

## **Day 1 – Research**

### **Subject and NC SCOS Objective**

United States History

12.01 – Summarize significant events in foreign policy since the Vietnam War.

12.02 – Evaluate the impact of recent constitutional amendments, court rulings, and federal legislation on United States’ citizens.

12.03 – Identify and assess the impact of economic, technological, and environmental changes in the United States.

12.04 – Identify and assess the impact of social, political, and cultural changes in the United States.

12.05 – Assess the impact of growing racial and ethnic diversity in American society.

### **Materials**

DVD player, instructional DVD, television, Understanding the Artifact worksheet, laptops, discussion questions

### **Anticipatory Set**

Review relevant information about the 1960s and 1970s.

Use discussion questions to assess students’ existing knowledge of the 1980s (see notes).

Use discussion questions to review the homework assignment.

### **Objectives**

The student will be able to conduct historical research on 1980s artifacts.

The students will be able to understand basic curatorial skills.

### **Presentation of Material**

Watch the instructional DVD as an introduction to the project. Explain that the activity will show the students how artifacts can be used to understand how style, leisure/entertainment, politics, and technology influenced the United States during the 1980s. Describe what the students will be doing on a daily basis, using the project schedule as the guide, and how they will be graded.

Check for understanding by asking the students questions about what was discussed in the DVD (see notes) and what is expected from them daily.

### **Guided Practice**

Divide the students into six groups based on the artifacts assigned to that class (see notes for artifacts). Have the students retrieve and power on their laptops. Also provide each student with an Understanding the Artifact worksheet that they will complete as they research the artifact; read the directions aloud. Once the students’ laptops are ready, introduce the students to the website and assign each group an artifact. Make sure to show the students how to use the website to guide their research. Allow the students the remainder of the class to navigate the website and research their artifacts. While students are completing the assignment, move throughout the room and monitor their work.

### **Independent Practice**

As the students return the laptops to the cart and return to their seats, pass out the packets that the students will read for homework.

## **Closure**

Today we started researching the artifacts that we will use in our exhibit about the 1980s. Many of the events, people, and trends that you will learn about over the next two days impact American society today. Tomorrow, we will continue our discussion of the 1980s by finishing our research and developing rough drafts of object labels, exhibit titles, and main idea labels. Remember to complete the reading packet for homework.

### **\*\*\*NOTES\*\*\***

- **Discussion Questions (existing knowledge)**
  1. How did the 1970s influence the attitudes of the 1980s?
  2. What political figures and events do you associate with the 1980s?
  3. What types of technology developed in the 1980s?
  4. What movies, musicians, and television shows were popular in the 1980s?
  5. What fashions and trends were popular during the decade?
- **Discussion Questions (instructional DVD)**
  1. What political shift occurred during this decade?
  2. How does the technology of the 1980s compare to technology of today?
  3. What is the best way to handle artifacts?
  4. Why are titles important to a strong exhibit?
  5. What is the goal of an object label? How long should it be?
  6. What should be kept in mind when laying out an exhibit?
  7. What is the purpose of this project?
- **Artifacts**
  1. Class One Artifacts:
    - Cosby Show (Leisure/Entertainment)
    - Cell Phone (Technology)
    - Berlin Wall (Politics)
    - Levis (Style)
    - Born in the USA album (Leisure/Entertainment)
    - AM/FM Personal Radio (Technology)
  - Class Two Artifacts:
    - GI Joe (Leisure/Entertainment)
    - Working Girl VHS (Technology)
    - Trump Game (Politics)
    - "Miracle on Ice" image (Politics)
    - High Tops (Style)
    - Madonna Album (Style)
- **25 students**
  1. 5 groups of 4 students
  2. 1 group of 5 students
- **18 students**
  1. 6 groups of 3 students