

Title: Role of the Cold War in Martial Law Politics

Teacher: Anne Sharkey, Huntley High School

Summary:

The unit involved is concerning the 20th century history, especially for this lesson looking at conflicts in the late 20th century with the context of the Cold War and other regional/local conflicts. The students will be looking at various areas of the world to understand the different power struggles within the communities that help give a larger picture to the post-WWII world and independence movements beyond the Cold War focusing on the United States and the Soviet Union. For this lesson, the students will be discussing a variety of sources in order to debate the role of the Cold War in conflicts in the Philippines. The main purpose of this lesson is for students to put the region of Southeast Asia and the conflicts of the 20th century into the global perspective and to understand the impacts of global politics on governments and the people. The students often look at the conflicts of the later 20th century as only global in nature and as a part of proxy wars, but the intention of this lesson is for students to understand the other aspects of various countries that make these insurgencies and movements occur from independence movements, post-colonial natures of societies, class conflicts, industrial economic growth or failure, and personal ideologies. Students will be looking specifically at different cases for each region concerning the conflicts and though the Vietnam War is a common discussion in the instance of Southeast Asia, the use of the Philippines, Marcos, and Martial Law will provide a strong counter as a conflict and producer of human rights violations in response to communism and the Cold War.

Content Area:

World History, Global Studies, World History AP

Duration:

1-2 class periods for 20th century context; 2+ research days; 1 day debate/discussion

Lesson Objectives:

Students will be able to:

- Evaluate the impact of the Cold War pressures on individual conflicts
- Analyze the causes and effects of regional/local conflicts
- Evaluate transitioning democracies and independence movements
- Analyze the use of Cold War rhetoric in local conflicts
- Examine the rise of dictators and the justifications for dictatorship and martial law
- Understand the impact on the people due to regional/local conflicts
- Evaluate the human rights issues in regional/local conflicts
- Explain the events and reactions of various conflicts at the local and international level

Procedures:

- Background Information Article on Southeast Asia:
 - Miller, Chris. "The 'Hot' War in Cold War Southeast Asia." *Cicero Magazine*. 3 July 2013. Web.
 - <http://ciceromagazine.com/essays/the-hot-war-in-cold-war-southeast-asia/>
- Response/Discussion Questions:
 - Why would individuals in the post-WWII world be influenced by communism throughout the world?
 - What events or actions would lead to this movement gaining such power?
 - What types of people would be sympathetic to communist ideologies?
 - Why would others in turn respond more strongly to more authoritarian leaders?
 - How does decolonization play a role in the rise of regional conflicts?
 - Do you believe that communism was an excuse for countries to fight against others and gain control, or do you believe that communism was an actual threat to the government systems of various nations?
 - What factors do you think lead to the creation of alliances to the superpowers of the Cold War? What do the countries gain or lose by being allied?

- What are going to be some effects of regional conflicts?
- Should the US or other nations support a government during the Cold War just because they are anti-Communist? Why do you think this occurred and what information was used to justify this reaction?
- Research:
 - Students will be working in groups to create a timeline, causes and effects, involvement of international community, actions of the leaders of martial law in the Philippines, justification of various groups, and human rights violations for Martial Law and the Philippines. Students will be accessing information using the computer to do research online through scholarly articles and websites and will find and cite source information.
- Debate/Discussion:
 - Students will have a debate/discussion again concerning the questions that were posed initially as well as additional questions that arise in the form of a Socratic Seminar.
- Alternative Assignments:
 - Individual Research
 - Various Incidents—students could study and research multiple incidents in the region to determine the causes/effects of various places
 - Completion of Discussion Board online for response questions/debate
 - Presentation rather than debate

Resources and Materials Needed:

- Background Reading on Southeast Asia
- PowerPoint and Projector for Maps and Background

Assessments:

- Completion of the worksheet and participation in the class discussion
- Participation in response questions
- Completion of research on the Philippines
- Chapter Quiz & Unit Test on Cold War

REFERENCES/MATERIALS:

Chua, Michael Charleston "Xiao" Briones. "TORTYUR: Human Rights Violations During The Marcos Regime." *Academia*. Center for Youth Networking and Advocacy and the Friedrich-Ebert-Stiftung, 21 Sept. 2012. Web.

Gonzales, Karyl. "The Positive Effects of the Marcos Regime in the Philippines." *Bukisa*. 4 Oct. 2013. Web.

Miller, Chris. "The 'Hot' War in Cold War Southeast Asia." *Cicero Magazine*. 3 July 2013. Web.

"Proclamation No. 1081, S. 1972." *Official Gazette*. 21 Sept. 1972. Web. 8 Jan. 2015.

Paredes, Joel C. "MARTIAL LAW REMEMBERED | Where Did Marcos Go Wrong and When Did We Start Forgetting?" *InterAksyon*. 21 Sept. 2013. Web. 9 Jan. 2015.

"The Philippines, 1896-1972: From Revolution to Martial Law." *The Emergence of Modern Southeast Asia: A New History*. Ed. Norman G. Owen. Honolulu: U of Hawaii, 2005. Print.

"The Philippines since 1972." *The Emergence of Modern Southeast Asia: A New History*. Ed. Norman G. Owen. Honolulu: U of Hawaii, 2005. Print.

Name: _____

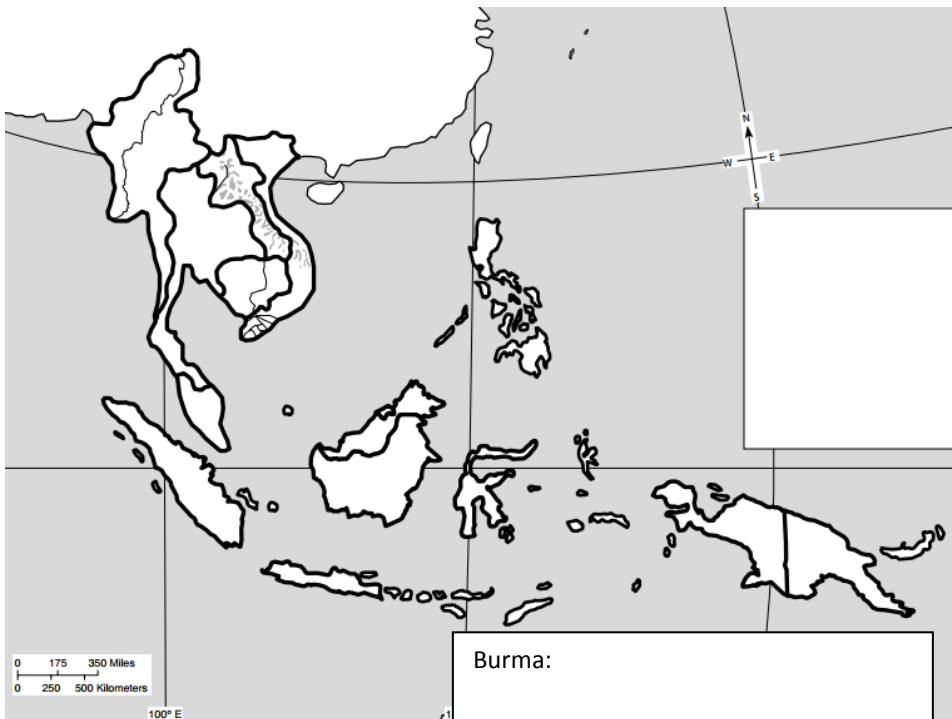
Southeast Asia in the Context of the Cold War

The Cold War in Southeast Asia

Read the article *"The 'Hot War' in Cold War Southeast Asia"* and add information concerning each of the topics below.

- Japanese Involvement in WWII:
- French Colonization:
- Comparison to the "Western" Cold War:
- "Hot War":
- "Soft Borders":
- Weak Eastern Governments:
- Lack of Western Will:

Add information to the map below to gain an overview context of Southeast Asia during the Cold War and earlier for a basic understanding of the background and politics of the time.



French Indochina/Vietnam:

Cambodia:

Laos:

Burma:

Researching Regional/Ethnic Conflicts

Directions: For each region studied we will be looking in depth at one conflict that occurred during the 20th century to understand the local and global forces that are acting out during the time. Following background information and the context of the region during the 20th century, you will be researching a conflict to gain more information. Sometimes every student will be looking at one conflict, sometimes various conflicts, and sometimes different aspects of individual conflicts in order to gain more information. Each case study will result in a form of assessment whether a presentation, a debate, or a wiki page that your group will create.

Example below with additional suggested topics/information for Martial Law and Dictatorship in the Philippines

Conflict Background:

- Type of Conflict
- Country and Region
- Maps of country and region

Causes of the Conflict:

- Global Context of SE Asia
- Groups involved in Conflict
- Causes
 - Social (Distribution of Wealth)
 - Political (Communist Threat, Tighten Political Hold, Political Threats/Assassinations)
 - Interaction with the Environment (Agriculture, Demographics, Land Use, Migration)
 - Cultural (Post-Colonial Society, Belief in Threats by Population)
 - Economic (Agricultural v. Industry)
- How do other world events interact with the cause of this conflict?

Events and Short Term Effects of the Conflict:

- Timeline of Events
- Immediate Actions: Social, Political, Interaction with the Environment, Cultural, & Economic
- Describe the major actions of the conflict. Who are the groups involved? How do they maintain power? What happens to the people during this time?
- What human rights are potentially violated during this time of conflict?
- Short-Term Effects: What are the responses by individuals immediately to the conflict? (ie How do people respond within the Philippines to the declaration of martial law)
- Find an image, video clip, primary source, & quotation to provide additional information during the discussion
- How is the international community involved or not involved in the conflict?

Effects of the Conflict:

- Effects of the Conflict (SPICE)
- Effects on the Demographics and Population
- Human Rights Violations
- Long Term Effects & Consequences

Other Topics Covered during Case Studies for 20th Century Regional and Ethnic Conflicts

- *Middle East: Israel-Palestine, Iran-Iraq Wars/Gulf Wars, Iranian Revolution & Hostage Crisis*
- *Africa: Algerian Revolution, South African Apartheid, Rwandan Genocide, Sierra Leone Civil War*
- *Russia/USSR: Prague Spring, Afghani-Soviet Wars, Russo-Chechen Wars*
- *Americas: Cuban Revolution, Guatemalan Civil War*
- *Asia: Korean War (East), Partition of India (South), Philippine Martial Law (SE), Cambodian Genocide (SE), Vietnam War (SE)*
- *Europe: Armenian Genocide, Spanish Civil War, The Troubles, Division of Germany & Eastern Bloc, Bosnian Genocide*

Socratic Seminar Format for Discussion

Read through the documents below while thinking about the questions concerning Martial Law in the Philippines. Evaluate the rationale of Martial Law by the government in comparison to other historical events and analyze the role of the communism in the Cold War in Southeast Asia.

- Why would individuals in the post-WWII world be influenced by communism throughout the world?
- What events or actions would lead to this movement gaining such power?
- What types of people would be sympathetic to communist ideologies?
- Why would others in turn respond more strongly to more authoritarian leaders?
- How does decolonization play a role in the rise of regional conflicts?
- Do you believe that communism was an excuse for countries to fight against others and gain control, or do you believe that communism was an actual threat to the government systems of various nations?
- What factors do you think lead to the creation of alliances to the superpowers of the Cold War? What do the countries gain or lose by being allied?
- What are going to be some effects of regional conflicts?
- Should the US or other nations support a government during the Cold War just because they are anti-Communist? Why do you think this occurred and what information was used to justify this reaction?

Documents:

Chua, Michael Charleston "Xiao" Briones. "TORTYUR: Human Rights Violations During The Marcos Regime." *Academia*. Center for Youth Networking and Advocacy and the Friedrich-Ebert-Stiftung, 21 Sept. 2012. Web.

Gonzales, Karyl. "The Positive Effects of the Marcos Regime in the Philippines." *Bukisa*. 4 Oct. 2013. Web.

"Proclamation No. 1081, S. 1972." *Official Gazette*. 21 Sept. 1972. Web. 8 Jan. 2015.

Paredes, Joel C. "MARTIAL LAW REMEMBERED | Where Did Marcos Go Wrong and When Did We Start Forgetting?" *InterAksyon*. 21 Sept. 2013. Web. 9 Jan. 2015.

"The Philippines, 1896-1972: From Revolution to Martial Law." *The Emergence of Modern Southeast Asia: A New History*. Ed. Norman G. Owen. Honolulu: U of Hawaii, 2005. Print.

"The Philippines since 1972." *The Emergence of Modern Southeast Asia: A New History*. Ed. Norman G. Owen. Honolulu: U of Hawaii, 2005. Print.

Document Questions:

Annotate on each of the documents thinking of the main ideas, asking questions, reacting and reflecting, and summarizing the information as you go. Think about the following questions as well to determine more information about the sources.

1. What are the main ideas of each text?
2. What are the underlying values of the text?
3. What are the most important words/phrases in the document?
4. Do you agree or disagree with the documents?
5. Which groups would agree or disagree with the documents?

Open-Ended Questions:

When preparing for a Socratic Seminar, write out questions using these question sentence frames in order to stimulate your thinking about the articles you read. Participation in a discussion like the Socratic Seminar can mean asking questions and being involved in that way just as much as answering questions. Choose and complete 5 of the following:

1. I'd like to talk with people about...
2. I'm confused about...
3. Don't you think that this is similar to...
4. Do you agree that the big ideas seem to be...
5. I have questions about...
6. Another point of view is...
7. I think it means...
8. Do you think...
9. What does it mean when the author says...
10. Do you agree that...