# Unit 9 Present Day 1980-present

Content Area: **Social Studies**
Course(s):
Time Period: **March**
Length: **3 weeks**
Status: **Published**

## Transfer

Ronald Reagan and his economic, social and political policies dominates the 1980s landscape, leading to the New Conservatism and the end of the Cold War; while by the end of the decade and into the next, domestic turmoil and foreign unrest emerge during the presidencies of William Clinton and George W. Bush.

## Enduring Understandings

Chapter 1: The Fall of Carter and the Rise of Reagan

1. Jimmy Carter's downfall can be attested to both the economic crisis and foreign policy disasters.

2. Ronald Reagan dominated the 1980's because of his strong foreign policy ideals and stimulation of the economy.

3. The 1980's share similarities to other post war decades in American history.

Chapter 2: Amercian Superpower in a Globalized World

1. The United States played a key role in the world in the post-Cold War era.

2. . The end of the Cold War changed the balance of power in the world resulting in a change in the nature of threats to world peace, including radical fundamentalist Islamic terrorism

3. New technologies have led to new environmental concerns including the connections between deforestations, increased fossil fuel consumption, globalization and the problem of global warming.

4. Technology has had a major impact on American society and the idea of the American Dream.

5. The attacks on 911 greatly impacted not only the security of the United States, but also called into question the preparedness of the nation to prevent and react to such attacks in the future.

## Essential Questions

Chapter 1: The Fall of Carter and the Rise of Reagan

1. What was Jimmy Carter’s greatest downfall — the economy or foreign policy?
2. What was Ronald Reagan’s greatest accomplishment — foreign policy or the economy?

3. In what ways were the 1980s similar to the 1920s and 1950s?

Chapter 2: American Superpower in a Globalized World

1. What principles guide American foreign policy intervention in the post–Cold War world?
2. What are the implications of the Bush Doctrine on American foreign policy? How does it represent a complete shift from the original principles of the nation under George Washington?
3. Was the Patriot Act constitutional?
4. How has globalization affected America?
5. How has the definition of the American Dream changed in recent years? What is the greatest threat to the American Dream today?

## Learning Objectives

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0: Analyze how technological innovation has affected economic development and society.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

## Skills

**I. Analyzing Historical Sources and Evidence**

Primary Sources:

A1. Explain the relevance of the author's point of view, author's purpose, audience, format or medium and/or historical context as well as the interaction amoung these features, to demonstrate understanding of the significance of a primary source.

A2. Evaluate the usefulness, reliability, and/or limitations of a primary source in answering particular historical questions.

Secondary Sources:

B1. Using Secondary Sources, analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evlauate the argument's effectiveness.

B2. Using Secondary Sources, analyze diverse historical interpretations.

**II. Making Historical Connections:**

Comparison:

C1. Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.

C2. Compare different historical individuals, events, developments, and/ or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/ or geographical location.

Contextualization:

C3. Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

Synthesis:

C4. Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

C5. Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.

C6. Use insights from a different discipline or field of inquiry (such as economics, government, and politics, art history, anthropology) to better understand a given historical issue.

**III. Chronological Reasoning**

Causation:

D1. Explain long and /or short-term causes and/or effects of an historical event, development, or process.

D2. Evaluate the relative significance of different causes and/or effects on historical events or processes,

distinguishing between causation and correlation and showing an awareness of historical contingency.

Patterns of Continuity and Change Over Time:

D3. Identify patterns of continuity and change over time and explain the significance of such patterns.

D4. Explain how patterns of continuity and change over time relate to larger historical processes or themes.

Periodization

D5. Explain ways historical events and processes can be organized into discrete, different, and definable historical periods.

D6. Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.

D7. Analyze different and/or competing models of periodization.

**IV. Creating and Supporting a Historical Argument**

Argumentation:

E1. Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.

E2. Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).

E3. Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.

E4. Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

## Resources

**Instructor Resources**

Teaching with primary sources in APUSH http://apcentral.collegeboard.com/apc/public/repository/ap05_Hist_PrimSource.pdf

Primary Source Learning http://primarysourcenexus.org/2011/10/mining-the-library-for-present-day-teaching-resources-strategies/

Ed Tech Teacher 1980- The Present Day http://besthistorysites.net/american-history/the-present-day/

The Gilder Lehrman Institute https://www.gilderlehrman.org/history-by-era/1945-present

Period 9 http://ap.gilderlehrman.org/period/9 timelines,  videos, documentaries and essays

End of the Cold War https://www.gilderlehrman.org/multimedia#!3467

## Primary Sources:

Reagan's Inaugural Address https://www.gilderlehrman.org/history-by-era/age-reagan/resources/president-reagan%E2%80%99s-first-inaugural-address-1981

"Tear Down this Wall" https://www.gilderlehrman.org/history-by-era/age-reagan/resources/reagan-speech-%E2%80%9Ctear-down-wall%E2%80%9D-1987

Reagan on Economics and Politics https://www.gilderlehrman.org/history-by-era/age-reagan/resources/ronald-reagan-economics-and-political-parties-1962

A More Perfect Union- Obama https://www.gilderlehrman.org/history-by-era/facing-new-millennium/essays/more-perfect-union-barack-obama-and-politics-unity

Disasters and the Politics of Memory: 911 https://www.gilderlehrman.org/history-by-era/facing-new-millennium/essays/disasters-and-politics-memory

Hanging by a Chad https://www.gilderlehrman.org/history-by-era/facing-new-millennium/essays/hanging-by-chad%E2%80%94or-not-2000-presidential-election

Christmas in Kuwait 1990 https://www.gilderlehrman.org/history-by-era/facing-new-millennium/resources/christmas-kuwait-1990

Discovering a Mass Grave in Iraq 2003 https://www.gilderlehrman.org/history-by-era/facing-new-millennium/resources/discovering-mass-grave-iraq-2003

## Review for Exam and Units of Study- Links for Students

- **APUSH REVIEW VIDEOS**

  **https://www.youtube.com/playlist?annotation_id=annotation_1993227871&feature=iv&list=PL-69ThEyf7-A8PgWRxaH3Qi3dD_ZUu2BF&src_vid=eHBZ2BxiTBI**

  **APUSH LECTURES**
  https://teacher.ocps.net/stephen.hansen/AP%20UNITED%20STATES%20HISTORY%20NOTES.htm

- **AMERICAN PAGEANT RESOURCES AND POWERPOINTS**

  Textbook support website. Includes chapter themes, summaries, key vocabulary, etc...to support student learning. Under general resources students will find audio powerpoint lectures for each chapter in The American Pageant.
  http://college.cengage.com/history/us/kennedy/am_pageant/13e/chapters/chapter1.html

- **THE GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY AP US HISTORY STUDY GUIDE**

http://ap.gilderlehrman.org/

- **HIPPOCAMPUS**

  Video presentations that correlate to chapters in The American Pageant textbook. Scroll down the list of APUSH textbooks and click on The American Pageant: A History of the Republic 16th edition by Kennedy to view topics by textbook page number.
  http://www.hippocampus.org/HippoCampus/History%20%26%20Government?view=Textbooks

- **APUSH QUIZZES**

  Website contains quality review quizzes for every period of US History. Scroll down website page, pick a time period to review and click on the heart flags to begin a quiz.
  http://www.historyteacher.net/USQuizMainPage.htm

- **APUSH PRACTICE TEST #1**

  http://www.americandestiny.us/APUSH/PracticeExam/apush-strivefor5-03.htm

- **APUSH PRACTICE TEST #2**

  http://www.americandestiny.us/APUSH/PracticeExam/apush-practice(1996)-01.htm

- **APUSH PRACTICE TEST #3**

  http://www.americandestiny.us/APUSH/PracticeExam/apush-practice(2001)-02.htm

## Standards

Key Concept 9.1: A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.

I. Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.

A) Ronald Reagan's victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.

B) Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating

economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters.

C) Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system.

Key Concept 9.2: Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

I. New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.

A) Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.

B) Technological innovations in computing, digital mobile technology, and the Internet transformed daily life, increased access to information, and led to new social behaviors and networks.

C) Employment increased in service sectors and decreased in manufacturing, and union membership declined.

D) Real wages stagnated for the working and middle class amid growing economic inequality

II. The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.

A) After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.

B) International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.

C) Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.

Key Concept 9.3: The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

I. The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.

A) Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.

B) Increased U.S. military spending, Reagan’s diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War.

C) The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping

interventions, as well as continued debates over the appropriate use of American power in the world.

II. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.

A) In the wake of attacks on the World Trade Center and the Pentagon, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.

B) The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.

C) Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.

D) Despite economic and foreign policy challenges, the United States continued as the world's leading superpower in the 21st century.

| | |
|---|---|
| SOC.6.2.12.A.6.a | Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues. |
| SOC.6.2.12.A.6.b | Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights. |
| SOC.6.2.12.A.6.c | Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies. |
| SOC.6.2.12.A.6.d | Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. |
| SOC.6.2.12.B.6.a | Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. |
| SOC.6.2.12.C.6.b | Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources. |
| SOC.6.2.12.C.6.c | Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies. |
| SOC.6.2.12.C.6.d | Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries. |
| SOC.6.2.12.D.6.a | Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values. |
| SOC.6.3.12.CS1 | Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. |
| SOC.6.3.12.CS2 | Analyze sources of prejudice and discrimination and propose solutions to eliminate them. |
| SOC.6.3.12.CS3 | Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. |