

Name:
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Unit 10: The Cold War & the Modern Era

Due Completed:

A-Day: Friday, May 18, 2018

B- Day: Thursday, May 17, 2018



1941-1945: THE US & USSR BECOME ALLIES

The relationship between the United States and the USSR had always been strained because the political ideologies each supported, capitalism and democracy in the US and communism and a command economy in the USSR, were opposed to one another. Their relationship was further tested following Stalin's decision to sign the non-aggression pact, or the Nazi-Soviet Pact, with Nazi Germany in 1939. Stalin's decision and occupation of Poland in 1939 led the United States to publicly condemn the USSR. While angry with the USSR, the United States did not forget that Nazi Germany was the greatest threat to international collective security. United States president Franklin Delano Roosevelt hesitated to sever all ties with the USSR and instead sought to improve relations as Hitler was picking up speed in 1940. In June 1941, Hitler broke the Nazi-Soviet Pact and invaded the USSR. This was the perfect opportunity for the United States to leverage this betrayal to gain a new ally to defeat the Nazis. The United States sent an aide to assess the Soviet military situation and by the end of October, the first **Lend-Lease aid** to the Soviet Union was sent. Lend-Lease aid was a package that provided significant military supplies and other assistance to the Allies. Stalin left the Axis powers and joined the Allies.

During the war, there were several disagreements between the United States and the USSR. In spite of these differences, the defeat of Nazi Germany was a joint success. This victory over the Nazis did not magically fix the relationship between the United States and the USSR. The United States was still concerned about the spread of Soviet communism and Stalin's totalitarian rule. The USSR was frustrated with America's hesitance to treat it as part of the international community and their slowness in entering World War II. As the war was nearing the end, this distrust continued to grow.

1. **Why did the United States and the USSR fight together as allies in 1941?**

2. **Did the United States and the USSR ever fully trust one another? Explain.**

3. **Using your understanding of how the United States and the USSR became allies and their levels of trust, what problems might emerge in the postwar period?**



Source: <http://www.loc.gov/pictures/item/2009634186/> and https://upload.wikimedia.org/wikipedia/commons/thumb/9/96/THIS_MAN_IS_YOUR_FRIEND_RUSSIAN_-_NARA_-_515795.jpg/800px-THIS_MAN_IS_YOUR_FRIEND_RUSSIAN_-_NARA_-_515795.jpg Title: This man is your friend: Russian He fights for freedom. Date Created/Published: [Washington, D.C.]: U.S. Government Printing Office ; 1942.

What does this American propaganda poster reveal about the relationship between the United States and USSR in 1942?

FEBRUARY-JULY 1945: THE WAR CONFERENCES

1945 was an important year because it marked the end of World War II and the emergence of new relationships between the remaining world powers: the United States and the USSR. Prior to the official end of World War II, the Allies (United States, USSR, and Britain) hosted two conferences: Yalta in February 1945 and Potsdam in July 1945. These conferences were designed to help decide what would happen to Europe, specifically, Germany, at the end of World War II. In between the conferences, delegates from 50 nations meet in San Francisco for the United Nations (UN) in April of 1945. The United Nations, much like the original intent of the League of Nations, was created to maintain international peace and security. By May 1945, Germany surrendered to the Allies.

1. What was the purpose of the 1945 war conferences in Yalta and Potsdam? Given your prior knowledge of war conferences and agreements, what problems might arise?

2. What major events occurred between Yalta and Potsdam? How might these events impact the relationships between the Allies?

FEBRUARY 1945: YALTA CONFERENCE

Who: Churchill (Britain), Roosevelt (USA), Stalin (USSR)

What: A *meeting* between three of the Allies of World War II to discuss Europe's postwar reorganization.

Where: Yalta in Crimea

War Stage: Germany was not defeated.

What were the key points of the meeting?

- Germany would be split into four occupied zones
- Germany would undergo demilitarization and denazification
- Germany would pay reparations partially in the form of forced labor
- The Declaration of Liberated Europe would allow for free elections in Eastern Europe
- Stalin pledged to permit free elections in Poland and to form a government of “national unity” composed of communists and non-communists
- Stalin agreed to enter the fight against the Empire of Japan when Germany was defeated

3. What was the purpose of the conference at Yalta?

4. Why do you think did Stalin pledged to permit free elections in Poland?



Source:

https://commons.wikimedia.org/wiki/Category:Yalta_conference#/media/File:Yalta_summit_1945_with_Churchill,_Roosevelt,_Stalin.jpg

JULY 1945: POTSDAM AGREEMENT

Who: Churchill (Britain), Truman (USA), Stalin (USSR)

What: The **agreement** between three of the Allies of World War II for the military occupation and reconstruction of Germany

Where: Potsdam near Berlin

War Stage: Germany was defeated.

At Potsdam, there were arguments about the details of the agreement reached at Yalta. For example, there were disagreements about the boundaries for the four occupied zones of Germany. There were also disagreements about the amount of reparations the USSR wanted to take from Germany. The United States and Britain believed the USSR wanted too much and this would repeat the situation created by the Treaty of Versailles where the massive reparations hurt the German economy and fueled the rise of the Nazis.

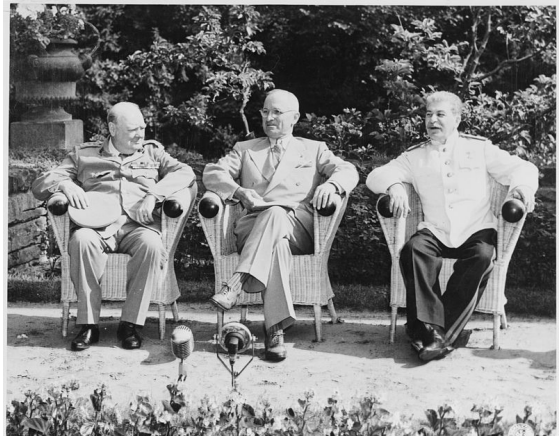
Harry S. Truman, the new president of the United States was also frustrated because Stalin began to arrest non-communist leaders of Poland after agreeing to a government of “national unity.” Additionally, even though there were supposed to be free elections in Eastern Europe, the United States and Britain noticed that communists were rising to power in Eastern Europe.

While there were many disagreements, there were some agreements such as:

- Germany would be demilitarized and disarmed
- German society would be remade along democratic lines by repeal of all discriminatory laws from the Nazi era
- Germans deemed to be “war criminals” would be arrested and tried

**5. What disagreements were there at Potsdam?
Why?**

**6. What do these disagreements reveal about the
changing relationship between the United States
and the USSR?**



Source:

https://commons.wikimedia.org/wiki/Potsdam_Conference#/media/File:1_to_R_British_Prime_Minister_Winston_Churchill,_President_Harry_S._Truman,_and_Soviet_leader_Josef_Stalin_in_the_..._-_NARA_-_198958.jpg

7. How did the peace conceived at Yalta differ from the peace conceived at Potsdam? Why?

8. How might these differences impact the relationship between the United States and the USSR?

1947: THE BIRTH OF THE COLD WAR

During the war, the United States and USSR cooperated to defeat Nazi Germany. However, after the war ended, disagreements over reparations and the emergence of communist governments in Eastern Europe strained the relationship. Many of the enduring ideological and pre-war disagreements surfaced. Between 1945 and 1947, Stalin went back on his pledge to allow free elections in Eastern Europe and to have coalition governments of both communist and non-communist leaders. During these two years, communists seized control of many Eastern European nations. This made the United States nervous because Stalin was defiant and the United States feared the ideological spread of communism. By 1947, the distrust heightened between the United States and USSR leading to a conflict known as the Cold War. The Cold War was a state of political and military tension after World War II between powers in the Western Bloc (the United States and its capitalist allies) and powers in the Eastern Bloc (the Soviet Union and its communist allies). The term "cold" is used because there was no direct fighting between the two sides, however, there were proxy wars or wars between other nations supported by the two sides.

Source: https://history.state.gov/milestones/1937-1945/us_sovie

9. What action did Stalin take that heightened the tension between the United States and USSR? Why did these actions concern the United States?

10. What was the Cold War? Why was the Cold War considered "cold"?

THE COLD WAR: 1945-1991

From 1945 until 1991, two superpowers, the US and USSR, with political and economic differences engaged in the Cold War. The Cold War caused a series of international incidents that brought the world to the brink of disaster. After World War II ended, both the Soviet Union and the U.S. wanted to influence Europe with their systems of government and economy. In 1946, former British Prime Minister Winston Churchill declared that an iron curtain had "descended across the continent" dividing Europe into two hostile camps. The Soviet Union influence Eastern Europe, while the U.S.A. influenced Western Europe.

11. What was the iron curtain?

12. What did the iron curtain symbolize about international relations?

REFERENCE SHEET: THE COLD WAR (1945-1991)

The Western Bloc:
U.S.A. & NATO allies

Economic System:
Capitalism

Political System:
Democracy

The United States wanted to contain communism so they pursued the policy of containment.

Containment was a strategy of keeping communism within its existing boundaries and preventing its further expansion. This policy meant the United States would *support any nation facing an external or internal communist threat.*

VS:

The Eastern Bloc:
Warsaw Pact allies & USSR

Economic System:
Communism

Political System:
Totalitarian

The USSR wanted to promote communism and spread these ideas to other countries.

The promotion of communism was a strategy of expanding communism outside its existing boundaries. This policy meant the Soviet Union would *support any nation facing external or internal aggression from the Western bloc.*



Notes: Intro to the Cold War

Country	Ideologies
	<p><u>Democracy</u> - A form of government in which power is held by people under a free electoral system.</p> <p><u>Capitalism</u> - Economic system based on private ownership of the means of production and distribution, and characterized by profit, a free market, and open competition.</p>
	<p><u>Dictatorship</u> - A government controlled by one person or a small group of people.</p> <p><u>Communism</u> - Economic idea that the community as a whole should own all property and run all business and industry</p>

1. What is a Cold War?
2. What is a surrogate and how are they involved in the Cold War?
3. Why is the US concerned about the Greek Civil War?
4. What is Containment?

The Truman Doctrine and Containment

In 1947, United States President Harry Truman declared a new foreign policy for the US, called the Truman Doctrine. The **Truman Doctrine** stated the United States would provide political, military and economic assistance to all nations under threat from communist forces. Before the Truman Doctrine, the US stayed out of regional conflicts that did not directly involve their country, but the Truman Doctrine made it clear that the US would actively resist the USSR. In the same year, Truman sent military and economic aid to both Greece and Turkey to resist communist threats. The Truman Doctrine was motivated by the idea of **containment** or limiting communism to the areas already under USSR's control.

Source: <https://history.state.gov/milestones/1945-1952/truman-doctrine>

1. Why did Truman implement the Truman Doctrine?

2. What idea motivated the Truman Doctrine?

3. How would this policy impact the United States' relationship with the USSR?

The Marshall Plan

The **Marshall Plan** was a policy used by the United States to strengthen democratic governments by providing food and economic assistance to war-ravaged European countries to help them rebuild after the war. The Marshall Plan was motivated by the idea that countries recovering from the war were vulnerable to communist threats. To ensure that communism did not spread, the United States provided about \$13 billion to Western nations to help rebuild their economies. Although the USSR was offered participation, they refused and blocked benefits to Eastern Bloc countries, such as East Germany and Poland. The USSR saw the Marshall Plan as an attempt to buy the support of smaller countries.

Source:

<https://history.state.gov/milestones/1945-1952/marshall-plan>



Source: www.usps.com

4. Why was the Marshall Plan passed?

5. How would this policy impact the United States' relationship with the USSR?

5. What were the motives for the Marshall Plan?

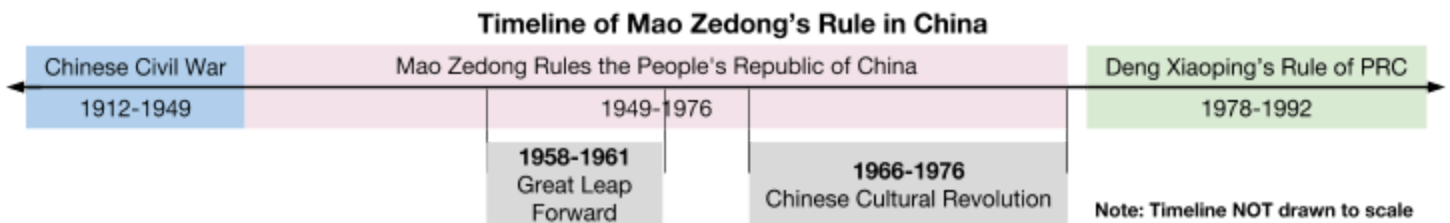
6. What was the Berlin Crisis? How did the West respond?

China Falls to Communism

1. Who was Emperor Puyi?
2. Who was Sun Yat-Sen?
3. What were some of the weaknesses of the Republic of China?
4. What kind of aid does the Soviet Union provide China? How does this lead to the growth of Communism?
5. Who took over after Sun Yat-Sen? What did he do?
6. What were the two sides of the Civil War in China? Who led each side?
7. Why did the Civil War in China pause between 1932-33 and 1937-45?
8. Who won the Civil War?
9. Where did the losing side go?
10. Who controlled China after the Civil War?

Mao Zedong's Rule of Communist China

After decades of civil war, Mao Zedong and his supporters established the People's Republic of China, a Communist nation, in 1949. Mao was a totalitarian dictator whose methods for gaining, consolidating, and maintaining control are exemplified through his two most well known policies: the Great Leap Forward and the Cultural Revolution.



Directions: As you read the information below, annotate it by placing a "G" next to examples of methods that Mao used to gain power in China, a "C" next to examples of methods he used to consolidate his power, and an "M" next to examples of methods used to maintain power. Then, complete the questions accompanying the documents. At the end of the activity, fill in the graphic organizer below.

<p>GAIN</p> <p>Gaining power is the process of getting it and expanding it.</p>	<p>CONSOLIDATE</p> <p>Consolidating power is the process of taking control from other people who also have power.</p>	<p>MAINTAIN</p> <p>Maintaining power is the process of keeping one's power.</p>
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The Great Leap Forward (1958-1961)

Watch [this video about the Great Leap Forward](#), examine the images below and read the text, then answer the questions that follow.

<https://www.youtube.com/watch?v=h1bB3cmgPmo>

Document 1



In Xinyang county, Henan, during the Great Leap Forward era, commune members worked in the night, using lamps as light, 1959.

Source: https://en.wikipedia.org/wiki/File:Xinyang_working_at_night.jpg

The Great Leap Forward was an economic and social plan used from 1958 to 1960 which aimed to use China's vast population to rapidly transform mainland China from a primarily agrarian (or farming) economy dominated by peasant farmers into a modern, industrialized communist society.

Mao Zedong based this program on the Five Year Plans used by Joseph Stalin in the Soviet Union.

The Great Leap Forward is now widely seen—both within China and outside—as a major economic and humanitarian disaster, with estimates of the number of people killed by famine during this period ranging from a minimum of 14 million to as many as 43 million.

Source: New World Encyclopedia. "Great Leap Forward." http://www.newworldencyclopedia.org/entry/Great_Leap_Forward

Document 2



Backyard furnace to produce steel during the Great Leap Forward era, 1958.

Source: https://en.wikipedia.org/wiki/File:Backyard_furnace4.jpg

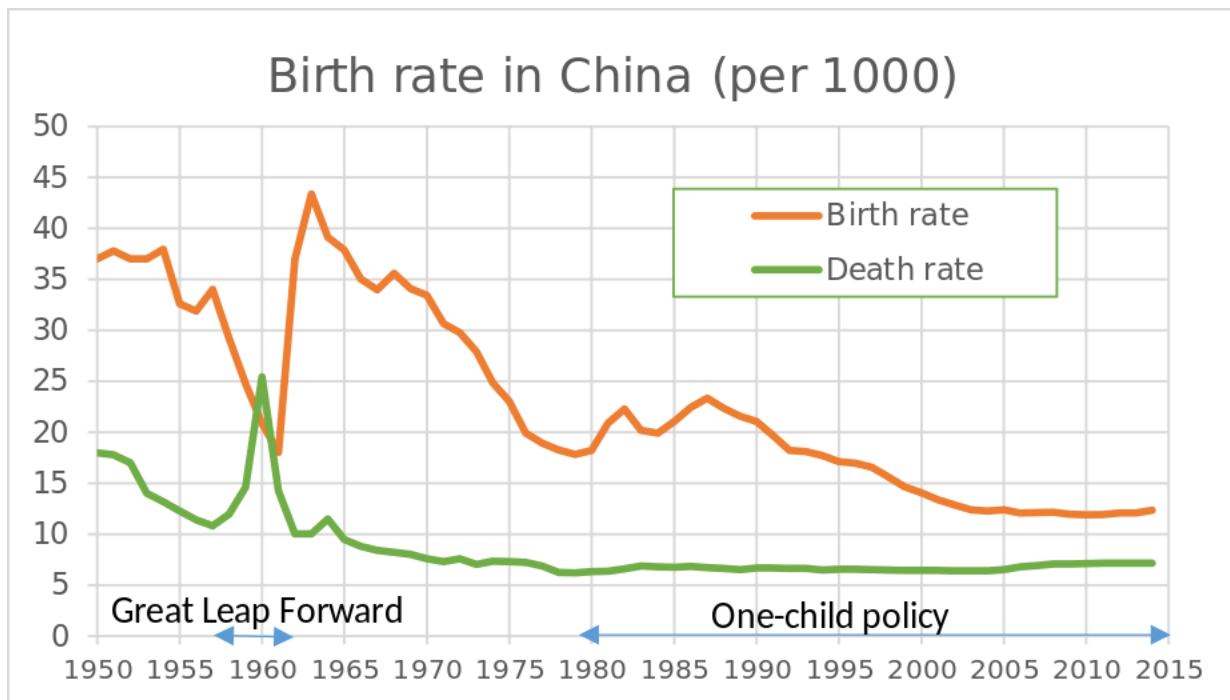
Document 3

Great Leap Forward Famine Death Estimates

Deaths (millions)	Authors	Year
23	Peng	1987
27	Coale	1984
30	Ashton, <i>et al</i>	1984
30	Banister	1987
30	Becker	1996
32.5	Cao	2005
36	Yang	2008
38	Chang and Halliday	2005
38	Rummel	2008
42 min.	Dikotter	2010
43-46	Chen	1980

Source: https://en.wikipedia.org/wiki/Great_Leap_Forward

Document 4



Source: https://en.wikipedia.org/wiki/File:Birth_rate_in_China.svg

1. What were the goals of the Great Leap Forward?
2. What was a "commune"?
3. What was the result of the attempt to have peasants make steel on their communes during the Great Leap Forward?
4. Did the Great Leap Forward's policies lead to more food production in China? Why or why not?
5. What were the effects of the Great Leap Forward in China?
6. Was the Great Leap Forward successful? Explain.

The Cultural Revolution (1966-1976)

Watch this [NTDTV video on the Cultural Revolution](#) and [this documentary about the Cultural Revolution](#), examine the images below and read the text, then answer the questions that follow.

https://www.youtube.com/watch?v=LGpmVs0_Dbc
<https://www.youtube.com/watch?v=nPuvFXv8Gos>

Document 1



中国人民解放军是毛泽东思想大学校

The Chinese People's Liberation Army is the great school of Mao Zedong Thought, 1969. A poster from the Cultural Revolution, featuring an image of Chairman Mao, and published by the government of the People's Republic of China.

Source: https://en.wikipedia.org/wiki/File:Cultural_Revolution_poster.jpg

The **Chinese Cultural Revolution** was a massive social upheaval from 1966 through 1976 brought on by a struggle for power within the Communist Party of China, in which at least half a million people died and the People's Republic of China was brought to the brink of civil war.

The Cultural Revolution was initiated by Party Chairman Mao Zedong in 1966 to reassert his leadership after the disasters of the Great Leap Forward. After the failures of the Great Leap Forward, other party members challenged Mao's authority. In response, Mao and his supporters purged the CCP of those who opposed him, trained Chinese youths to worship Mao and his sayings, and then empowered those young people to rebel against their elders to defend Mao's revolution. In the chaos and violence that ensued, much of China's artistic legacy was destroyed and millions were persecuted, some of whom lost their lives.

Source: "Cultural Revolution." New World Encyclopedia.
http://www.newworldencyclopedia.org/entry/Cultural_Revolution

Document 2



Red Guards on the cover of an elementary school textbook from 1971.

Source: https://en.wikipedia.org/wiki/File:Red_Guards.jpg

Document 3



Panchen Lama, a religious leader in Tibetan Buddhism, denounced during a struggle session, 1964.

Source:

[https://en.wikipedia.org/wiki/File:Panchen_Lama_during_the_struggle_\(thamzing\)_session_1964.jpg](https://en.wikipedia.org/wiki/File:Panchen_Lama_during_the_struggle_(thamzing)_session_1964.jpg)

Document 4



A 1968 map of Beijing showing streets and landmarks renamed during the Cultural Revolution. Andingmen Inner Street became "Great Leap Forward Road", Taijichang Street became the "Road for Eternal Revolution", Dongjiaominxiang was renamed "Anti-Imperialist Road", Beihai Park was renamed "Worker-Peasant-Soldier Park" and Jingshan Park became "Red Guard Park." Most of the Cultural Revolution-era name changes were later reversed.

Source: https://commons.wikimedia.org/wiki/File:Beijing_1968_1.jpg

Document 5



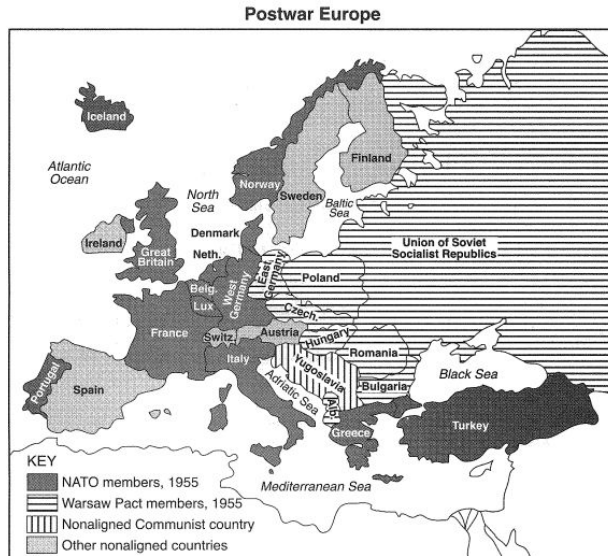
A scene from the *Red Detachment of Women*, a play written during the Cultural Revolution that glorified Mao, 1972.

Source: https://en.wikipedia.org/wiki/File:Revolutionary_opera.jpg

1. What were the goals of the Cultural Revolution?
2. What were the *Four Olds*?
3. What methods did Mao use to change Chinese culture during the Cultural Revolution?
4. How did Mao try to change education in China during the Cultural Revolution?
5. Who were the Red Guards?
6. Who was targeted and denounced by the Red Guards? Why did the Red Guards denounce these people?
7. What methods did the Red Guards use to denounce "counter-revolutionaries?"
8. Why do you think Mao gave young people so much power during the Cultural Revolution?
9. What ended the Cultural Revolution?
10. What were the effects of the Cultural Revolution in China?

	Great Leap Forward	Cultural Revolution
Methods Mao used to gain, consolidate, and maintain his power through each policy		

Cold War Alliances



Source: Larry S. Krieger et al., *World History: Perspectives on the Past*, D.C. Heath and Co. (adapted)

North Atlantic Treaty Organization (NATO)

In 1949, the United States, Canada and ten other countries formed a new military alliance called **NATO or North Atlantic Treaty Organization**. These newly aligned member states agreed to protect one another if any one of them were attacked.

6. What was NATO?

7. How might this alliance have impacted the relationship between the United States and the USSR?

The Warsaw Pact

In 1955, the USSR responded to the formation of NATO by creating their own alliance called the **Warsaw Pact**. The USSR had a number of **satellite states**. A satellite state is a country that is formally independent in the world, but under heavy political, economic and military influence or control from another country. The Warsaw Pact included the USSR and seven satellite states in Eastern Europe. While NATO functioned as an alliance, the USSR used the Warsaw Pact to control their satellite states.

8. What is a satellite state?

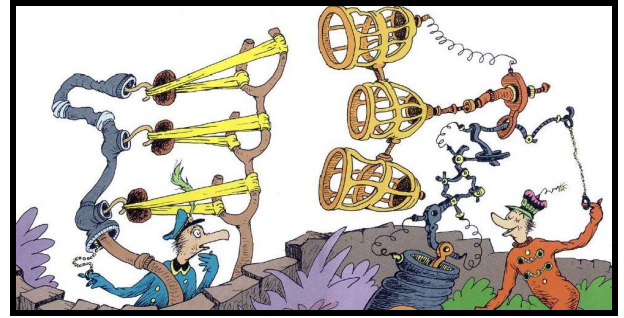
9. What was the Warsaw Pact?

10. How did the Warsaw Pact function differently from NATO?

11. How might this alliance have impacted the relationship between the United States and the USSR?

12. Based upon what you've read above, were the United States and the USSR moving closer to or further away from international conflict between 1945 and 1955? Explain.

The Butter Battle



Directions: After watching the animated video answer the following questions.

1. How do the Yook respond to the Zook aggression?
2. How do the Zook respond to the Yook weapons?
3. Who is always there to cheer the Yook's up?
4. Where does everyone go when the Bitsy Big-Boy Boomeroo is going to be used?
5. Write a Paragraph: Who wins the Butter Battle?

The Cold War: The Race is On!

-
6. What started the Arms race between the United States and the Soviet Union?
 7. What was the Arms Race?
 8. What started the Space Race?
 9. What was the Space Race?
 10. Who was Yuri Gagarin?
 11. How did the United States respond?
 12. What was the Apollo 11?

The Korean War and Why There are Two Koreas

By History.com, adapted by Newsela staff on 01.11.18 - Word Count 933 - Level 1110L



Image 1. South Korean soldiers patrol inside the barbed-wire fence at Imjingak Pavilion near the border village of Panmunjom, the demilitarized zone which has separated the two Koreas since the Korean War, in Paju, South Korea, on March 27, 2012. Photo by Ahn Young-joon for AP Photo.

On June 25, 1950, the Korean War began when some 75,000 soldiers from the North Korean People's Army poured across the 38th parallel. That was the boundary between the Soviet backed Democratic People's Republic of Korea to the north and the pro-Western Republic of Korea to the south. This invasion was the first military action of the Cold War (1945-1991). The Cold War was a larger conflict between the United States and the Soviet Union. It was called "cold" because the U.S. and Soviet Union didn't fight each directly, but instead engaged in a war of threats.

By July, American troops and their allies, working with the United Nations, had entered the war to help South Korea. As far as American officials were concerned, it was a war against international communism led by the Soviet Union. Communism is a system where one political party controls all aspects of a country's government and society. After some early back-and-forth across the 38th parallel, the fighting stalled and casualties mounted with nothing to show for them. Meanwhile, American officials worked anxiously to fashion some sort of armistice with the North Koreans. The alternative, they feared, would be a wider war with the Soviet Union and China – or even, as some warned, World War III.

The Two Koreas

Since the early 1900s, Korea had been a part of the Japanese empire. After Japan lost World War II (1939-1945), it fell to the Americans and the Soviets to decide what should be done with it. In August 1945, the U.S. divided the Korean peninsula in half along the 38th parallel, giving the Soviets the area north of the line and the Americans the area to its south.

By the end of the decade, two new countries had formed on the peninsula. In the south, the anti-communist dictator Syngman Rhee enjoyed the reluctant support of the American government. In the north, the communist dictator Kim Il Sung enjoyed the slightly more enthusiastic support of the Soviets. Neither dictator was content to remain on his side of the 38th parallel, and fighting had already taken place along the border – resulting in more than 10,000 deaths.

The Korean War And The Cold War

Even so, the North Korean invasion came as a surprise to American officials. To them, this was not simply a border dispute on the other side of the globe. They saw it as the first step in a communist campaign to take over the world, so they believed that staying out of the war was not an option.

At first, the U.S.-led war effort in Korea was designed simply to get the communists out of South Korea – and it went badly for the U.S. and its allies. The North Korean army was well-disciplined, well-trained and

well-equipped; Rhee's forces, by contrast, were frightened, confused and seemed inclined to flee the battlefield at any provocation.

By the end of the summer, President Harry Truman and General Douglas MacArthur, the military commander in charge, had decided on a new set of war aims. Now, for the U.S. and its allies, the Korean War was an offensive war to "liberate" the North from the communists.

Initially, this new approach was a success. An amphibious assault at Inchon pushed the North Koreans back to their side of the 38th parallel. American troops crossed the boundary and headed north toward the Yalu River, the border between North Korea and Communist China. The Chinese started to worry about protecting themselves. Chinese leader Mao Zedong sent troops to North Korea and warned the United States to keep away from the Yalu boundary unless it wanted full-scale war.

"No Substitute For Victory"

This was something that President Truman and his advisers decidedly did not want. They were sure that such a war would lead to Soviet attacks in Europe, the deployment of atomic weapons and millions of senseless deaths. Yet General MacArthur believed anything short of this wider war meant knuckling under to the communists.

As President Truman looked for a way to prevent war with the Chinese, MacArthur did all he could to provoke it. In March 1951, MacArthur sent a letter to Joseph Martin, a Republican leader in Congress, who leaked the letter to the press. "There is," MacArthur wrote, "no substitute for victory" against international communism.

On April 11, President Truman fired the general for insubordination.

The Korean War Reaches A Stalemate

In July 1951, President Truman and his new military commanders started peace talks at Panmunjom. Still, the fighting continued along the 38th parallel as negotiations stalled. Both sides were willing to accept a ceasefire that maintained the 38th parallel boundary, but they could not agree on whether prisoners of war should be forcibly sent back home. (The Chinese and the North Koreans wanted prisoners forcibly sent home; the United States said no.) Finally, after more than two years of negotiations, the different sides signed an armistice on July 27, 1953. The agreement allowed the POWs to stay where they liked; drew a new boundary near the 38th parallel that gave South Korea an extra 1,500 square miles of territory; and created a 2-mile-wide "demilitarized zone" that still exists today.

Casualties Of The Korean War

The Korean War was relatively short but exceptionally bloody. Nearly 5 million people died. More than half of these – about 10 percent of Korea's prewar population – were civilians. (This rate of civilian casualties was higher than that of World War II.) Almost 40,000 Americans died in action in Korea, and more than 100,000 were wounded.

Directions: After reading the article above, write a one paragraph (3-5 sentences) summary of the most important information from the article.

The Cold War Gets Hot: The Korean War

1. Who gained possession of Korea after World war II?
2. What did the United States and the Soviet Union decide to do about Korea after the World War II?
3. Why was the United States worried when the North Koreans invaded the South?
4. Who lead the United Nations forces in Korea?
5. At one point, the North Koreans are driven out of South Korea, and the North Korean Capital is captured. What turned the United Nations forces back?
6. How did the Korean War End?

TED-Ed: The Rise and Fall of the Berlin Wall

On August 13, 1961, construction workers began tearing up streets and erecting barriers in Berlin. This night marked the beginning of one of history's most infamous dividing lines: the Berlin Wall. Construction continued for a decade as the wall cut through neighborhoods, separated families, and divided not just Germany, but the world. Konrad H. Jarausch details the history of the Berlin Wall.

1. The Wall was built to:
 - a. Keep the Western spies out
 - b. Prevent flooding in the former German capital
 - c. Keep East Germans from leaving their country
 - d. Show the West it's impotence
2. The East Germans wanted to leave:
 - a. Because of the bad climate
 - b. Due to the outdated rock music
 - c. Since they lacked work
 - d. To improve their standard of living
3. The Berlin Wall:
 - a. Helped stabilize the Communist government
 - b. Cut off West Berliners from their hinterland
 - c. Provided a canvas for Western graffiti artists
 - d. Was a training ground for mountain climbers
4. The Wall fell because:
 - a. President Reagan demanded it
 - b. Secretary General Gorbachev allowed it
 - c. The people of East Berlin rose up and smashed it
 - d. The many tunnels under it made it collapse

5. How did the Wall shore up the East German government in the short run and why did it become a symbol of Communist repression in the long run?

6. Compare the economies and environments of West and East Germany during the time when the Berlin Wall was in place.

7. What effect would the loss of young people have on a country?

8. Discuss some of the design strategies used by the Soviet government when constructing the Berlin Wall. How did this change over time? Why do you think this was the case?

The Berlin Wall Readings

The Berlin Blockade was one of the first major international crises of the Cold War. The Berlin Blockade was an attempt in 1948 by the USSR to limit the ability of the Allies (France, Great Britain and the United States) to travel to their sectors of Berlin. After World War II, Germany was divided into occupation zones. Berlin was located inside USSR-controlled eastern Germany but, the United States and other Allies controlled western portions Berlin so there were questions of whether portions of the the city would become part of USSR-controlled eastern Germany. On June 24, 1948, Soviet forces blockaded rail, road, and water access to Allied-controlled areas of Berlin in an attempt to get the Allies to give up their sections of the city. The United States and United Kingdom responded by airlifting food and fuel to Berlin. Realizing that they would not be able to force the Allies out without an armed conflict, the USSR forces lifted the blockade on land access to western Berlin and the crisis ended on May 12, 1949. Berlin remained divided for the rest of the Cold War.



Map showing the military zones of divided Germany and Allied flight paths to Berlin during the Berlin Airlift.

1. What caused the Berlin Blockade?
2. How did the British, French, and United States get past the Soviet Union's blockade?
3. How did the Berlin Blockade impact the relationship between the United States and the USSR?

The Berlin Wall, an iconic symbol of the Cold War, was initially constructed starting on August 13, 1961, and dismantled in the weeks following November 9, 1989. Part of the Iron Curtain, the Berlin Wall was the most prominent part of the German Democratic Republic's border system.

Conceived by the East German administration of Walter Ulbricht and approved by Soviet leader Nikita Khrushchev, the wall was a long separation barrier between West Berlin and East Germany (the German Democratic Republic), which closed the border between East and West Berlin for a period of 28 years. It was built during the post-World War II period of a divided Germany, in an effort to stop the drain of labor and economic output associated with the daily migration of huge numbers of professionals and skilled workers between East and West Berlin, and the attendant defections, which had political and economic consequences for the Communist bloc. It effectively decreased emigration (escapes; *Republikflucht* in German) from 2.5 million between 1949 and 1962 to 5,000 between 1962 and 1989.

However, the creation of the Wall was a propaganda disaster for East Germany and for the communist bloc as a whole. It became a key symbol of what Western powers regarded as Communist tyranny, particularly after the high-profile shootings of would-be defectors.

Source: http://www.newworldencyclopedia.org/entry/Berlin_Wall

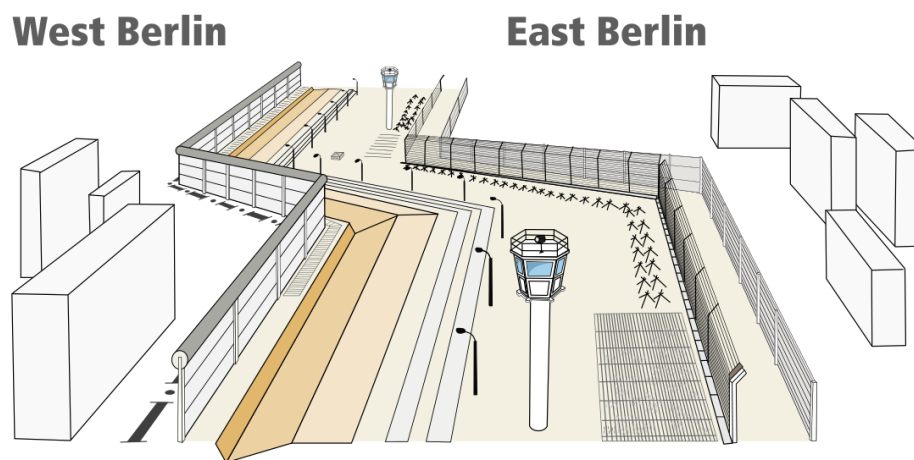


Illustration of the structure Berlin Wall as it was in the 1980s. After it was initially built, the Berlin wall was updated to include two parallel walls, a smooth pipe on the top making it difficult to climb over, barbed wire, guard dogs, watchtowers, and beds of nails.

Source: https://en.wikipedia.org/wiki/File:Structure_of_Berlin_Wall.svg

<ol style="list-style-type: none"> 1. Where was the Berlin Wall located? Why did the Soviet Union build it? 2. What were the effects of the erection of the Berlin Wall? 	<p>Watch this TestTube News video entitled "Why Was a Wall Built Around West Berlin?" and The Wall (start-9:10), and American film from 1962 and read the text below, then answer the questions to the right.</p> <p>https://www.youtube.com/watch?v=W7YE-N448fg and https://www.youtube.com/watch?v=Q7Bi6tiWNck</p>
<ol style="list-style-type: none"> 3. Based on the events described in the videos and text about the Berlin Wall, how did people living in Warsaw Pact countries feel about the USSR? How did the Soviet Union maintain its control over satellite nations? 	

THE CUBAN MISSILE CRISIS NOTES

1. What was the US afraid might happen in Cuba? Why?
2. What did President Kennedy want in Cuba?
3. What happened in Cuba in 1962?
4. What was the impact on the United States?
5. What was the Cuban Missile Crisis?
6. How did it end?

The War in Vietnam Notes

1. What is the Domino Theory?
2. Why did the War in Vietnam start?
3. Who was Ngo Dinh Diem and why is he important?
4. What happened in the Gulf of Tonkin (called the Gulf of Tonkin Incident)?
5. How did Americans feel about the United States getting involved in the war?
6. What was Vietnamization?
7. What happened in 1975?

End of the Cold War: Revolts in Eastern Europe

1. Why were Eastern European countries ready to revolt against the Soviet Union?
2. Describe the reasons for revolt, the revolt, and the outcome of the revolt in Hungary.
3. Describe the reasons for revolt, the revolt, and the outcome of the revolt in Czechoslovakia.

Video & Reading: Détente



Watch the [Media Rich Learning Video on Détente](https://www.youtube.com/watch?v=FAhDQxPHvP0), read the transcript from the video, and answer the questions below. <https://www.youtube.com/watch?v=FAhDQxPHvP0>

[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 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 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.”

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?

[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.

[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 Khamenei 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 vital 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.

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?

The End of the Cold War:

The Soviets invade Afghanistan

1. What happened in 1978 in Afghanistan?
2. What did the New government of Afghanistan do?
3. Why did the Soviet Union send troops into Afghanistan?
4. How did the United Nations General Assembly respond?
5. What were some of the real reasons that the Soviet Union invaded Afghanistan?

The End of the Cold War:

Gorbachev & Perestroika

1. Who was Mikhail Gorbachev? What did he want to do?
2. What was Glasnost?
3. What was Perestroika? What was its impact on the Soviet Union?
4. What happened in Berlin in 1990?
5. What happened to the Soviet Union in 1991?
6. How did the Cold War end?

Decolonization & Nationalism Triumphant:

Crash Course World History #40

1. (1:45) Why might World War II be responsible for the lack of emerging empires in the second half of the twentieth century?
2. (3:10) What year was the Indian National Congress formed?
3. (4:45) How many people were displaced during the decolonization of India?
4. (5:30) Why was Gandhi assassinated?
5. (6:50) How many island make up Indonesia?
6. (7:10) What practice accounted for 25% of the total Dutch national budget?
7. (8:00) What was the Khmer Rouge?
8. (9:15) According to John Green, what is one of the most problematic legacies of colonialism?
9. (10:00) Why did African nations struggle so much after Europeans decolonized?

Globalization: Part One

Introduction

➡ Directions: Identify where the clothing you are wearing right now was made on the diagram below.

1. What materials were used to make it?

2. Where was it made?

3. What materials were used to make it?

4. Where was it made?



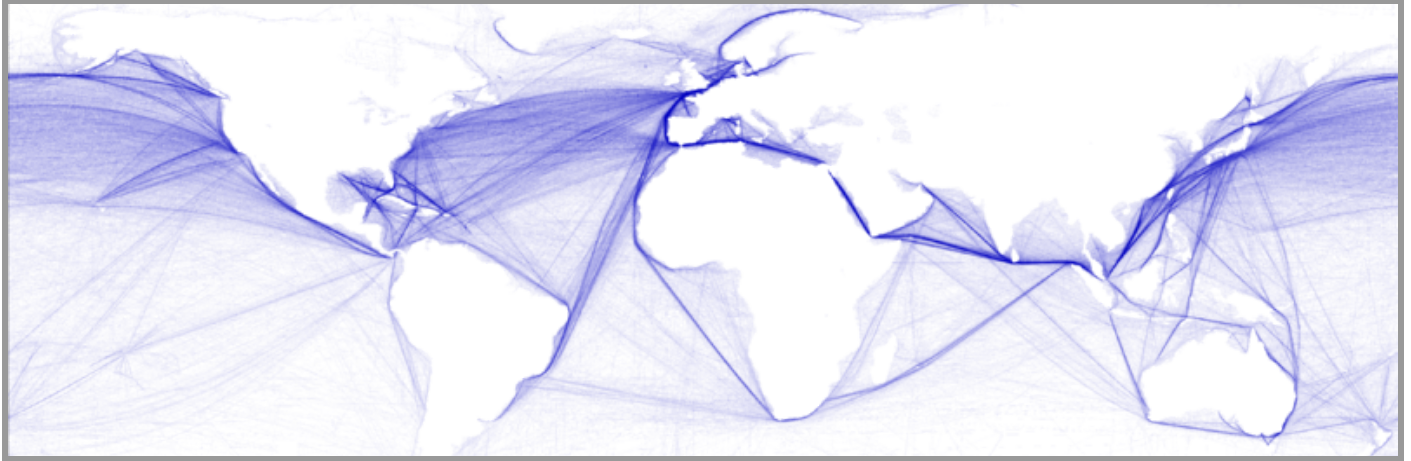
5. How do you think what you are wearing became clothing and came to be owned by you? Identify at least *four* steps in the process.

What is globalization?

➔ Directions: Read the text below, then watch the [Explainity video “Globalization Easily Explained”](https://www.youtube.com/watch?v=JJ0nFD19eT8) and answer the questions that follow.
<https://www.youtube.com/watch?v=JJ0nFD19eT8>

Globalization is the process by which the world is becoming increasingly interconnected as a result of increased trade and cultural exchange.

Throughout most of human history, we have become more interconnected through trade and cultural diffusion, but since the mid-1900s the pace of globalization has increased rapidly.



Global Shipping Routes ca. 2008

Source: https://commons.wikimedia.org/wiki/File:Shipping_routes.png

Questions

1. What is globalization?

2. According to the video, what technological innovations have made globalization possible?

3. Based on the scenario given in the video, why was the company from country B able to sell their televisions at a cheaper price than companies from country A?

4. Based on the video, identify one positive effect and one negative effect of globalization and explain why each is positive or negative.

Positive Effect

Negative Effect

What can t-shirts reveal about the causes and effects of globalization?

➔ Directions: Watch [the series of videos from National Public Radio's Planet Money T-Shirt Project](#) and read the accompanying transcript then answer the questions that follow.

In 2013, reporters for the National Public Radio show Planet Money decided to create t-shirts to sell to their listeners so they could follow and report on how the shirt was created from the seed of the cotton to the delivery of the shirt to their office in New York City. They recorded the process and interviewed the people who contributed to creating the t-shirts.

Globalization made the creation of the Planet Money t-shirt in these videos a world-wide process.

Part I: Cotton: <https://www.youtube.com/watch?v=QYa4zneKbeY&list=PLp-wXwmbv3z8aAJrhyttiqPMiKy0WVJym&index=2>

(0:00) Our t-shirts started here, or near here anyway, on a cotton farm in the Mississippi Delta. America, it turns out, exports more cotton than any other country in the world.

(0:16) For about a century, America maintained its cotton dominance by using slave labor. Today, it does so using technology.

Bowen Flowers, cotton farmer, "This is the John Deere app and it shows where the pickers and tractors are. We can go into the screen on a picker and see what the picker driver's actually see on the screen."

Farmer, "It's showing it picking; it's picking the cotton off the stalk."

Adam Davidson, reporter, "So it drives itself?"
Farmer, "Yeah."

(0:56) Bowen Flowers is a third-generation Mississippi cotton farmer. Even the seeds he is using are a feat of engineering to rival the iPhone. Most American cotton seeds are made in a lab like this one at the Monsanto Corporation. Genes from bacteria are added to the cotton to make it more pest-resistant and tolerant of herbicides.

1. Where was the cotton for the t-shirt grown?

2. Identify three examples of technology that you see in the process of growing and harvesting cotton.

(1:21) There's a debate over the safety of genetically modified crops. For American cotton farmers though, it's mainly been settled. Twenty years ago there was no GM (genetically-modified) cotton. Today, over ninety percent of American cotton is genetically modified.

(1:40) All this technology: the machines that automatically bail the cotton, the specially designed trucks to haul those bales away, the high-speed gins that removed those lab-design seeds, all this technology has an impact.

(1:57) Since the 1950s, cotton yields have almost tripled.
Adam Davidson, reporter, "You have been harvesting all this cotton. How many t-shirts have you made?"
Flowers, "Oh gosh, there's no telling. Do you happen to know that answer?"
We didn't know, but we went back and looked it up.
The answer: from just this one farm in just one year there's enough cotton to make 9 million t-shirts.
That's a t-shirt for every single person in New York City.

Part II: Machines: <https://www.youtube.com/watch?v=ZJOteam-zWw&list=PLp-wXwmbv3z8aAJrhyttiqPMiKy0WVJym&index=3>

(0:00) Our cotton leaves the United States and goes around the world to Columbia, Indonesia, and Bangladesh where it goes from plant to fabric with barely a human being involved, just lots and lots cool machines, which we set to music.

(0:19) Our cotton first went to spinning factories like this one. Raw cotton is sucked up and laid down into bigsheets, straightened and pulled into long feathery ropes like an infinite ponytail, stretched, twisted, and with a final twist becomes yarn.

(0:46) Then it is sent on big spools to the next step: the circular knitting machine where our yarn is turned into fabric. It's washed, dyed, and voila: fabric for our shirts.

(1:22) Soft, comfy, and a high-tech engineering marvel.

3. How do you think the technology you identified effects the process of growing and cost of cotton and the cotton industry?

4. Identify three tasks that the machines featured in this video complete.

5. What effect do you think these machines have on the process of creating fabric? How might this process have been different before these machines were invented?

6. How is the process in this video similar and different to changes in manufacturing that took place during the Industrial Revolution?

Part III: People: <https://www.youtube.com/watch?v=-6T1MvHyUic&t=76s>

(0:00) Our men's t-shirt was made here, in this factory in Bangladesh. Here's one of the people who made it.

(0:10) Our women's t-shirt was made here, in this factor in Colombia.

(0:32) Doris and Jasmine share a job, but they're separated by the economic realities of the countries they live in. Bangladesh is much poorer than Columbia and the role the garment industry plays in Bangladesh, the role of our t-shirts, is very different.

(0:54) Jasmine Acktar lives with her brother, sister-in-law and, roommate in a tiny rooming house. There's no running water, just a gas stove to cook. There is a small TV and a bookcase that holds all her belongings. She leaves for work at 7am each day, six days a week. She makes one of the lowest wages in the world. about \$80 a month.

(1:25) Jasmine has been working in clothing factories since she was 16 years old and she is not alone. Four million people in Bangladesh work in the garment industry. That's double the number from a decade ago which raises the question, what has driven four million people to work long hours in these factories for some of the lowest wages in the world?

(2:03) To answer that question we went back with Jasmine to the village where she grew up. A lot of garment workers come from villages like Jasmine's where people worry about getting enough food to eat and sometimes don't and where girls are seen as an economic burden. The solution? Find a husband with the means to support your daughter but finding a good husband costs money, the dowry. In Jasmine's

7. In which two countries were the t-shirts made? Why do you think the t-shirts were made in these two countries and not the United States?

8. How often does Jasmine work? How much money does she make?

9. Why did Jasmine start working in the garment industry?

10. For a woman like Jasmine, what are the benefits and costs to working in the garment industry in Bangladesh?

family, her older sister's dowry sent the family into debt.

(2:35) Jasmine Acktar, “Every day a man would come demanding money. I said, ‘Why are we sitting here doing nothing?’ I was adamant that we go to the city and earn more. I went there, worked, and helped my parents with money. Gradually, we paid our debt.

(2:51) This was Jasmine's trade-off. Long hours and a monotonous low-wage job, but in a factory she says that feels safe, better than others she's worked in-an improvement, however slight, over life of even more crushing poverty in a village.

(3:16) In the middle of our t-shirt project, the worst garment industry disaster in history happened in Bangladesh: the factory collapse of Rana Plaza. Suddenly, the world was considering questions that we've been considering: who are the people that make our clothes? What are their lives like?

(3:35) More than a thousand people died that day. They died seeking the same things that Jasmine was seeking a few more calories in their diet, the chance, maybe, to pay off a debt. They died, in other words, trying to make the same trade off that Jasmine had- a life of extreme poverty for one slightly better off.

(3:57) Our women's t-shirt was made in a country with a much more advanced economy. In Columbia things there are different.

Doris Restrepo lives there with her mother in a small apartment and she supports the two of them on the salary she earns at the factory where our shirts were made.

Doris Restrepo, “I imagine that the people who are going to use the T-shirt are people from the United States. Gringos. Fat. I imagine that they are fat people, because the shirts that we make are immense. And thus, we know that it is for gigantic people.”

(4:39) Doris makes almost four times what Jasmine makes in Bangladesh and can imagine a life outside the garment industry. Doris has a small side business selling pastries door-to-door and dreams of one day opening her own business.

Doris Restrepo, “If everything turns out well this year, this is my last year in garments.”

(5:08) In Columbia, the garment industry is just an industry, but in Bangladesh it's a social upheaval. Millions of women like Jasmine living lives that just

11. How is Doris's life different than Jasmine's?

12. What is the difference between the effects of the garment industry in Bangladesh and Columbia?

twenty years ago would have been hard to imagine-lives filled with new risks and new possibilities. Most of the money Jasmine earns at the factory she sent home to her family but she keeps about 10 bucks a month for herself for food or maybe an impulse purchase on her one day off a week (5:40) We talked to both labor activists and factory owners about the impact of our t-shirt on the lives of people in Bangladesh. Is our shirt providing opportunities for people like Jasmine or is it taking advantage of a desperate population? (5:55) Both the activists and the owners told us the same thing, that the worst possible outcome from tragedies like the factory collapse of Rana Plaza would be for the garment industry to leave Bangladesh altogether, but what they don't agree on, what they're fighting about right now, is what more needs to be done to improve the lives of workers in Bangladesh and what does it all have to do with the price of our t-shirt?

Part IV: Boxes, Part V: You: <https://www.youtube.com/watch?v=O4aZzxEnlhE> & https://www.youtube.com/watch?v=W9Amsk9_dJc

(0:00) Our t-shirts got from the factories in Colombia and Bangladesh back home to us in this a shipping container. This one right there, that's ours.

(0:19) Containers are the unsung innovation that makes the global economy possible. Containers came on the scene in the 1960s. They made shipping which used to be a huge pain, much more efficient.

(0:38) The container is loaded on to our ship, captained by this guy. The ship leaves Columbia a week later and it arrives in Miami. Our container, with our shirts inside, then gets loaded back onto a truck and then onto a train where it makes its way North. This whole journey, thousands of miles of ships, trains and, trucks cost just pennies per shirt.

(1:15) [It is] a tiny fraction of the cost of the raw materials in our shirt, far less than the cost to print the design our shirt, and a drop in the bucket compared to what it costs for our shirts to take the final leg of the journey from our warehouse to you. So here's to you shipping container: humble hero of the global economy.

13. Why are containers important to the shipping industry? What effect do they have?

Globalization: Part 2

Introduction

➡ **Directions:** Read the description below, then respond the prompts.

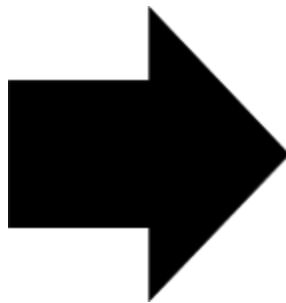
Some historians argue that globalization started in the late 1400s, when explorers like Christopher Columbus and Vasco da Gama sailed to parts of the world that had little direct contact with one another like Europe and the Americas, southern and eastern Africa, and southern and southeast Asia. After the turning point that was the Age of Exploration, the pace of globalization increased because of innovations in technology and motivations to gain wealth, and exchange culture.

A lot has changed since the 15th century. Read the descriptions of the methods for globalization's spread in the 15th century and then explain how we address those same needs today.

In the 15th century people...

Communicated over long distances by writing letters that were carried by messengers on foot, horseback, or ship.

Traded over long distances by shipping goods on foot, with the help of horse-drawn wagons, or on ships to markets where they were sold to buyers in person. If traders from Europe or Africa wanted to trade in the Americas it took between eight and twelve weeks to sail one way.



Today we...

communicate over long distances by...

trade over long distances by...

Why has there been an increase in globalization in the 20th and 21st centuries?

➡ **Directions:** As you learn about the four primary reasons why globalization has increased in the 20th and 21st centuries, answer the questions accompanying the documents and fill out the graphic organizer below.

Reasons Why Globalization Has Increased	Examples	Why did the examples given lead to increased globalization?
Innovation in Communication Technology		
Innovation in Transportation		
Promotion of and increase in free trade		
Availability and access to inexpensive and highly skilled labor		

Reason #1: Innovation in Communication Technology

Timeline of Communication Innovation

105 CE- Paper invented in China
751- Paper introduced to the Muslim world
1450- Johannes Gutenberg's printing press invented
1843- Long distance telegraph line invented
1844- Paper produced using wood pulp
1876- Telephone invented
1901- The first radio signals transmitted
1939- First black and white televisions sold
1954- First color televisions sold
1958- The first photocopier
1973- The first handheld mobile phone (4.4 lbs)
1976- Personal computers sold to the public
1983- Mobile phones sold to public
1989- Prototype for the World Wide Web (internet) built
1992- First text message sent
1995- Amazon.com launched
1998- Google launched
1999- The first smartphone is released in Japan
2003- Skype video calling service is launched
2004- Facebook launched
2005- YouTube launched
2006- Twitter launched

Watch [this video from the Bill and Melinda Gates Foundation](#) explaining how mobile phones have become an important tool for farmers in Africa.

Since the establishment of the first civilizations, innovations in communications technology have made it easier and faster for people to communicate over long distances. In the 20th and 21st centuries, the speed of innovation has accelerated making it possible for us to communicate with one another across the globe in real time on cell phones as we walk down the street. Through the internet, we can now buy goods made by people who live on a different continent and transfer money to them with the click of a button even if we use different currency. The innovations that have made that possible have increased the rate of globalization.



Mobile phone evolution, 1992-2014.

Source: https://commons.wikimedia.org/wiki/File:Mobile_Phone_Evolution_1992_-_2014.jpg

1. Identify two effects of the innovations in the "Timeline of Communication Innovation."

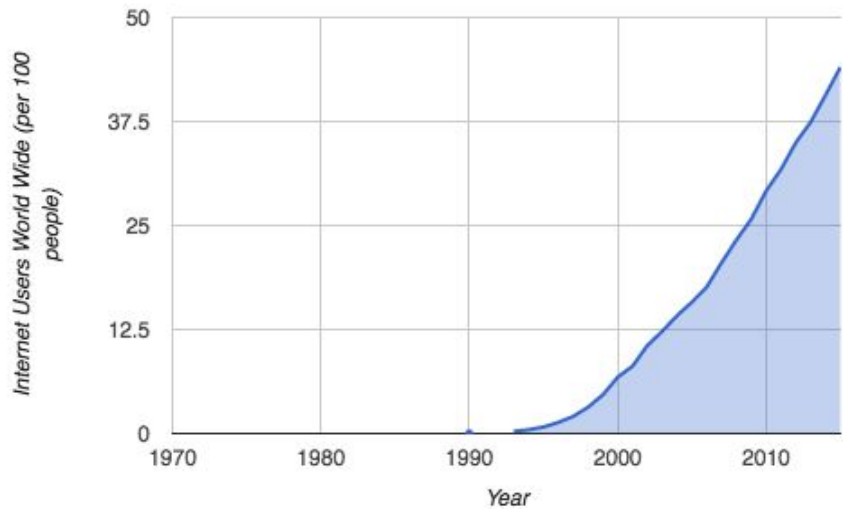
2. Based on the video from the Bill and Melinda Gates Foundation, what effects can mobile phones have on farmers in Africa?

3. Based on the graph of internet users worldwide, describe the trend in the number of people using the internet since 1990.

4. Based on the graph of world mobile cellular subscriptions, describe the trend in the number of people using cell phones since 1990.

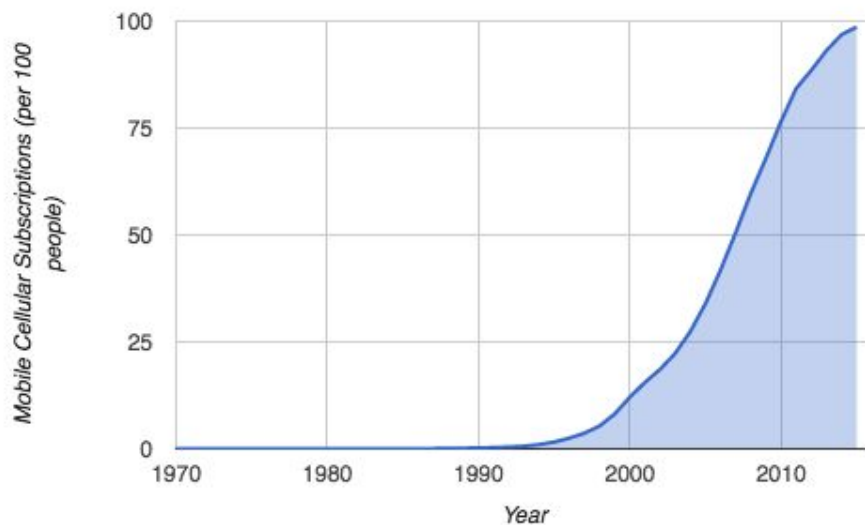
5. How might the innovations in communication technology described above have increased globalization in the 20th and 21st centuries?

Internet Users World Wide (per 100 people) vs. Year



Source: World Bank Group, <http://data.worldbank.org/indicator/IT.CEL.SETS.P2?view=chart>

World Mobile Cellular Subscriptions (per 100 people)



Source: World Bank Group, <http://data.worldbank.org/indicator/IT.CEL.SETS.P2?view=chart>

Reason #2: Innovation in Transportation

In the 20th and 21st centuries, innovations in transportation, specifically having to do with shipping, have made it faster and less expensive for goods to be transported from one place to another. This has opened up new possibilities for where goods are produced and where they can be sold, which has brought most of the world into the globalized economy.



Chinese container ship docked at a port in the Netherlands.

Source: [https://commons.wikimedia.org/wiki/File:CSC_L_Globe_\(ship_2014\)_001.jpg](https://commons.wikimedia.org/wiki/File:CSC_L_Globe_(ship_2014)_001.jpg)

Watch this [Ted-Ed video, "How Containerization Shaped the Modern World"](#) explaining the effects of innovation in shipping container technology on the process of globalization.



Container truck in Alexandria, Egypt.

Source: https://commons.wikimedia.org/wiki/File:CMA_CGM_container.JPG

1. Based on the Stages of Container Ship Development Chart, identify three changes that have occurred in the development of container ships since the 1960s.



A freight train with shipping containers travelling through Texas.

Source: [https://commons.wikimedia.org/wiki/File:Denton_September_2015_04_\(Union_Pacific_freight\).jpg](https://commons.wikimedia.org/wiki/File:Denton_September_2015_04_(Union_Pacific_freight).jpg)

2. What innovation did Malcolm McClean come up with? What problems did it solve?

3. How might containerization have increased globalization in the 20th and 21st centuries?

Stages of Container Ship Development

Time Period	Length (m)	Width (m)	Shipping Containers Held	Speed (knots)
1960s	190	27	1,000	16
1970s	210	27	2,000	23
1980s	210-290	32	3,000	23
mid-1980s	270-290	37-41	Above 4,000	24-24.8
1992	290-320	39.6-47.2	Above 4,900	25
1996	306-310	38-40	Above 6,000	25
Since 2000	355-360	38-40	Above 8,000	25

Source: Statistics from the Korea Maritime Institute, reported by UNESCAP
http://www.unescap.org/sites/default/files/pub_2194_ch2.pdf

Reason #3: Promotion of and increase in **free trade**

Free Trade Vocabulary

export- good or service that is sent out of a country	import- good or service that is brought into a country	tariff- a tax on goods coming in or out of a country	quota- a fixed amount of something or number of things that can be produced, exported, or imported	free trade- international trade in which there are no restrictions on what is traded, how much is traded, or how much it costs to trade.	standard of living- one's level of wealth and material comfort
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Free trade is the name given to international trade in which there are no restrictions on *what is traded, how much is traded, or how much it costs to trade.*

Countries prevent free trade by requiring companies to pay **tariffs** on goods that they **import** or **export**, or by establishing **quotas** that set a limit on the number of goods traded. A country can use tariffs and quotas to either encourage or discourage trade. For example, Country A might raise tariffs on imports to discourage computer companies from Country B selling their laptops in Country A. Country B's computer companies would be less likely to sell laptops in Country A because they would have to pay money to Country A's government in the form of tariffs and doing so would lessen their profit. Country A might also raise tariffs to give the computer companies in their country an advantage over companies from other countries with hopes of keeping more factories, computer stores, and related jobs in their country.

People who support free trade view tariffs and quotas as "**barriers of trade**" and want to get rid of them so companies and workers can move freely across international borders to make and sell their goods and services. They believe that by doing this, companies will be able to make products as inexpensively as possible, people will be free to move to where they can find work most easily, and in the end, more people will have jobs, companies will make more profits, and consumers will be able to get goods and services at the best price. Right now, there are no examples of purely free-trade economies, but several organizations are working activity to make that a reality.

When barriers to trade like tariffs and quotas are lifted, the pace of globalization is accelerated because businesses see an opportunity to make more profit, so they build more factories where labor is inexpensive and more stores where people are wealthy enough to purchase their goods. The places where the factories and stores are built, and where the company is headquartered, are then more interconnected.

1. What methods might a country use to prevent free trade?	2. Why do supporters of free trade support it?	3. How might more free trade have increased globalization in the 20th and 21st centuries?

Organizations that Promote Free Trade

Some organizations promote free trade because it serves their interests. The actions they have taken to make free trade a reality are some of the reasons why globalization has increased in the 20th and 21st centuries. In the activities below, you will learn about two such organizations: multinational corporations and the World Trade Organization.

What are multinational corporations?

A **multinational corporation** is a business that owns or controls production of goods or services in one or more countries other than their home country. It can also be referred to as an international corporation or a transnational corporation. The world's most well known companies are multinational corporations. For example, McDonald's, which is an American-owned company has restaurants in countries all over the world and gets ingredients for their food from multiple countries. Clothing manufacturers like Nike might get the cotton to make their materials from the United States, then ship that cotton to Bangladesh to have it turned into a shirt, and then have it shipped to Berlin, Germany to sell it.

Why do multinational corporations support free trade?

Businesses are able to profit the most if they keep costs for materials and manufacturing low, while selling for the highest price possible. Different parts of the world have different "**standards of living**," which means that they have different levels of wealth. Multinational corporations support free trade for three main reasons.

1. Free trade enables multinational corporations to buy materials at the lowest cost possible without having to pay tariffs.
2. Because of free trade, they can build factories in countries with low standards of living which means that they do not have to pay workers as much money as they would in countries with higher standards of living.
3. Multinational corporations can then sell their goods, which they made with as little cost as possible, to people in wealthy nations that have high standards of living and who will pay the highest price without having to pay tariffs.

1. What is a multinational corporation?

2. Why do multinational corporations support free trade?



Nike stores in Berlin, Germany; Osaka, Japan; and Paris, France. Source [1](#), [2](#), and [3](#).

World Trade Organization

What is the World Trade Organization?

The World Trade Organization (WTO) is an international organization that negotiates trade agreements between countries. Through their agreements, which most countries in the world have signed, the WTO sets the rules for international trade.

According to the WTO, their goal is "to help producers of goods and services, exporters, and importers conduct their business, while allowing governments to meet social and environmental objectives" and to "to help trade flow as freely as possible." The WTO encourages free trade by requiring governments to lower tariffs, quotas, and other restrictions to trade through the contracts they sign.

The WTO also helps countries settle trade disputes, which usually arise when one country accuses another of not following the rules of agreements that were negotiated with the WTO. Usually, a dispute occurs when one country raises tariffs on another, or gives subsidies (money from the government) to their own companies so they can have an advantage over foreign businesses.

Why does the World Trade Organization support free trade?

The World Trade Organization supports free trade because, according to their website, they believe that trade without restrictions encourages economic activity in all countries involved and that by following the same rules, trade between countries will be fairer. The WTO believes that free trade benefits the most people in the world by providing employment to those in less developed countries who are making goods while giving people in more developed countries less expensive goods.

Sources: https://www.wto.org/english/thewto_e/whatis_e/who_we_are_e.htm; https://www.wto.org/english/thewto_e/whatis_e/what_stand_for_e.htm



World Trade Organization Logo.

Source: [https://commons.wikimedia.org/wiki/File:World_Trade_Organization_\(logo_and_wordmark\).svg](https://commons.wikimedia.org/wiki/File:World_Trade_Organization_(logo_and_wordmark).svg)

1. What is the World Trade Organization (WTO)?

2. What is the goal of the WTO?

3. Why does the WTO support free trade?

Reason #4: Availability and access to inexpensive and highly skilled labor

Businesses often try to cut the costs of making products or providing services so they can maximize their profits. One of the ways they do this is by paying workers less money. Globalization and free-trade agreements have made it possible for multinational corporations to look for workers around the world who have the skills they need at the lowest costs they can find.

Depending on the product or service that the company provides, they need workers with different skills. For example, sewing t-shirts is a skill that can be taught to most people and does not require much formal education, so a clothing company can find workers to do this job in countries with the lowest labor costs possible as long as they train them to operate the machines used to make the clothes. As a result, many clothing manufacturers make their goods in countries like Bangladesh where there is a low standard of living.

Editing a book, on the other hand, requires that the person reading it have a deep understanding of language and writing techniques, so an author would need to find an editor with those skills. Some authors have been able to find the least expensive editors who qualify for this job in places like the Philippines or India where the standard of living is lower than places like the United States or Europe, but many people have a formal education in English.

The availability of high skill laborers at a low cost has increased the rate of globalization in the 20th and 21st centuries because multinational corporations find it beneficial to hire workers at the lowest cost and people with skills and education in less developed countries want jobs that will bring them more wealth. As a result of this exchange, extreme poverty in countries with people who are employed by multinational corporations has decreased.

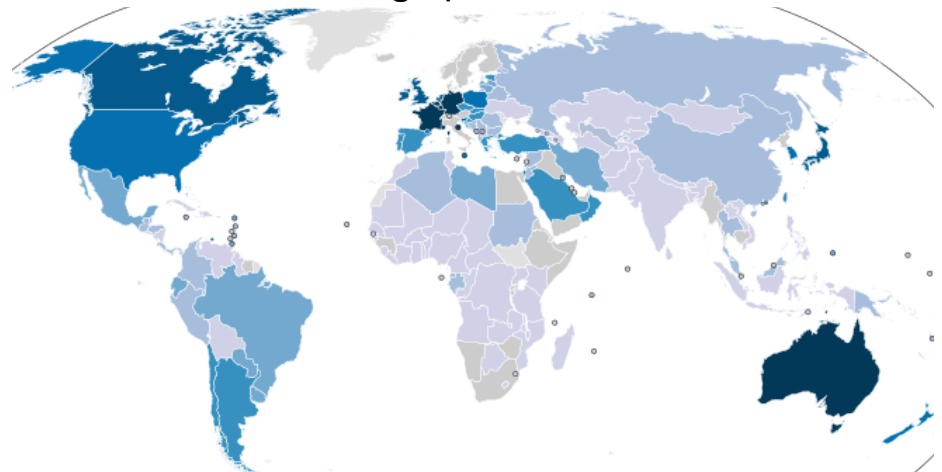
Source: "Self Pub Companies Outsourcing Editing?" <http://newbieauthorsguide.com/2012/07/02/self-pub-companies-outsourcing-editing/>

The map to the right shows the global minimum wages per hour in US dollars. States and subnational jurisdictions less than 20,000 km² in area and with data available are shown as colored circles. No circles are shown for small states without data available.

Key

■	\$10.01–\$16.88
■	\$7.51–\$10.00
■	\$5.01–\$7.50
■	\$3.00–\$5.00
■	\$2.01–\$3.00
■	\$1.01–\$2.00
■	\$0.00–\$1.00
■	No minimum wage
■	No data

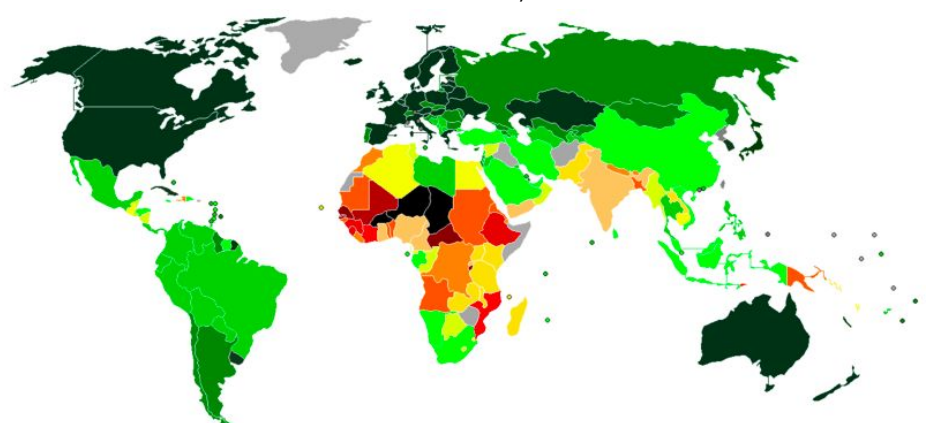
Global Minimum Wages per hour in US Dollars, 2014



Source: https://commons.wikimedia.org/wiki/File:Map_of_global_minimum_wages_per_hour_in_USD.svg

In the map to the right, the average education of the inhabitants of each country falls into three broad categories: **high**, **medium**, and **low** educational development. The darkest green represents the most educated population and the deepest red represents the least educated.

Education Index, 2008



Source: https://commons.wikimedia.org/wiki/File:Education_index_UN_HDR_2007_2008.PNG

1. Why do multinational companies hire people from other countries to make their goods and provide their services?

2. Based on the maps above, what regions of the world have the highest wages? Which have the lowest wages?

3. Based on your response to question 4b, which regions are multinational corporation most likely to make their goods in and which regions are they most likely to sell their goods in? Why?

4. Based on the maps above, which regions of the world have low wages and high education? Why might a multinational corporation want to manufacture goods in these regions?

5. How might the availability of inexpensive and highly skilled labored have increased globalization in the 20th and 21st centuries?