

THE REAGAN REVOLUTION

Subject: Social Studies

State/Group: NJ

Country: USA

School: Egg Harbor Township

Course/Grade: Grade 11

UNIT SUMMARY

This unit will examine the country's desire for political and economic changes leading directly to the Reagan Revolution and its immediate and long term effects on the country.

UNIT RESOURCES

Printed Materials:

- Fall of the Berlin Wall (http://tv.nytimes.com/learning/issues_in_depth/20060423.html)

Resources:

Videos

- Red Dawn
- Ronald Reagan (<http://www.history.com/shows/america-the-story-of-us/videos/the-great-communicator#the-great-communicator>)
- Berlin Wall (<http://www.history.com/videos/history-rocks-the-berlin-wall#history-rocks-the-berlin-wall>, <http://www.history.com/videos/berlin-wall-deconstructed#berlin-wall-deconstructed>)
- www.unitedstreaming.com

Photos

- Berlin Wall (<http://www.time.com/time/photogallery/0,29307,1631993,00.html>, <http://www.nytimes.com/interactive/2009/11/09/world/europe/20091109-berlinwallthennow.html>)

Audio

- Fall of Berlin Wall (<http://www.history.com/audio/fall-of-the-berlin-wall#fall-of-the-berlin-wall>)

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://njamistadcurriculum.org> (Amistad Commission)
- <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)
- <http://www.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

Students will be able to understand:

- Social, economic and political changes occurring within the conservative movement
- Increase in defense spending and continued tension with the USSR
- Continuation of scandals
- Redefinition of government through triumph of conservative politics

ESSENTIAL QUESTIONS

- Why did the 1980 election mark a turning point in the United States history?
- How did the tax cutting policies Reaganomics influence the future of American economy?
- How does the American involvement in foreign scandals reflect the continuation of American imperialism?
- Did the stern rhetoric of Ronald Reagan ultimately cause the fall of the Soviet Union?

KNOWLEDGE AND SKILLS

Students will be able to:

- Explain the return to conservative ideals.
- Identify major initiatives and foreign policy.
- Understand social, political and economic changes of the decade.
- Describe and analyze changes in relationship between the US and USSR.

Students will know:

- Why Americans wanted to return to traditional values.
- How the social, political and economic changes affected the lives of Americans.
- America's role in ending the Cold War.
- Reasons for the return to a Republican decade.

PERFORMANCE TASKS

1. The Scandalous 80's

Using primary resources, students will research political, social, economic and military scandals of the 1980s. They will share their findings with the class via a round robin discussion on the various topics.

The Reagan Revolution

2. *History ROCKS!*

Students will collaborate to act as photo journalists to create an original educational video on specific events of the 1980s using photos and raw footage. The video will be placed to appropriate music of the era.

Digital Storytelling: Music Videos

Teacher 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.

Group Name: _____

3. Understanding the Cold War

Students will interview someone who experienced life in the 1950s and 1960s regarding their memories on the Cold War.

<http://www.discoveryeducation.com/teachers/free-lesson-plans/the-cold-war-and-beyond.cfm#eva>

4. Social Programs and Political Responsibility

In times of economic difficulties, people often look to the Federal Government to solve their problems. Learners will compare two presidents and view how they saw the role of the Federal Government in times of difficulty. They will also see that both presidents felt there was a need for individual and community philanthropy.

(<http://learningtogive.org/lessons/unit162/lesson1.html>)

5. Political Debate

Students will participate in the Presidential debates of 1980, 1984 and 1988. Their roles will consist of politicians, supporting staff or newspaper reporters. Each student will need to evaluate the information learned via the debate.

OTHER EVIDENCE

- Essay
- Test
- Quizzes

LEARNING ACTIVITIES

Teacher will:

- Introduce unit on 1980's with discussion and reading.
- Provide vocabulary, primary resource documents and necessary worksheets.

Students will:

- Examine reasons to return to conservatism – compare to past.
- Discuss the new social issues plaguing America.

Teacher and students will:

- Discuss economic issues. Analyze and make predictions on its impact for the future.
- Debate the election of 1984. How is it reflective of Reagan?
- Notes/discussion on foreign policy successes and failures.