

Generation X

North Brunswick Township High School

Acknowledgements

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COURSE OF STUDY

Unit: What constitutes Generation X?/ The Election of 1980

OBJECTIVES Students will	MATERIALS/ MANIPULATIVES	SUGGESTED STRATEGIES	ASSESSMENT State, Teacher made, District	PACING	NJ CORE CURRICULUM STANDARD
1. Determine the origin of the word Generation X and what group of Americans fall into this category.	Internet Based Research	<ul style="list-style-type: none"> • Class Discussion • Homework Assignment • Cooperative Learning (Brainstorming) • worksheet 	Class Discussion Collect and grade worksheet	1 class period	6.1A1-8 6.4L7
2. Compare the demographic and economic make-up of both the United States and North Brunswick in the years 1980, 1990, and 2000.	Internet Based Research	<ul style="list-style-type: none"> • Class Discussion • Cooperative Learning (Think/Pair/Share) • worksheet 	Class Discussion Collect and Grade Worksheet	1 class period	6.1A1-8 6.4L7
3. Analyze the American political situation surrounding the Election of 1980. 4. Trace the domestic agenda of President Ronald Reagan and the effect of his attempted assassination on his efforts.	Textbook Videos Primary sources worksheets	<ul style="list-style-type: none"> • Class Discussion • Cooperative Learning • Analyzing maps • View video and complete worksheet • Class Readings and Homework 	Monitor Discussion Collect and Grade assignments Collect and Grade Homework Quiz Essay	1 Week	6.1A1-8 6.4L4 6.5B5,6

Unit: President Reagan, President George H.W. Bush, and the End of the Cold War

OBJECTIVES Students will	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
1. Determine the state of the Cold War at the start of the Reagan Presidency.	Powerpoint Videos/Movies Cooperative Learning Primary Sources Map Resources	<ul style="list-style-type: none"> • Determine geographic make-up of Europe during Cold War by completing map • Class Discussion • Determine American and Russian views of each other through viewing videos and debate • Read and analyze primary sources • Textbook Readings and Homework 	Collect and Grade Map Homework Collect debate notes	1.5 weeks	6.1A1-8 6.2E2 6.4L5 6.6B3
2. Trace the events that led to the fall of the Soviet Union and the end of the Cold War.	Powerpoint Videos Cooperative Learning Primary Sources Map Resources	<ul style="list-style-type: none"> • Create timeline of the end of the Cold War • View video chronicling the end of the Cold War • Analyze the Election of 1988 • Read and analyze primary sources • Textbook Readings and Homework • Class Debate on legacy of Ronald Reagan 	Collect and grade timeline Homework Monitor Discussion Collect Debate Notes	1.5 weeks	6.1A1-8 6.2E2 6.4L5 6.6B3
3. Determine the shifting role of the United States in world affairs after the fall of the Soviet Union.	Class Discussion/Debate Analyzing maps Primary sources Videos/movies	<ul style="list-style-type: none"> • Debate and discuss New US Internationalism • Fill in map of Middle East • Read and analyze primary sources • Textbook Readings • Cooperative learning • View videos/movies on the 1st Gulf War 	Collect and Grade Homework Monitor debate and discussion Collect video worksheet Unit Test	1.5 weeks	6.1A1-8 6.2E2 6.4L5 6.6B3

Unit: 1980's Culture

OBJECTIVES Students will	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
1. Determine key events of the 1980's and how they affected Generation Xers.	Powerpoint Internet Based Research Use of School MRC Primary Sources Videos/Movies Textbook	<ul style="list-style-type: none"> • Complete project on assigned topic • Prepare Power point presentation • Class Discussion on problems facing teenagers in the 2000's and compare and contrast to teenagers in the 1980's • View movie <u>The Breakfast Club</u> • View movie <u>Philadelphia</u> or <u>The Band Played on</u> • Analyze primary sources • Writing on Demand • Textbook Readings and Homework 	Group presentations Collect and grade Writing on Demand Collect and Grade projects Homework	3 weeks	6.1A1-8 6.4L7

Unit: The Clinton Presidency and the early 1990's

OBJECTIVES Students will	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
1.determine the circumstances that led to the election of Bill Clinton as President in 1992	Powerpoint Analyze primary sources Textbook Movies/Videos	<ul style="list-style-type: none"> • Class Discussion • Analyze primary sources and outside readings • View movie <u>Primary Colors</u>/documentary • Complete movie worksheet • Trace the Clinton Domestic Agenda 	Homework Discussion Collect and grade movie worksheet	1.5 weeks	6.1A1-8 6.2E1,2 6.4L5
2. determine how the changing American role in the world led to involvement of US troops in all parts of the world under President Clinton	Powerpoint Posters Internet Based Research Textbook Readings Use of school MRC	<ul style="list-style-type: none"> • Class Discussion • Timeline of events of foreign affairs under Clinton • Cooperative learning project of events • View movie on American military action in 1990's • Textbook readings • Primary source readings 	Collect and grade projects Writing on Demand based on movies Grade Homework	2 weeks	6.1A1-8 6.2E1,2 6.4L5
3. debate the legacy of President Clinton by comparing his accomplishments to failures	Powerpoint Primary Sources Textbook Readings Movies/video	<ul style="list-style-type: none"> • Determine fact from fiction concerning Monica Lewinsky affair-make a chart using resources • Debate the legacy of President Clinton as a class 	Collect Debate Notes Grade Homework Discussion Unit Test	2-3 class periods	6.1A1-8 6.2E1,2 6.4L5

Unit: 1990's Culture

OBJECTIVES Students will	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
1. SW determine cultural innovations of the 1990's and their effects on Generation Xers.	Powerpoint Internet Based Research Secondary Resources Textbook Readings Video/movies music	<ul style="list-style-type: none"> • Class Discussion • Analyze music from the 1990's • Students bring in music of today to compare today • View movie • Debate on racism in 2000's and compare to events of the 1990's • View video on OJ Simpson Case • View video on LA Race Riots • Interview person who remembers key cultural events from 1980's-1990's- develop project 	Homework Collect movie worksheet Discussion Collect music analysis sheet Collect and Grade final project-presentations	3 weeks	6.1A1-8 6.4L7

Unit: Terrorism in the 1990's and 2000's

OBJECTIVES Students will	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
1. Determine how the terrorist attacks of the 1990's and September 11, 2001 forever changed life for Generation Xers.	Internet Based Research Textbook readings Primary source readings Movie/video Secondary Resources World Maps Powerpoint	<ul style="list-style-type: none"> • Class Debate/Discussion • Create timeline of Terror Attacks • Analyze Election of 2000 • View movie • View documentary on September 11 • Analyze maps of terror attacks around the world 	Class Discussion Monitor debate Grade homework essay Unit Test	2 weeks	6.1A1-8 6.2E1,2 6.4L5 6.6B3

Course Description

Generation X and Beyond

Requirement: Grades 10,11,12

2.5 Credits- 1 Semester

Course Description:

Generation “X” and Beyond is a semester elective that will examine the 80’s, 90’s and today. This course will expand upon information presented in U.S. History II and investigate both the social and political aspects of modern U.S. History, while analyzing the role of the United States in a global society.

Proficiencies:

Upon completion of this course the student should be able to:

1. Demonstrate competence in each of the following Social Studies Skills; comprehension and interpretation of charts, maps, graphs, and tables.
2. Demonstrate competence in writing clear, concise essays applying key concepts.
3. Demonstrate competence in relating past and present experiences based on a foundation of fundamental rights.
4. Demonstrate competence in how the events of the last twenty years have shaped the America of today.
5. Demonstrate competence in critical thinking through analyzing primary and secondary sources.
6. Demonstrate competence in the use of technology through internet based research and power point presentations.
7. Demonstrate competence in the area of self-expression by encouraging each student to participate in varied communication and technological activities.
8. Demonstrate competence in recognizing trends and themes in American history over the last twenty years.
9. Demonstrate competence in understanding how the end of the Cold War changed the role of the United States in world affairs.
10. Demonstrate competence in forming a well-rounded view of President Ronald Reagan based on both his foreign and domestic policies in order to debate his legacy.
11. Demonstrate competence in determining the major events of the 1980’s and 1990’s and how they have shaped Generation Xers and will shape future generations of Americans.
12. Demonstrate competence in understanding how the change in the role of America in the world after the Cold War led to American troops taking part in missions throughout the world in the 1990’s
13. Demonstrate competence in distinguishing fact and fiction of the events of the Clinton Presidency in order to accurately debate the legacy of the President.
14. Demonstrate competence in understanding how race relations were strained in the early 1990’s and ways in which people of all races attempted to improve them.
15. Demonstrate competence in understanding how new outlets of media such as MTV and Hip-hop music have provided a voice to traditionally disenfranchised groups of young Americans.
16. Demonstrate competence in explaining how cultural diversity has had and continues to have an impact on American life.

17. Demonstrate competence in tracing the root of anti-American anger among people of the world, which led to terrorist attacks against Americans throughout the 1980's and the 1990's.
18. Demonstrate competence in understanding the events of September 11, 2001 and how these events have forever changed the lives of all Americans, including Generation Xers.
19. Demonstrate competence in understanding how the policies of the U.S> government, in response to September 11, 2001 led to the current wars in Iraq and Afghanistan.
20. Demonstrate competence in interviewing skills by determining how a particular event of the Generation X era had an effect on a Generation Xer and applying this discussion to a culminating project.

Course Requirements:

1. Maintain a high level of participation and preparation.
2. Attend class regularly and punctually. Class Attendance and Class Preparation is part of the weekly performance grade
3. Bring necessary supplies to class daily.
4. Complete all outside assignments.
5. Accomplish successfully all graded work such as test, quizzes, essays, and all class projects.
6. Demonstrate a cooperative attitude and contribute to the learning process of the class.

Evaluation Procedures:

Marking period grades will be determined by:

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| 1. Test, Quizzes, Essays, and Class Projects | 50% |
| 2. Homework | 25% |
| 3. Weekly Performance (including class participation and classwork) | 25% |

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