India?

World War I

During World War I, when Britain declared war on Germany, they brought India into the fight. Large numbers of Indian troops served overseas. In exchange, the British government declared that it would gradually increase Indian participation in the British Raj.

Instead, during World War I (1914–18) the British government of India enacted a series of repressive emergency powers that were intended to combat extreme political activities. By the war’s end, expectations were high among Indians that those measures would be eased and that India would be given more political autonomy. However, the British passed what became known as the Rowlatt Acts in early 1919, which essentially extended the repressive wartime measures. The Rowlatt Acts stated that political cases could be tried without juries and that people suspected of acting against the government could be jailed without a trial.


7. What promises did the British make during WWI? Did they follow through on those promises? Explain.

Amritsar Massacre

Watch this dramatization of the Massacre of Amritsar from the film Gandhi (1982) and read the text below.

The Massacre of Amritsar, also called Jallianwalla Bagh Massacre, occurred on April 13,
1919. British troops fired on a large crowd of unarmed Indians in Amritsar in the Punjab region of India, killing several hundred people and wounding many hundreds more. It marked a turning point in India’s modern history because it left a permanent scar on Indo-British relations and was the prelude to Mohandas Gandhi’s full commitment to the cause of Indian nationalism and independence from Britain.

The Rowlett Acts, initiated in 1919, were met by widespread anger and discontent among Indians, notably in the Punjab region. In early April, Gandhi called for a one-day general strike throughout the country. In Amritsar, the news that prominent Indian leaders had been arrested and banished from the city sparked violent protests in which soldiers fired upon civilians, buildings were looted and burned, and angry mobs killed several foreign nationals and severely beat a Christian missionary. A force of several dozen troops commanded by Brigadier General Reginald Edward Harry Dyer was given the task of restoring order. Among the measures taken was a ban on public gatherings.

On the afternoon of April 13, a crowd of at least 10,000 men, women, and children gathered in an open space known as the Jallianwalla Bagh, which was nearly completely enclosed by walls and had only one exit. It is not clear how many people there were protesters who were defying the ban on public meetings and how many had come to the city from the surrounding region to celebrate Baisakhi, a spring festival. Dyer and his soldiers arrived and sealed off the exit. Without warning, the troops opened fire on the crowd, reportedly shooting hundreds of rounds until they ran out of ammunition. It is not certain how many died but, according to one official report, an estimated 379 people were killed, and about 1,200 more were wounded. After they ceased firing, the troops immediately withdrew from the place, leaving behind the dead and wounded.


8. Why were people protesting in Amritsar? Why were there troops in Amritsar?

9. Why is the Massacre of Amritsar historically significant?

Gandhi Given Leadership of Indian National Congress

After the Amritsar Massacre, Gandhi dedicated himself to gaining self-rule for India. In 1921, he was given leadership of the Indian National Congress. He reorganized the group with the goal of Swaraj through the use of nonviolent forms of protest.

10. With Gandhi as its leader, what was the goal of the Indian National Congress after 1921?
Homespun Movement
Great Britain’s efforts to modernize the Indian economy brought industrial manufacturing to the colony through the building of textile factories. The move benefited British factory owners, but it greatly diminished India’s traditional economy. People who once made a living by making cloth could not compete with inexpensive machine-made British goods.

Gandhi argued that India needed to be self-sufficient so they would not have to not rely on the British. One way of doing this, he claimed, was for Indians to make their own clothes. The push for Indians to give up buying British textiles and to make their own clothes was called the Homespun Movement. Gandhi led the movement by example. He made all of his own clothing and carried a portable spinning wheel with him so he could continue the practice while traveling.

11. Why did Gandhi encourage Indians to spin their own cloth?

The Salt March

Watch this History Channel video on Gandhi’s Salt March and the transcript below, then watch this dramatization of the Salt March from the film Gandhi (1982).

Video Transcript:
Violence begets violence, but a rebellion need not rely on guns to be successful, as Gandhi proved during his Salt March, the most peaceful rebellion.

The sea: the abundant, free resource at land’s end. Among its potential gifts: untold quantities of salt waiting to be distilled, but for the poor of India in the early 20th Century, even this basic necessity of life-- salt-- was not a given.

[Salt] was being heavily taxed by their British rulers. Indians could even be thrown in jail for just making or selling this vital preservative. In 1930, Mahatma Gandhi saw this injustice as the perfect opportunity to practice the kind of passive resistance he called "satyagraha." By satyagraha, Gandhi meant "truth force." He meant mobilizing the power of truth. So in other words, he had to find a way in which the people would free themselves, yet wasn’t violent..

On March 12, the 61-year-old Gandhi set out with 78 followers on a 240-mile trek to the sea. For 23 days, they marched, thousands upon thousands of his countrymen joining along the way. Eventually, the throng of protesters reached over two miles.
Marshall Ganz: “Ultimately then, you reach the sea and, "What's he going to do? Is he going to break the law?" And sure enough, they go down and with this wonderful simplicity, they make salt. The law's been broken. Wait a second. You mean British law can be defied? Yes.”

Soon, people all over India were making their own salt. The authorities responded by imprisoning over 60,000 Indians for this illegal activity, including Gandhi himself, but that, too, was part of his plan to make the world aware of British oppression.

India would not gain independence for another years, but Gandhi proved that nonviolent methods on a vast scale could be used to achieve that most basic of human rights: freedom.

The modern and free state of India, the world's largest democracy, is the lasting legacy of Gandhi's Salt March, history's most peaceful rebellion.

Gandhi was assassinated in 1948, but his ideals of peaceful rebellion were passed on to other leaders in the fight for human freedom, including Dr. Martin Luther King. Sadly, he, too, met with an assassin's bullet.

**Additional Information:**
Soon after the Salt March ended, Gandhi was arrested. The protest against the salt tax continued. Gandhi’s followers nonviolently marching toward the British Salt Works in Gujarat where they were beaten by soldiers employed by the British army.

The Salt March and protests that followed it brought worldwide attention to the Indian Independence movement and British cruelty. The media attention turned public opinion in Great Britain in Gandhi’s favor and led to his release from prison, negotiations with the British government in India, and more support for Indian self-rule.

**12. Why did Gandhi lead the Salt March?**

**13. What did Gandhi achieve through the Salt March?**

**Government Act of 1935 and Elections of 1937**

After Gandhi’s release from prison and the end of the salt tax protests, the Indian National Congress, led by Gandhi, entered into years of negotiations with the British Raj. The resulting law was the Government of India Act of 1935. The Government of India Act of 1935 was a new plan for ruling India that involved more Indian participation in the government and free elections to select representatives from each province.

In 1937, the first elections took place. The Indian National Congress candidates won a majority of the provinces, while the Muslim League did poorly in the election.

**14. What benefits did Indians gain from the Government Act of 1935?**
In 1940, the Muslim League, led by Muhammad Ali Jinnah wrote the Lahore Resolution, a statement that demanded that India be separated into two states: one for Hindus and one for Muslims. Violence between Muslims and Hindus had been a continuous issue in India, and politicians like Jinnah feared that the Indian National Congress, which was dominated by Hindus, would not negotiate for the best interests of the Muslim population.

Photograph of Muhammad Ali

15. What was the Lahore Resolution? What effect might it have on India’s independence?

World War II, the Quit India Movement, and the Indian National Army

At the outbreak of WWII, the British pulled India into the conflict without consulting the elected Indian representatives. In response, all of the elected Indian officials resigned from the government.

In 1942, Gandhi and the Indian National Congress launched the Quit India Movement, demanding immediate independence for India. In a speech entitled, “Do or Die,” given on August 8, 1942, Gandhi urged the masses to act as an independent nation and not to follow the orders of the British. His call found support among a large number of Indians, including revolutionaries who did not support Gandhi’s philosophy of non-violence. Almost the entire Congress leadership, both at the national and local levels, was put into confinement less than twenty-four hours after Gandhi’s speech, and the greater number of the Congress leaders spent the rest of the war in jail. Despite lack of direct leadership, large-scale protests and demonstrations were held all over the country. The British responded with mass detentions, making over 100,000 arrests.

The Quit India Movement died down in a few months, but other groups of Indians started to rebel against the British. A group of Indian soldiers that once fought for the British, switched sides during WWII to fight with the Japanese in an attempt to invade India from the Southeast, defeat the British, and declare India independent. They were unsuccessful, but the attempt showed how deeply Indians disliked British rule. In addition, in 1946 sailors in the Royal Indian
Navy revolted against the British, refusing to work, carrying on violent protests, and in some instances taking over ships.

The pressure from the Quit India Movement, recognition that the armed forces were opposed to British rule, and the drain on resources from WWII and the recovery from that war, led the British to give up their control of India. Soon, they started negotiations with the Indian National Congress and Muslim League to transfer power to India.

16. Identify and explain three reasons the British gave up power in India.

Independence, the Partition of India, and the death of Gandhi

Watch this excerpt of this documentary on Gandhi (31:52-end) and read the text below.

Despite Gandhi’s desire to keep India together, the decision was made to divide the colony into two separate and independent nations: India and Pakistan (more on this in a later lesson). This separation of India and Pakistan is known as the Partition of India.

Pakistan gained its independence on August 14, 1947 and was led by Muhammad Ali Jinnah. India gained its independence on August 15, 1947 and was led by Prime Minister Jawaharlal Nehru.
17. Why was Gandhi unhappy with the result of India's Independence Movement?

18. How did Gandhi react to violence between Hindus and Muslims after Partition?

19. How did Gandhi die? What reason was given for his death?

Summary Task
In the space below answer the question:

Why did British Rule of India end in 1947?

How did the Partition of India affect the people of India and Pakistan?

Objectives: Explain the effects of the Partition of India on the people of India and Pakistan.

Introduction
Directions: Examine the maps below and answer the questions that follow.
1. Where did most Muslims live (provide relative directions like "in the southeast" or "in the western region of India")?

2. If you were to divide India up into a country that is predominantly Muslim and a country that is predominantly Hindu, draw on the map below where you would make the two countries.

3. Why did you draw the borders of these two countries where you did?

4. What issues might arise if you were to declare the creation of two different countries in this area, each based on a religion?

Watch this [video on the Partition of India](#) and read [this article from BBC History](#), then answer the questions that follow.
1. Why was the colony of India divided into India and Pakistan in 1947?

2. What were the immediate effects of the Partition?

3. What have been the long term effects of the Partition on the relationship between Pakistan and India?
1. The purpose of Mohandas Gandhi's actions such as the Salt March and the textile boycott was to
   (1) begin a cycle of armed revolution
   (2) draw attention to critical issues
   (3) increase the strength of the military
   (4) resist the power of religious leaders

2. In the 1940s, the leadership of the Indian National Congress and the leadership of the Muslim League supported the goal of
   (1) helping the British fight World War II
   (2) removing British control from the subcontinent
   (3) abolishing caste distinctions and discrimination
   (4) establishing a unified government based on religious teachings

3. Base your answer to the following question on the passage below and on your knowledge of social studies.

   ...Indeed whilst on the one hand civil disobedience authorizes disobedience of unjust laws or unmoral laws of a state which one seeks to overthrow, it requires meek and willing submission to the penalty of disobedience and therefore cheerful acceptance of the jail discipline and its attendant hardships....

   Which individual is the author of this passage?
   (1) Otto von Bismarck
   (2) Mohandas Gandhi
   (3) Ho Chi Minh
   (4) Fidel Castro

4. 82. One reason India gained its independence from Great Britain in 1947 was that
   (1) Great Britain was defeated in World War II
   (2) the Treaty of Versailles required Great Britain to give up its colonies
   (3) Great Britain did not have the resources to maintain an empire after World War II
   (4) India had supported the Axis Powers during World War II

5. Why did large numbers of Hindus and Muslims migrate immediately after India gained its independence?
   (1) Many jobs were being outsourced overseas.
   (2) The government offered housing incentives in newly developed areas.
   (3) Religious pilgrimages to neighboring countries were required based on their beliefs.
   (4) The subcontinent was divided into countries based primarily on the location of religious majorities.

6. Which nations have been most closely associated with the conflicts in these headlines?
   "Struggle Continues for Control of Kashmir"
   "Many Hurt in Border Clashes Between Hindus and Muslims"
   (1) China and India
   (2) India and Pakistan
   (3) Vietnam and Cambodia (Kampuchea)
   (4) Sri Lanka and Thailand