

Unit 12 The Conservative Era (1980-1992)

Content Area: **Social Studies**
Course(s): **U.S. History II**
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Unit Overview

Reagan led Republicans to sweeping victories in 1980 and 1984 and pursued conservative economic and social policies. The Supreme Court under Reagan and his successor, George Bush, also became increasingly conservative. For most of the 1980s the economy flourished for the wealthy and middle classes. The number of urban poor increased as well as crime and drug use. Reagan's response to the Cold War was increased military spending, which, along with the attempted reforms led by Mikhail Gorbachev, contributed to the unraveling of Communism in Eastern Europe and the Soviet Union. George Bush would wage a war against Iraq and Saddam Hussein for the liberation of Kuwait.

Enduring Understandings

- The conservative resurgence had a significant impact on the domestic and foreign policy of the United States.
- President Reagan and Mikhail Gorbachev brought an end to the Cold War after 46 years

Essential Questions

- How does 1980s conservatism differ from modern-day “Tea Party” conservatism?
- How do tax cuts influence a capitalist system?
- Are government officials role models for the American people?
- What role should religion and moral principles play in the political decision making process of the US government?
- In what ways do the ideologies and actions of the political parties conflict regarding spending priorities, the role of government in the economy, and social reforms?
- What factors led to the fall of communism in Eastern European countries and the Soviet Union and how did the fall influence the global power structure?

Student Learning Objectives (SLOs)

- Evaluate various explanations of how the Cold War ended, and determine which explanation best accords with textual evidence, considering: *the foreign policy of the Reagan administration, internal weaknesses of the economy, the leadership of Mikhail Gorbachev, pro-democracy movements within communist nations.*

- Compare the perspectives of other nations and those from the United States regarding United States for towards Latin America, Middle East, and Asia during the presidential administrations of this time period

- Analyze and explain Reagan's economic policies as President

- Integrate information from primary and secondary sources to evaluate the actions of political parties and officials with regard to their stated economic ideologies, considering taxation, balancing of the budget, spending, and social programs

- Cite specific textual evidence regarding the national budget to assess economic priorities related to international domestic needs.

- Determine the relationship between United States domestic and foreign policies.

- Determine the impact of media and technology on world politics during this time period by considering inform, organize, and influence individuals, organizations, and government.

- Summarize the Persian Gulf War and its results

SOC.6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
SOC.6.1.12.A.15.b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
SOC.6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
SOC.6.1.12.A.15.d	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.A.15.f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.1.12.B.14.c	Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
SOC.6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
SOC.6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
SOC.6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
SOC.6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States

SOC.6.1.12.CS15

foreign policy.

Contemporary United States: International Policies: The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

Lesson Titles

- 1980s Society and Challenging Issues
- Conservatism and Reaganomics
- Latin America and the Gulf War
- Review For Test
- The End of the Cold War
- The Reagan Revolution

21st Century Skills and Career Ready Practices

- Media Literacy
- Information Literacy
- Global Awareness
- Civic Literacy
- Creativity and Innovation

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.4

Analyze how economic conditions and societal changes influence employment trends and future education.

Inter-Disciplinary Connections

English Language Arts

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.11-12.3

Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
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.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Evaluate the effectiveness of "Reaganomics" in a written summary
- Breakdown and create a list of the events that led to fall of communism and end of the Cold War
- Summarize the Persian Gulf War
- Abstract Writing
- Power Point Presentation
- Thematic Thinking
- Deductive Analysis
- Linking Historical Events
- Guided Discussion
- Video Clips - View, analyze and appraise
- SWAG
- Delsea One

Modifications

ELL Modifications

- Pair student with a stronger student to help with explanations from documents.
- Use Graphic Organizer on Cold War Events
- Repeat, reword, clarify
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- Students who prefer to work individually will be permitted to
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- SWAG
- Delsea One

IEP&504 Modifications

- Provide a simpler version of Foreign Policy
- Help students re-write the Laws into their own words
- Read Test Aloud
- Provide academic (Tier III) vocabulary with explanations focusing on words related to the End of the Cold War
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- Study dy guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used
- Repetition of key concepts through varied methods (Reaganomics, Fall of Communism in Europe, Persian Gulf War)
- Preferential Seating
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- Students who prefer to work individually will be permitted to
- SWAG
- Delsea One

G&T Modifications

- Close reading: historical texts, poetry, speeches, primary sources, etc. (Reagan Inauguration, Reagan and Gorbachev Meetings and treaties, Cold War Events)
- Student led/directed discussions, Inquiry based learning Modeling Jigsaw Generating and testing hypotheses about the breakup of the USSR
- Argumentation and debate about the Persian Gulf War
- Graph/political cartoon/map analysis / interpretation/creation (Maps will focus on Eastern Europe)
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources (use of videos, websites, and documents to correlate information. see resources section)
- Thematic learning
- SWAG
- Delsea One

At Risk Modifications

- Meetings or tutoring during Delsea One
- SWAG
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances

Benchmark Assessment

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment

Warm Ups

- Overview of the Week (Reaganomics, 80s Social Issues, End of the Cold War, Bush's Presidency)
- Group Activity/Colloboration
- Reading Prompt - Why It Matters The Reagan Revolution
- Review Previous Info and Bridge to Lesson
- Writing Prompt- Thinking Criically/Identifying Cental Issues "Tear Down This Wall"
- Current Event Connection Activity- Ecomic and Foreign Policy Today (Russia)
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Anticipatory Set

- Witnessing History- Reagan's Vision
- Witnessing History- A Strong Approach to Communism
- Witnessing History - A New Worls Order
- Primary Source Reading Activity: Reagan : Tear Down This Wall
- Slide Show Photo Analysis
- Political Cartoon Analysis of Reagan and Gorbachev

Closure

- Debriefing Reagans Impact
- Exit Ticket- The Reagan Legacy
- Idea Spinner - Reagan vs Bush
- Index Card Summary- List 5 major events that led to the end of the Cold War
- Oral Questions and Review of End of Cold War, Reagnomics and the Bush Era
- Whip Around on daily topics

Summative Assessment

- Quiz on the End of the Cold War
- Quiz on Bush and Persian Gulf War
- Unit Test : The Conservative Resurgence
- Decade Newspaper
- Google Notes Check

Resources & Materials

- US History Text (Prentice Hall) Chapter 32 The Conservative Resurgence
- Outline notes, collected images, political cartoons and maps
- Rand McNally Maps
- Gilder Lehrman
- The Century Series : 1981-1989 A New World
- Persian Gulf War Video Clip : Timeline of Operation Desert Storm
- Prentice Hall Maps

Technology

- Century Series: A New World: <https://www.youtube.com/watch?v=RNwrhgFrqSU>
- Gilder Lehrman: <https://www.gilderlehrman.org/>
- Operation Desert Storm Tinline: <https://www.youtube.com/watch?v=l2TQ8a4LK3A&t=10s>
- Rand McNally Maps: <https://worldatlas.randmcnally.com/>
- Smartboard to access Google Classroom, Chrome Books, Google docs, Internet, etc.
- Quizlet
- Kahoot

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.