

BACK TO MODERATION- THE 80S AND 90S

Subject: Social Studies

State/Group: NJ

Country: USA

School: EHTHS

Course/Grade: Grade 11

UNIT SUMMARY

This unit will endeavor to examine the changes in politics, society, and economics and a return to moderate policies under Presidents Bush and Clinton.

UNIT RESOURCES

Resources:

Video

- Americas War on Drugs (<http://www.history.com/videos/history-rocks-americas-war-on-drugs#history-rocks-americas-war-on-drugs>)
- 1980s Culture (<http://www.history.com/videos/history-rocks-80s-supercars#history-rocks-80s-supercars>, <http://www.history.com/videos/history-rocks-going-mobile#history-rocks-going-mobile>)
- 1988 Election (<http://www.history.com/videos/there-you-go-again#read-my-lips>)
- Operation Desert Storm (<http://www.history.com/videos/operation-desert-storm-vet-jon-custer#operation-desert-storm-vet-jon-custer>)
- Somalia (<http://www.history.com/videos/operation-desert-storm-vet-jon-custer#black-hawk-down-panic-in-mogadishu> or <http://www.history.com/videos/operation-desert-storm-vet-jon-custer#the-true-story-of-blackhawk-down>)
- www.unitedstreaming.com

Internet Resource Links:

- www.loc.gov (Library of Congress)
- www.americanrhetoric.com (American Rhetoric)
- www.livingroomcandidate.org (Presidential Commercials)
- www.nbclearn.com (NBC Learn)
- <http://www.archives.gov/> (National Archives)
- www.history.com (History.com)
- www.pbs.org (PBS)

- www.digitalhistory.uh.edu (Digital History)
- <http://www.nypl.org/> (New York Public Library)
- www.Gilderlehrman.org (Studying American History)
- www.ushistory.org (American History)
- <http://americanhistory.si.edu> (Smithsonian Institution)
- www.calisphere.universityofcalifornia.edu (University of California)
- www.havefunwithhistory.com
- www.authentichistory.com
- <http://www.livingroomcandidate.org> (Presidential Commercials)
- <http://newseum.org>

GOALS AND STANDARDS

Standard State: NJ

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ENDURING UNDERSTANDINGS

SWBAT:

- Understand that moderate political and economic views existed in America during the late 20th century.
- Examine how the "trickle down" economic policies and the expensive foreign policies of the Reagan administration had long lasting political and economic repercussions.
- Come to the conclusion that political consensus is possible and desirable.

ESSENTIAL QUESTIONS

- How did the policies of George H.W. Bush and Bill Clinton differ from those of Ronald Reagan?
- What changes occurred in foreign policy during the late 80s and into the 1990s?
- How did Bush and Clinton differ in their foreign and domestic policies?
- Why is a moderate view necessary for consensus?
- Why is a moderate view desirable?

KNOWLEDGE AND SKILLS

Students will know:

- That consensus is necessary to maintain participation in a democracy.
- Bipartisanship has always been an integral part of American politics.
- That economic spending has a profound effect on the acceleration of economic cycles.
- That different approaches to foreign policy may reflect partisan concerns.

Students will be able to:

- Identify similarities and differences in the foreign and economic policies of the Bush and Clinton administrations.
- Assess the impact of moderation in American politics.
- Identify the continuing economic, social, and demographic changes of the latter part of the 20th century.

PERFORMANCE TASKS

1. Debate

In groups, students will research and present various positions in foreign policy, economic and domestic concerns which were held during the late 1980s and the 1990s.

2. Timeline

Construct a timeline of the economic or political changes occurring between the years 1988 and 2000.

3. Primary Sources

Students will examine and interpret a variety of primary source materials from the period which may include:

Speeches

Documents

Newspapers and magazines

Film clips

4. Current Events Music Video

The 20th and 21st centuries have seen phenomenal changes not only within history, but culturally as well. For the last project of the year, you will determine which historical/cultural event is most interesting to your group. In this project, the "story" behind the event should be conveyed in a music video. The video should be at least 3 1/2 - 6 minutes

in length utilizing not only pictures to tell a story and music that relates to your topic, but also words when necessary. If appropriate, limited raw video can also be used. At the end of the video, viewers should have a better understanding and comprehension of the subject.

PROJECT DUE DATES

: Group members and topics

: music and storyboard

: project due

Digital Storytelling : Music Videos

Teacher Name:

Group Name: _____

CATEGORY	4	3	2	1
Soundtrack - Originality	All of the music is original.	Most (over half) of the music is original.	Some of the music is original.	None of the music is original.
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
Duration of Presentation	Length of presentation was 4+ minutes.	Length of presentation was 3 minutes.	Length of presentation was 2 minutes.	Presentation was less than 2 minutes long.

Grammar	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.
Point of View - Purpose	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.

OTHER EVIDENCE

- Essay
- Homework/glasswork
- Quizzes
- Unit Test

LEARNING ACTIVITIES

Teacher will:

- Introduce new unit on the late 20th century.
- Evaluate student progress using a variety of methods including homework, projects, quizzes, and a unit test.

Student will:

- Examine the demographic, economic, and social changes of the late 20th century.
- Analyze a variety of primary and secondary source materials (documents, speeches, political cartoons, charts and graphs, etc.) in order to draw valid conclusions.
- Be able to identify various elections as "turning points" in American history (1988,1992,2000)