

# Unit Nine: The 1980 to the present

Content Area: **Social Studies**  
Course(s): **Advanced Placement U.S. History II**  
Time Period: **April**  
Length: **Approximately 2 weeks**  
Status: **Published**

## Enduring Understandings:

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- 9/11 and the War on Terrorism change American society permanently and leads to increased government protection with debates about civil liberties for the individual against the well-being of the whole.
- Cold War tensions end as America shifts its focus of attention more towards the Middle East.
- Minorities find more, but still limited, acceptance over time as there is an increased presence of minorities in pop culture and social media mediums.
- Minority groups in America continue to work towards fairer treatment by the government and equal opportunity in society.
- The 1980s are a decade of conflicting ideals with strong consumer culture similar to the 1920s, 1950s, and 1960s.
- The American military bounces back from Vietnam by successfully ending the Cold War and finding easy success in the Persian Gulf War.
- The presidencies of Reagan, Bush, Clinton, Bush, and Obama shape current American status in the world, economic policy, and social structure through their actions and policies.
- The role of technology continues to evolve as the power of tv is challenged by computers, the internet, and smartphones.
- There is a continued push to protect the environment as the arguments about sustainable energy intensify.

## Essential Questions:

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- How did Cold War tensions shape American culture and politics?
- How did Reagan's "return to Conservatism" shape American politics and culture?
- How did the economic shifts of the past 35 years impact present day America?
- How did the implementation of household computers, the internet, and smartphones change American culture?
- How did the presidencies of Reagan, Bush, Clinton, Bush, and Obama compare to one another and other presidencies over time?
- How did the struggle for equality for all people continue from the 1980s to present day.
- How do the roles of women change in the 1980s as many households shift from single-income to dual-income? What impact does this have on family structure, children's early childhood, and the role of daycare in American society? (Compare to the 1950s)
- How does new tech allow the voice and efforts for change of minority groups to expand from the 20th century into the 21st?
- How does the attack on 9/11 change American culture and politics?

## Lesson Titles:

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- Ch 30 and 31 Annotations
- Ch 30 and 31 Notes/Lecture/Class Discussion
- Current Events Research: Students will analyze modern day headlines and make a historical link to the 1980s or 1990s
- Media of the 1980s and 1990s Analysis
- Netflix Episode: The Nineties, A New World Order
- Persian Gulf and War on Terrorism Venn Diagram
- Presidential Research Activity
- Reagan presidential comparisons web diagram
- Then until now timeline activity
- Ultimate Guide to the Presidents Video Analysis

## 21st Century Skills and Career Ready Practices:

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- Civics and government
- Global issues
- Economic and financial literacy
- Environmental Literacy
- Critical thinking and problem solving
- Information literacy
- Initiative and Self-direction
- Productivity and Accountability

PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.F.6	Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.
PFL.9.1.12.G.7	Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

## Inter-Disciplinary Connections:

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Language Arts Integration: Students will utilize reading and writing skills for understanding primary sources and secondary informational text as they complete AP formatted DBQs, LEQs, and Short Answer Questions.

Economics/Personal Financial Literacy: Students will analyze the boom and bust cycle of the American economy. Students will assess the growth of the National Debt. Students will examine the consumerism

boom after 1980. Students will examine the impact of technology on spending, credit, and

Math: Students will analyze graphs and charts demonstrating the changes of populations and income for various products from 1980-2015.

Sociology: Students will continue to evaluate the shifts in population as people begin to emigrate into the US from new locations such as India, the Middle East, and the Southeast Pacific looking for a better life and work. The influx of a diverse group of emigrants will bring about change in American culture and norms. Students will discuss the pros and cons of the ever changing societal norms.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations

	of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.3	(See note; not applicable as a separate requirement)
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.1	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
SOC.9-12.2.4.3	Social movements
SOC.9-12.4.3.2	Potential of institutions to produce, reinforce, or challenge inequality
SOC.9-12.4.4.1	Individual responses to inequality
SOC.9-12.4.4.2	Group responses to inequality such as social movements
	Statistics and Probability
	Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

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## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

Bloom's Taxonomy as students analyze, evaluate, and synthesize information about this era.

- Thematic thinking: Understanding the AP theme Migration and Settlement, American National

Identity, and Work, Technology, and Exchange, Social Structures, and America in the World.  
(Synthesis/DOK 4)

- Annotation writing of AMSCO book chapter 30 and 31 (Recall/ DOK 1)
- Lecture to present basic concepts on the 1980s to 2015. (Recall/DOK1)
- Linking historical events from one time period to another; 1960s to 1970s, 1970s to 1980s, tech revolution to Industrial Revolution, Middle Eastern relations to the eventual War on Terrorism, and modern culture norms to their evolution over time. (Synthesis/DOK 4)
- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate,synthesize,analysis/DOK 4)
- Compare and contrast: Presidents: then and now, economic trends and panics: then and now, social structures: then and now, women's roles over time, minorities in American culture over time.  
(Compare and Contrast/DOK 2)
- Essay writing (Recall, Analysis and Synthesis/ DOK 1, 2, 3, and 4)
- Delsea One
- SWAG

## **Modifications**

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## **Formative Assessment:**

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- Anticipatory Set: Current event analysis as needed to connect today to the past.
- Anticipatory Set: 1980s MTV clips
- Anticipatory Set: 9/11 Plane crash footage
- Anticipatory set: Boy band music of the late 1990s
- Anticipatory set: Ultimate Guide to the Presidents Video Analysis
- CH 30 and 31 Annos
- Class discussion on the presidencies of Reagan, Bush, Clinton, Bush, and Obama.
- Closure: Whip Around: How does 9/11 impact America?
- Closure: Edpuzzle to reinforce learning from class
- Closure: Kahoot to check for retention of information
- Closure: Quick Q&A related to the changing lives of minorities in American culture
- Closure: Turn to your partner and debate: Was Reagan properly classified as "The Great Communicator"?
- Verbal check in with individual students
- Warm up: Q&A about the changing relationship with the Middle East and increasing reliance on oil.
- Warm Up: Reagan Comparison Web diagram
- Warm-up: One fact (Students will start class sharing one fact from the annos. on day one of the unit)

## **Summative Assessment:**

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- 1980s DBQ
- 9/11 Video Quiz
- Ch 30 and 31 Vocab quiz
- Chapter 30 and 31 SBMC test
- Q3 MPA Benchmark Assessment

## **Benchmark Assessments**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials:**

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AMSCO text book

American Pageant textbook

Annotations Chart

Ultimate Guide to the Presidents (purchase on Amazon Prime for \$18.99)

Any relevant current events articles. Much of today's news relates to the topics of this unit. (Teacher's choice, but some options are listed below in the technology section)

CNN's America Remembers

