

Day 2 – Development

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, laptops, discussion questions

Anticipatory Set

Review the requirements of the project and the expectations for today's class. Use class discussion to review and emphasize important information covered in the homework assignment (see notes). Have the students split back into their 6 groups and continue their research.

Objectives

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

The students will be able to describe the relationship between the historical themes, artifacts, and 1980s.

The students will be able to write a main idea label, an interpretive label, and an exhibit title.

Presentation of Material

Have the students locate the main idea and artifact label description on the website (Curation Facts). Go over the guide with the class. Explain to them how they will be using this information to create their exhibit title, main idea label, and artifact label. Check for understanding by asking questions about the development process.

Guided Practice

Working in their groups, have the students create an exhibit title and a sentence for the main idea label. After the students have created titles, collect the titles and choose the best title out of the 12 (six per class). As a class, discuss the sentences that each group has created and create a main idea label. Mr. Martin will guide the development of the main idea label. He will also choose the best main idea label from the two (one per class) or use portions of each class's main idea label to create one that both of the classes can use.

Independent Practice

Show the students where to locate the sample interpretive label on the website. Once the students have located the sample, allow them to work in their artifact groups to complete a rough draft of their artifact labels.

Closure

Today we started developing our exhibit on the 1980s. These exhibits help us learn about and understand the importance of the 80s. Tomorrow, public history students from UNCW will be bringing the objects and helping us finish the project. We will be creating final drafts of the labels and installing the exhibit in its case.

***** NOTES*****

- **Discussion Questions (reading packet)**
 1. What important events led up to the 1980s?
 2. How did these events shape the 1980s?
 3. What is consumerism?
 4. How did consumerism affect the 1980s?
 5. What is a young urban professional, also known as a “yuppie”?
 6. How did the influx of young professionals change family life?
 7. Before being elected President, how did Reagan earn a living?
 8. Reagan placed emphasis on patriotism and promised prosperity. Why were these two things important during the early 1980s?