



Chapter 22 Resources

Timesaving Tools

TeacherWorks™ All-In-One Planner and Resource Center



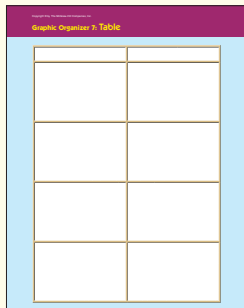
- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Planning has never been easier! Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative, timely, and relevant.



Use Glencoe's **Presentation Plus!** multimedia teacher tool to easily present dynamic lessons that visually excite your students. Using Microsoft PowerPoint® you can customize the presentations to create your own personalized lessons.

TEACHING TRANSPARENCIES

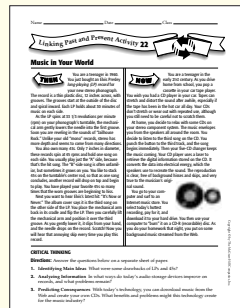
Graphic Organizer 7



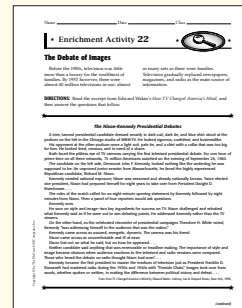
Why It Matters Chapter Transparency 22



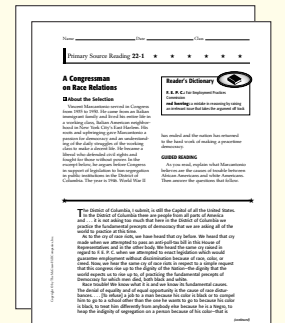
Linking Past and Present Activity 22



Enrichment Activity 22

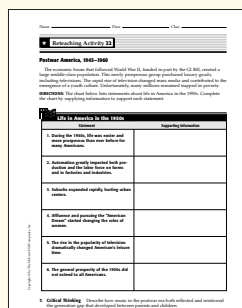


Primary Source Reading 22

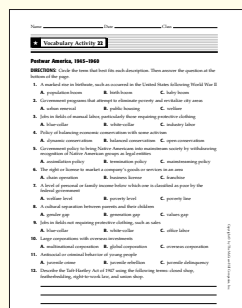


REVIEW AND REINFORCEMENT

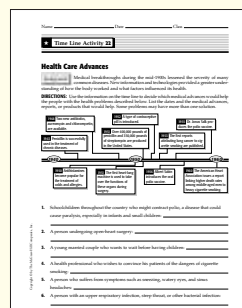
Reteaching Activity 22



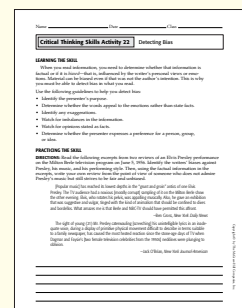
Vocabulary Activity 22



Time Line Activity 22



Critical Thinking Skills Activity 22



Meeting NCSS Standards

- The following standards are highlighted in Chapter 22:
- Section 1** **VII** Production, Distribution, and Consumption: A, B, D, F
 - Section 2** **II** Time, Continuity, and Change: C, E
 - Section 3** **I** Culture: A, C
 - Section 4** **II** Time, Continuity, and Change: B, E

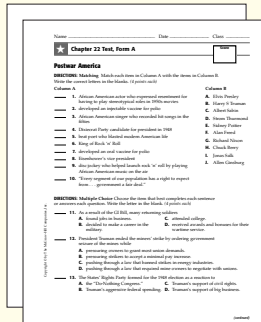
Local Standards

Chapter 22 Resources

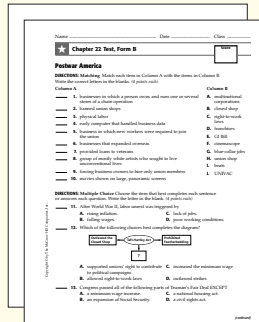


ASSESSMENT AND EVALUATION

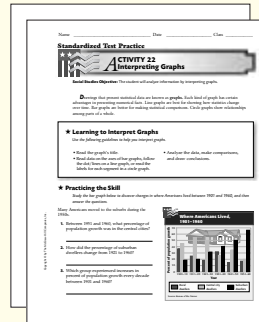
Chapter 22 Test Form A



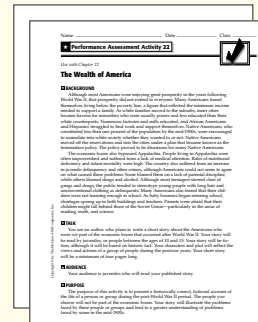
Chapter 22 Test Form B



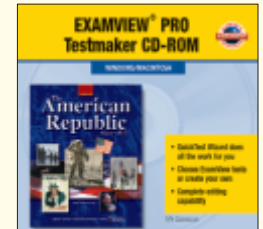
Standardized Test Practice Workbook Activity 22



Performance Assessment Activities and Rubrics 22



ExamView® Pro Testmaker CD-ROM



MULTIMEDIA

- Vocabulary PuzzleMaker CD-ROM**
- Interactive Tutor Self-Assessment CD-ROM**
- ExamView® Pro Testmaker CD-ROM**
- Audio Program**
- American History Primary Source Documents Library CD-ROM**
- MindJogger Videoquiz**
- Presentation Plus! CD-ROM**
- TeacherWorks™ CD-ROM**
- Interactive Student Edition CD-ROM**
- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2**
- The American Republic Since 1877 Video Program**
- American Music: Hits Through History**
- American Music: Cultural Traditions**

SPANISH RESOURCES

The following Spanish language materials are available in the Spanish Resources Binder:

- **Spanish Guided Reading Activities**
- **Spanish Reteaching Activities**
- **Spanish Quizzes and Tests**
- **Spanish Vocabulary Activities**
- **Spanish Summaries**
- **The Declaration of Independence and United States Constitution Spanish Translation**



Biography



THE HISTORY CHANNEL

The following videotape programs are available from Glencoe as supplements to Chapter 22:

- **Harry S Truman: A New View** (ISBN 1-56-501449-9)
- **Dwight D. Eisenhower: Commander-in-Chief** (ISBN 1-56-501807-9)
- **The Television: Window to the World** (ISBN 0-76-700137-0)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: www.aande.com

The History Channel: www.historychannel.com



Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit tx.tarvol2.glencoe.com, the Web site companion to the *American Republic Since 1877*. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- **Chapter Overviews**
- **Student Web Activities**
- **Self-Check Quizzes**
- **Textbook Updates**

Answers to the student Web activities are provided for you in the **Web Activity Lesson Plans**. Additional Web resources and Interactive Tutor Puzzles are also available.



Chapter 22 Resources

SECTION RESOURCES

Daily Objectives	Reproducible Resources	Multimedia Resources
<p>SECTION 1 Truman and Eisenhower</p> <p>1. Explain the Truman administration's efforts on the domestic front.</p> <p>2. Describe President Eisenhower's domestic agenda.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 22-1 Daily Lecture and Discussion Notes 22-1 Guided Reading Activity 22-1* Section Quiz 22-1* Reading Essentials and Study Guide 22-1 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 22-1 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program
<p>SECTION 2 The Affluent Society</p> <p>1. Explain the reasons for and the effects of the nation's economic boom.</p> <p>2. Describe changes to the American family that took place during the 1950s.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 22-2 Daily Lecture and Discussion Notes 22-2 Guided Reading Activity 22-2* Section Quiz 22-2* Reading Essentials and Study Guide 22-2 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 22-2 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program
<p>SECTION 3 Popular Culture of the 1950s</p> <p>1. Explain the characteristics of the new youth culture.</p> <p>2. Discuss the contributions of African Americans to 1950s culture.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 22-3 Daily Lecture and Discussion Notes 22-3 Guided Reading Activity 22-3* Section Quiz 22-3* Reading Essentials and Study Guide 22-3 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 22-3 American Art & Architecture Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program American Music: Hits Through History American Music: Cultural Traditions
<p>SECTION 4 The Other Side of American Life</p> <p>1. Identify those groups that found themselves left out of the American economic boom following World War II.</p> <p>2. Explain the factors that contributed to the poverty among various groups.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 22-4 Daily Lecture and Discussion Notes 22-4 Guided Reading Activity 22-4* Section Quiz 22-4* Reading Essentials and Study Guide 22-4 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 22-4 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM Skillbuilder Interactive Workbook, Level 2 TeacherWorks™ CD-ROM Vocabulary PuzzleMaker CD-ROM Audio Program



OUT OF TIME?

Assign the Chapter 22 **Reading Essentials and Study Guide**.

*Also Available in Spanish

- Blackline Master
- Transparency
- CD-ROM
- DVD
- Poster
- Music Program
- Audio Program
- Videocassette

Chapter 22 Resources



NATIONAL GEOGRAPHIC Teacher's Corner

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.

- "Alone Across the Arctic Crown," April 1993
- "Kodiak, Alaska's Island Refuge," November 1993
- "Wrangell-St. Elias: Alaska's Sky-High Wilderness," May 1994

ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:

- *1945–1989: The Cold War* (Video)
- *The Complete National Geographic: 109 Years of National Geographic Magazine* (CD-ROM)
- *Eyewitness to the 20th Century* (Book)
- *Hawaii: Strangers in Paradise* (Video)
- *Historical Atlas of the United States*
- *National Geographic World Atlas for Young Explorers—Classroom Library Edition* (Guide, Transparencies, Resource Masters)

NGS ONLINE

Access National Geographic's Web site for current events, atlas updates, activities, links, interactive features, and archives.

www.nationalgeographic.com

From the Classroom of...



Dr. Jerry A. Micelle
Calcasieu Career Center
Lake Charles, LA

American History Journal

Ask students to find and analyze five pictures that span the time period from 1945 to 1960. Consider the following questions and others that come to mind.

- Where is the photograph taken?
- What is occurring? What are the expressions on the subjects' faces, and why might that be important?
- What types of objects are being held or used?
- What might that tell you?
- What does the photograph tell you about the level of science and technology during the era?
- What does the photograph tell you about clothing styles and fashion?

Next, have students find quotations they can relate to each picture. Finally, have them write reports on their five pictures.

ADDITIONAL RESOURCES FROM GLENCOE

- American Music: Cultural Traditions
- American Art & Architecture
- Outline Map Resource Book
- U.S. Desk Map
- Building Geography Skills for Life
- Inclusion for the High School Social Studies Classroom Strategies and Activities
- Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)

KEY TO ABILITY LEVELS

Teaching strategies have been coded.

- L1** BASIC activities for all students
- L2** AVERAGE activities for average to above-average students
- L3** CHALLENGING activities for above-average students
- ELL** ENGLISH LANGUAGE LEARNER activities



Block Schedule

Activities that are suited to use within the block scheduling framework are identified by:

Introducing CHAPTER 22



Performance Assessment

Refer to Activity 22 in the Performance Assessment Activities and Rubrics booklet.

Why It Matters Activity

Ask students to conduct brief interviews with five adults. Tell them to ask each one the following questions about his or her childhood: favorite television programs, number of televisions at home, and times television was watched. Based on their brief interviews, have students draw conclusions about the influence of television in America. Students should evaluate their answers after they have completed the chapter. **US:** 24B, 25D; **ELA:** Gr9: 7H; Gr10/11: 7G

GLENCoe TECHNOLOGY

The American Republic Since 1877 Video Program

To learn more about the cultural impact of the automobile, have students view the Chapter 22 video, "America Takes to the Roads," from the *American Republic Since 1877 Video Program*.



Available in DVD and VHS

MindJogger Videoquiz

Use the *MindJogger Videoquiz* to preview Chapter 22 content.



Available in VHS

CHAPTER

22

Postwar America

1945–1960

Why It Matters

After World War II, the country enjoyed a period of economic prosperity. Many more Americans could now aspire to a middle-class lifestyle, with a house in the suburbs and more leisure time. Television became a favorite form of entertainment. This general prosperity, however, did not extend to many Hispanics, African Americans, Native Americans, or people in Appalachia.

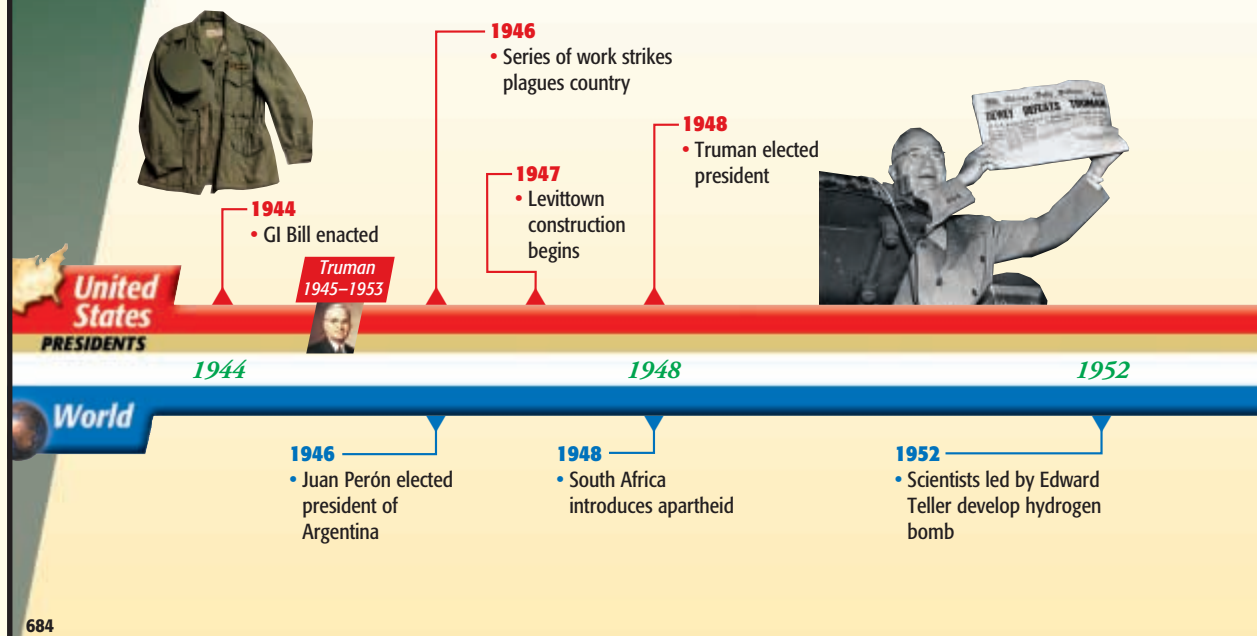
The Impact Today

The effects of this era can still be seen.

- The middle class represents a large segment of the American population.
- Television is a popular form of entertainment for many Americans.



The American Republic Since 1877 Video The Chapter 22 video, "America Takes to the Roads," describes the cultural impact of the automobile and its importance to the growing baby boom generation.



TWO-MINUTE LESSON LAUNCHER

Ask students how shifting from war to peace might affect the economy, the movement of people from place to place, and the kinds of technology developed. List student responses on the board, then tell students to add items to these lists as they study the chapter. **US:** 25D; **ELA:** Gr9/10/11: 7D

Introducing CHAPTER 22

HISTORY Online

Introduce students to chapter content and key terms by having them access the **Chapter 22 Overview** at tx.tarvol2.glencoe.com.

More About the Photo

Tell students that the life of middle-class citizens in the United States was very different from that of the poor. Middle-class families in the suburbs could afford automobiles. Family vacations often revolved around driving to national parks or amusement centers across the country. Many poor, on the other hand, had to rely on public transportation. This often meant that poor workers had limited access to jobs. Ask students to explain how they think automobiles affected the growth of suburbs.



These confident newlyweds capture the prosperous attitude of postwar America.

1953

- Lucille Ball gives birth in real life and on her television show

1955

- Salk polio vaccine becomes widely available

1956

- Elvis Presley appears on *The Ed Sullivan Show*
- Federal Highway Act passed

1957

- Estimated 40 million television sets in use in United States

1958

- Galbraith's *The Affluent Society* published

1954

- Gamal Abdel Nasser takes power in Egypt

1956

- Suez Canal crisis erupts

1957

- USSR launches *Sputnik I* and *Sputnik II* satellites

Eisenhower 1953–1961

1956 **1960**

HISTORY Online

Chapter Overview

Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Chapter Overviews—Chapter 22** to preview chapter information.

TIME LINE

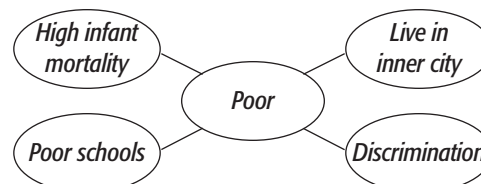
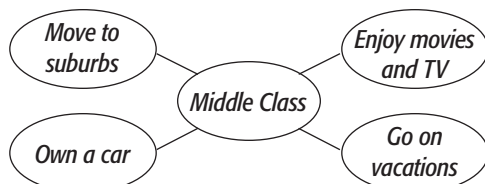
ACTIVITY

Have students select one of the people listed on the time line to research. Have students make a bulleted list of the person's achievements and honors received. **US:** 24A, 25D; **ELA:** Gr9/10/11: 4C, 13B

685

GRAPHIC ORGANIZER ACTIVITY

Organizing Information Have students create web diagrams similar to the ones below to show the experiences of the middle class and the poor during the 1950s. Have students list at least four characteristics for each group. **US:** 25D; **ELA:** Gr9/10/11: 7D



SECTION 1 Truman and Eisenhower

1 FOCUS

Section Overview

This section focuses on the post-war administrations of Truman and Eisenhower.

BELLRINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 22–1

Unit 6 DAILY FOCUS SKILLS TRANSPARENCY 22-1

Drawing Conclusions

Directions: Answer the following question based on the bar graph.

PRESIDENTIAL ELECTIONS OF 1952 AND 1956

Year	Dwight D. Eisenhower	Adlai Stevenson	Other
1952	442	10	1
1956	457	73	1

1. Dwight D. Eisenhower was Supreme Commander of the Allied Forces during World War II. How was his status reflected in the results of these two presidential elections?

A He lost both elections by a large number of electoral votes.
B He lost both elections by a small number of electoral votes.
C He won both elections by a large number of electoral votes.
D He won both elections by a small number of electoral votes.

Guide to Reading

Answers to Graphic: increased consumer spending, higher prices, rising inflation, labor unrest

Preteaching Vocabulary

Have students make a two-column list with the headings Truman and Eisenhower and write the Key Terms and Names in the appropriate columns. **US:** 25A; **ELA:** Gr9/10/11: 6A

Student Edition TEKS

ELA: Page 686: Gr9/10/11: 4D, 6A, 7D, 7F, 8B; Page 687: Gr9/10/11: 6A, 8B, 10B

Guide to Reading

Main Idea

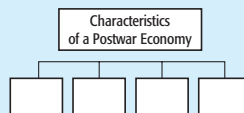
After World War II, the Truman and Eisenhower administrations set out to help the nation adjust to peacetime.

Key Terms and Names

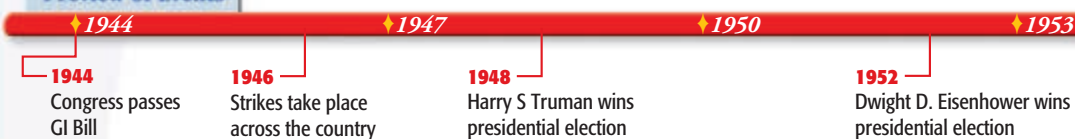
GI Bill, closed shop, right-to-work law, union shop, featherbedding, "Do-Nothing Congress," Fair Deal, dynamic conservatism, Federal Highway Act

1 Reading Strategy

Categorizing As you read about the Truman and Eisenhower administrations, complete a graphic organizer similar to the one below by listing the characteristics of the postwar economy of the United States.



Preview of Events



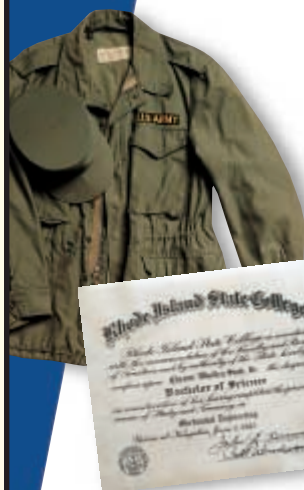
Reading Objectives

- Explain the Truman administration's efforts on the domestic front.
- Describe President Eisenhower's domestic agenda.

Section Theme

Economic Factors Following World War II, the federal government supported programs that helped the economy make the transition to peacetime production.

★ An American Story ★



Army fatigues and college diploma

As World War II ended, Robert Eubanks was worried as he prepared for his discharge from the army. He had joined the army because, as an African American, it was hard for him to find a job that paid well. Then he heard about something known as the GI Bill, a government program that paid veterans' tuition for college and provided a living allowance.

Eubanks took advantage of the program and enrolled at the Illinois Institute of Technology. He earned three degrees on the GI Bill and eventually became a professor at the University of Illinois.

Years later Eubanks recalled how his life was changed by the bill. "It's very hard to explain how things were during the 1940s," he said. "The restrictions on blacks then were rough. The GI Bill gave me my start on being a professional instead of a stock clerk."

—adapted from *When Dreams Came True*

Return to a Peacetime Economy

After the war many Americans feared the return to a peacetime economy. They worried that after military production halted and millions of former soldiers glutted the labor market, unemployment and recession might sweep the country.

Despite such worries, the economy continued to grow after the war as increased consumer spending helped ward off a recession. After 17 years of economic depression and wartime shortages, Americans rushed out to buy the luxury goods they had long desired.

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 22–1
- Daily Lecture and Discussion Notes 22–1
- Guided Reading Activity 22–1
- Section Quiz 22–1
- Reading Essentials and Study Guide 22–1
- Performance Assessment Activities and Rubrics

Transparencies

- Daily Focus Skills Transparency 22–1

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

2 TEACH

Daily Lecture and Discussion Notes 22–1

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Daily Lecture and Discussion Notes
Chapter 22, Section 1

Did You Know? The play *The Crucible*, written by Arthur Miller in 1953, is about the Salem witch trials of 1692. Miller wrote the play in reaction to the treatment of people in America who were suspected of being Communists.

- Return to a Peacetime Economy** (pages 686–687)
 - The U.S. economy continued to grow after World War II because of increased consumer spending.
 - The Servicemen's Readjustment Act, also called the GI Bill, helped the economy by providing loans to veterans to attend college, set up businesses, and buy homes.
 - Increased spending led to higher prices, which led to inflation.

HISTORY Online

Objectives and answers to the student activity can be found in the **Web Activity Lesson Plan** at tx.tarvol2.glencoe.com.

Reading Check

Answer: He felt it injected the government into private economic affairs on an unprecedented scale and would cause more strikes without contributing to economic stability and progress.

Discussing a Concept Explain that President Truman favored an increase in the minimum wage, and Congress supported him. In 1949 the minimum wage went from 40 cents to 70 cents per hour; in 1955 the hourly rate reached \$1. Have students discuss the positive and negative results of raising the minimum wage. **L1 ELL US: 14D, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

Student Edition TEKS

US HISTORY: Page 686: 1A, 1B, 6F, 14B, 24B, 25A, 25C; Page 687: 1A, 6F, 7A, 7C, 14B, 14D

1 The Servicemen's Readjustment Act, popularly called the **GI Bill**, further boosted the economy. The act provided generous loans to veterans to help them establish businesses, buy homes, and attend college.

Inflation and Strikes The postwar economy was not without its problems. A greater demand for goods led to higher prices, and this rising inflation soon triggered labor unrest. As the cost of living rose, workers across the country went on strike for better pay. Work stoppages soon affected the automobile, electrical, steel, and mining industries.

Afraid that the nation's energy supply would be drastically reduced because of the striking miners, President Truman forced the miners to return to work after one strike that had lasted over a month. Truman ordered government seizure of the mines while pressuring mine owners to grant the union most of its demands. The president also halted a strike that shut down the nation's railroads by threatening to use the army to run the trains.

Republican Victory Labor unrest and high prices prompted many Americans to call for a change. The Republicans seized upon these sentiments during the 1946 congressional elections, winning control of both houses of Congress for the first time since 1930.

Disgusted with the rash of strikes that was crippling the nation, the new conservative Congress quickly set out to curb the power of organized labor. Legislators proposed a measure known as the **Taft-Hartley Act**, which outlawed the **closed shop**, or the practice of forcing business owners to hire only union members. Under the law, states could pass **right-to-work laws**, which outlawed **union shops** (shops in which new workers were required to join the union). The measure also prohibited **featherbedding**, the practice of limiting work output in order to create more jobs. Furthermore, the bill forbade unions from using their money to support political campaigns. When the bill reached Truman, however, he vetoed it, arguing:

“... [It would] reverse the basic direction of our national labor policy, inject the government into private economic affairs on an unprecedented scale, and conflict with important principles of our democratic society. Its provisions would cause more strikes, not fewer.”

—quoted in *The Growth of the American Republic*

The president's concerns did little to sway Congress, which passed the Taft-Hartley Act in 1947 over Truman's veto. Its supporters claimed the law

held irresponsible unions in check just as the Wagner Act of 1935 had restrained anti-union activities and employers. Labor leaders called the act a “slave labor” law and insisted that it erased many of the gains that unions had made since 1933.

Reading Check

Explaining Why did Truman veto the Taft-Hartley Act?

Truman's Domestic Program

The Democratic Party's loss of members in the 1946 elections did not dampen President Truman's spirits or his plans. Shortly after taking office, Truman had proposed a series of domestic measures that sought to continue the work done as part of Franklin Roosevelt's New Deal. During his tenure in office, Truman worked to push this agenda through Congress.

Truman's Legislative Agenda Truman's proposals included the expansion of Social Security benefits; the raising of the legal minimum wage from 40¢ to 65¢ an hour; a program to ensure full employment through aggressive use of federal spending and investment; public housing and slum clearance; long-range environmental and public works planning; and a system of national health insurance.

2 Truman also boldly asked Congress in February 1948 to pass a broad civil rights bill that would

The GI Bill African American soldiers review the benefits of the GI Bill, which included loans to attend college and to buy homes.



HISTORY Online

Student Web Activity Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Student Web Activities—Chapter 22** for an activity on postwar America.

COOPERATIVE LEARNING ACTIVITY

Debating an Issue Organize the class into two teams. Ask both teams to imagine themselves as workers considering Harry S Truman as a presidential candidate in 1948. Have teams prepare and present a debate. One team should support Truman's labor reforms; the other should criticize his interference with organized labor and blame him for the nation's economic problems. Assign some team members to research, others to prepare key statements, and others to defend the team's position in the debate. **US: 14D, 24A–D, 25A–D; ELA: Gr9/10/11: 1A, 1B, 13B, 13C**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

CHAPTER 22

Section 1, 686–691

Guided Reading Activity 22-1

Name _____ Date _____ Class _____

★ Guided Reading Activity 22-1

DIRECTIONS: Filling in the blanks in the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. After the war, many Americans worried that after _____ halted and millions of former soldiers glutted the labor market, _____ and _____ might sweep the country.
2. To end a miners' strike, President Truman ordered _____ of the mines while pressuring the mine owners to grant the union _____.
3. The Taft-Hartley Act outlawed the _____ or the practice of forcing business owners to hire only _____.
4. In February 1948, Truman asked Congress to pass a broad civil rights bill that would protect African Americans' _____, abolish _____, and make _____ a federal crime.

Picturing History

Answer: supported a civil rights bill, issued an executive order banning discrimination in federal employment, and ended segregation in the armed forces

Ask: What three groups provided a great deal of support for Truman in 1948? (laborers, African Americans, and farmers)

Making a Comparison Have students research the cost of a modest suburban home built in their community during the 1950s and the cost of the same home today. Instruct students to include an exterior sketch or photograph, a floor plan, and a description of special features such as a patio or garage. Encourage students to use library and Internet resources to locate real estate records. Use the reports as a starting point for a discussion about the affordability of housing in the 1950s and today. **L2 US:** 6H, 24A–D, 25A–D; **ELA:** Gr9/10/11: 4A–D, 4F, 13B, 13C; Gr9/10: 16E; Gr11: 15E

FYI

In addition to providing low interest loans to help veterans buy homes and farms, the GI Bill provided unemployment benefits for veterans who could not find jobs.

Student Edition TEKS

ELA: Page 688: Gr9/10/11: 6A, 19B, 20B; Page 689: Gr9/10/11: 6A, 10B, 19B, 20B; Gr9: 7G; Gr10/11: 7F

protect African Americans' right to vote, abolish poll taxes, and make lynching a federal crime. He also issued an executive order barring discrimination in federal employment, and he ended segregation in the armed forces.

Most of Truman's legislative efforts, however, met with little success, as a coalition of Republicans and conservative Southern Democrats defeated many of his proposals. While these defeats angered Truman, the president soon had to worry about other matters.

The Election of 1948 As the presidential election of 1948 approached, most observers gave Truman little chance of winning. Some Americans still believed that he lacked the stature for the job, and they viewed his administration as weak and inept.

Divisions within the Democratic Party also seemed to spell disaster for Truman. At the Democratic Convention that summer, two factions abandoned the party altogether. Reacting angrily to Truman's support of civil rights, a group of Southern Democrats formed the States' Rights, or Dixiecrat, Party and nominated South Carolina governor **Strom Thurmond** for president. At the same time, the party's more liberal members were frustrated by Truman's ineffective domestic policies and critical of his anti-Soviet foreign policy. They formed a new Progressive Party, with Henry A. Wallace as their presidential candidate. In addition, the president's Republican opponent was New York governor Thomas Dewey, a dignified and popular candidate who seemed unbeatable. After polling 50 political writers, *Newsweek* magazine declared three weeks before the election, "The landslide for Dewey will sweep the country."

Picturing History

African Americans Rally for Truman During the 1948 election, President Truman spoke at many rallies similar to this one in New York City. **What legislative proposals by President Truman built African American political support?**



Perhaps the only one who gave Truman a chance to win was Truman himself. "I know every one of those 50 fellows," he declared about the writers polled in *Newsweek*. "There isn't one of them has enough sense to pound sand in a rat hole." Ignoring the polls, the feisty president poured his efforts into an energetic campaign. He traveled more than 20,000 miles by train and made more than 350 speeches. Along the way, Truman attacked the majority Republican Congress as "do-nothing, good-for-nothing" for refusing to enact his legislative agenda.

Truman's attacks on the "Do-Nothing Congress" did not mention that both he and Congress had been very busy dealing with foreign policy matters. Congress had passed the Truman Doctrine's aid program to Greece and Turkey, as well as the Marshall Plan. It had also created the Department of Defense and the CIA and established the Joint Chiefs of Staff as a permanent organization. The 80th Congress, therefore, did not "do nothing" as Truman charged, but its accomplishments were in areas that did not affect most Americans directly. As a result, Truman's charges began to stick, and to the surprise of almost everyone, his efforts paid off.

With a great deal of support from laborers, African Americans, and farmers, Truman won a narrow but stunning victory over Dewey. Perhaps just as remarkable as the president's victory was the resurgence of the Democratic Party. When the dust had cleared after Election Day, Democrats had regained control of both houses of Congress.

GOVERNMENT

The Fair Deal Truman's State of the Union message to the new Congress repeated the domestic agenda he had put forth previously. "Every segment of our population and every individual," he declared, "has a right to expect from . . . government a fair deal." Whether intentional or not, the president had coined a name—the **Fair Deal**—to set his program apart from the New Deal.

The 81st Congress did not completely embrace Truman's Fair Deal. Legislators did raise the legal minimum wage to 75¢ an hour. They also approved an important expansion of the Social Security system, increasing benefits by 75 percent and extending them to 10 million additional people. Congress also passed the National Housing Act of 1949, which provided for the construction of more than 800,000 units of low-income housing, accompanied by long-term rent subsidies.

Congress refused, however, to pass national health insurance or to provide subsidies for farmers or

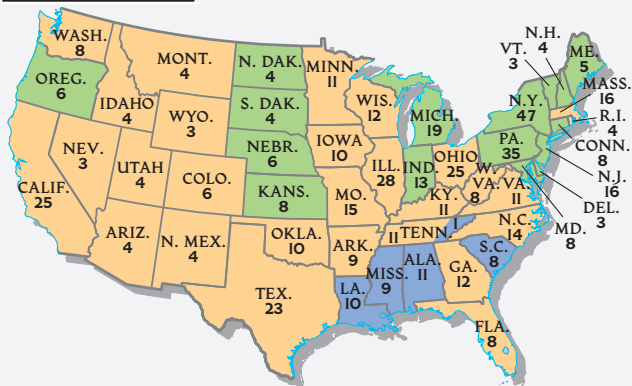
MEETING SPECIAL NEEDS

Kinesthetic Meeting and talking with people, punctuated by shaking hands, is an important part of election campaigns. Invite four students to represent one of the candidates in the 1948 presidential election campaign—Truman, Dewey, Thurmond, or Wallace. Have the remaining students meet and greet the "candidates." Encourage the candidates to shake hands with their constituents and talk about their qualifications and their proposed programs. **L2**

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.

NATIONAL GEOGRAPHIC

The Election of 1948



A victorious Truman holds a paper that incorrectly predicted a Dewey victory.



Presidential Election, 1948			
Candidate	Electoral Vote	Popular Vote	Political Party
Truman	303	24,179,345	Democrat
Dewey	189	21,991,291	Republican
Thurmond	39	1,176,125	States' Rights
Wallace	0	1,157,326	Progressive

Geography Skills

- Interpreting Maps** How many electoral votes did President Truman receive?
- Applying Geography Skills** Where did Strom Thurmond enjoy strong political support?

federal aid for schools. In addition, legislators opposed Truman's efforts to enact civil rights legislation.

- Reading Check** **Describing** What was the impact of the election of 1948?

The Eisenhower Years

- In 1950 the United States went to war in Korea. The war consumed the nation's attention and resources and basically ended Truman's Fair Deal. By 1952, with the war a bloody stalemate and his approval rating dropping quickly, Truman declined to run again for the presidency. With no Democratic incumbent to face, Republicans pinned their hopes of regaining the White House on a popular World War II hero.

The Election of 1952 Dwight Eisenhower decided to run as the Republican nominee for president in 1952. His running mate was a young California senator, Richard Nixon. The Democrats nominated Illinois governor Adlai Stevenson, a witty and eloquent speaker who had the support of leading liberals and organized labor.

The Republicans adopted the slogan: "It's time for a change!" The warm and friendly Eisenhower,

known as "Ike," promised to end the war in Korea. "I like Ike" became the Republican rallying cry.

Eisenhower's campaign soon came under fire as reports surfaced that Richard Nixon had received gifts from California business leaders totaling \$18,000 while he was a senator. For a while, it looked as if Nixon might be dropped from the ticket. In a nationwide speech broadcast on radio and television, Nixon insisted the funds had been used for legitimate political purposes. He did admit that his family had kept one gift, a cocker spaniel puppy named "Checkers." He declared, "The kids love the dog, [and] regardless about what they say about it, we're going to keep it." This so-called "Checkers speech" won praise from much of the public and kept Nixon on the ticket.

Eisenhower won the election by a landslide, carrying the Electoral College 442 votes to 89. The Republicans also gained an eight-seat majority in the House, while the Senate became evenly divided between Democrats and Republicans.

Ike as President President Eisenhower had two favorite phrases. "Middle of the road" described his political beliefs, which fell midway between conservative and liberal. He also referred to the notion of "dynamic conservatism," which meant balancing economic conservatism with some activism.

Geography Skills

Answers:

- 303
- Alabama, Louisiana, Mississippi, South Carolina, and eastern Tennessee

Geography Skills Practice

Ask: In which Western state did the voters turn out for Dewey? (Oregon)

Reading Check

Answer: The victory of Truman and the Democrats paved the way for the Fair Deal legislation, some of which was approved by Congress.

Creating Circle Graphs Have students use the data on the map on this page to make a pair of circle graphs showing the results of the presidential election of 1948. One graph should show the results of the popular vote and the other should show the results of the electoral vote. **L1 US: 8A, 25C, 25D; ELA: Gr9/10/11: 4D**

Use the rubric for creating a map, display, or chart on pages 65–66 in the *Performance Assessment Activities and Rubrics*.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Government Have students illustrate how Truman's Fair Deal fared in Congress. **L2 US: 7A, 8A, 8B, 13E, 24B; ELA: Gr9/10/11: 4A–D**

Fair Deal Legislation	Fair Deal Programs Not Enacted
increase in minimum wage	national health insurance
expansion of the Social Security system	farm subsidies
National Housing Act	federal aid to schools
	civil rights legislation

Student Edition TEKS

US HISTORY: Page 688: 1A, 4C, 6F, 7A, 7C, 13E, 25A; **Page 689:** 1A, 6F, 8B, 24B, 24H, 25A

Why It Matters

Background: The numbering system for interstate highways is a good example of effective planning. One- and two-digit numbers designate all major routes. The north-south routes use odd numbers while the east-west routes use even numbers. East-west routes begin with the lowest numbers along the southern border of the United States and north-south routes begin with the lowest numbers along the West Coast.

Ask: Assuming that you drive 10 hours a day for 4.5 days, what is your average speed in traveling the 2,800 miles across country? ($10 \text{ hrs.} \times 4.5 \text{ days} = 45 \text{ hours of driving time}$; $2,800 \div 45 = 62.2 \text{ miles per hour}$) Have students compare their result to the average speed of Eisenhower's convoy.

3 ASSESS

Assign Section 1 Assessment as homework or as an in-class activity. **US: 25D**

1 Have students use the Interactive Tutor Self-Assessment CD-ROM.

Reading Essentials and Study Guide 22–1

Name _____ Date _____ Class _____

Study Guide
Chapter 22, Section 1
For use with textbook pages 686–691

TRUMAN AND EISENHOWER

KEY TERMS AND NAMES

GI Bill a bill that provided loans to veterans to help them start businesses, buy homes, and attend college (page 687)

closed shop the practice of forcing business owners to hire only union members (page 687)

right-to-work laws laws which outlawed union shops (page 687)

union shop shops in which new workers were required to join the union (page 687)

featherbedding the practice of limiting work output in order to create more jobs (page 687)

"Do-Nothing Congress" the name President Truman gave to the Republican Congress (page 688)

Student Edition TEKS

ELA: Page 690: Gr9/10/11: 8B; Page 691: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 13C, 19B, 20B; Gr9: 7I; Gr10/11: 7H

NATIONAL GEOGRAPHIC The Interstate System, 2000

Why It Matters

Interstate Highways

As Cold War tensions rose, American officials realized that the ability to move troops and military equipment across the country quickly and efficiently could very well determine whether the nation could survive attack. Since the haphazard system of two-lane highways that crisscrossed America could not handle such a task, the Eisenhower administration proposed a 41,000-mile network of multi-lane interstate highways. The interstate system changed American life in several significant ways.



More Efficient Distribution of Goods

The interstates made the distribution of goods faster and more efficient. In the 1990s, trucks moved more than 6 billion tons of goods each year, nearly half of all commercial transports in the United States. Most of these trucks used interstates.



Eisenhower wasted little time in showing his conservative side. The new president's cabinet appointments included several business leaders. Under their guidance, Eisenhower ended government price and rent controls, which many conservatives had viewed as unnecessary federal control over the business community. The Eisenhower administration viewed business growth as vital to the nation. The president's secretary of defense, formerly the president of General Motors, declared to the Senate that "what is good for our country is good for General Motors, and vice versa."

Eisenhower's conservatism showed itself in other ways as well. In an attempt to curb the federal budget, the president vetoed a school construction bill and agreed to slash government aid to public housing. Along with these cuts, he supported some modest tax reductions.

Eisenhower also targeted the federal government's continuing aid to businesses, or what he termed "creeping socialism." Shortly after taking office, the president abolished the Reconstruction Finance Corporation (RFC), which since 1932 had lent money to banks, railroads, and other large institutions in financial trouble. Another Depression-era agency, the Tennessee Valley Authority (TVA), also came under Eisenhower's economic scrutiny. During his presidency, appro-

priations for the TVA fell from \$185 million to \$12 million.

In some areas, President Eisenhower took an activist role. For example, he advocated the passage of two large government projects. During the 1950s, as the number of Americans who owned cars increased, so too did the need for greater and more efficient travel routes. In 1956 Congress responded to this growing need by passing the **Federal Highway Act**, the largest public works program in American history. The act appropriated \$25 billion for a 10-year effort to construct more than 40,000 miles (64,400 km) of interstate highways. Congress also authorized construction of the Great Lakes-St. Lawrence Seaway to connect the Great Lakes with the Atlantic Ocean through a series of locks on the St. Lawrence River. Three previous presidents had been unable to reach agreements with Canada to build this waterway to aid international shipping. Through Eisenhower's efforts, the two nations finally agreed on a plan to complete the project.

Extending the New Deal Although President Eisenhower cut federal spending and worked to limit the federal government's role in the nation's economy, he also agreed to extend the Social Security system to an additional 10 million people. He also extended unemployment compensation to an additional 4 million citizens and agreed to increase

CRITICAL THINKING ACTIVITY

Determining a Point of View The Taft-Hartley Act created controversy for the Truman administration. Have students determine their position on the following statement: The president should have the right to halt economically damaging strikes for a "cooling off" period. Students should provide reasons for their positions. (*Students' answers will vary, but their positions need to be substantiated with specific reasons.*) **L2 US: 24B; ELA: Gr9/10: 16E; Gr11: 15E**



Suburbanization and Urban Sprawl

The interstate system contributed to the growth of suburban communities and the eventual geographic spread of centerless cities. Using the interstates, suburbanites could commute to their jobs miles away.

A New Road Culture

The interstates created an automobile society. In 1997, \$687 billion were spent on private automobiles compared to \$22.8 billion for public transit. Additionally, chains of fast food restaurants and motels replaced independent operators across the country.



Speed of Travel

The interstate highways drastically decreased the time it took to travel across the continent. In 1919 a young Dwight D. Eisenhower joined 294 other members of the army to travel the 2,800 miles from Washington, D.C., to San Francisco. They made the trip in 62 days, averaging 5 miles per hour. During World War II, General Eisenhower was impressed with the modern design of Germany's freeway system, the Autobahn. "The old convoy," he said, "had started me thinking about good, two-lane highways, but Germany had made me see the wisdom of broader ribbons across the land." Wide lanes and controlled entrance and exit points allowed cars to travel at much higher speeds. Using the interstate highways, Eisenhower's trip would now take 4½ days.

Travel Times: Washington, D.C., to San Francisco



the minimum hourly wage from 75¢ to \$1 and to continue to provide some government aid to farmers.

By the time Eisenhower ran for a second term in 1956—a race he won easily—the nation had successfully completed the transition from a wartime to a peacetime economy. The battles between liberals and conservatives over whether to continue New Deal

policies would continue. In the meantime, however, most Americans focused their energy on enjoying what had become a decade of tremendous prosperity.

Reading Check Evaluating What conservative and activist measures did Eisenhower take during his administration?

TAKS Practice

SECTION 1 ASSESSMENT

Checking for Understanding

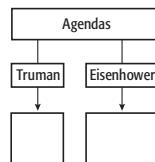
- Define:** closed shop, right-to-work law, union shop, featherbedding, dynamic conservatism.
- Identify:** GI Bill, "Do-Nothing Congress," Fair Deal, Federal Highway Act.

Reviewing Themes

- Economic Factors** How did President Eisenhower aid international shipping during his administration?

Critical Thinking

- Interpreting** In what ways did the Taft-Hartley Act hurt labor unions?
- Categorizing** Use a graphic organizer to compare the agendas of the Truman and Eisenhower administrations.



Analyzing Visuals

- Analyzing Maps** Study the map on page 689. Which parts of the country did Dewey win? Why do you think he did so well in these areas?

Writing About History

- Persuasive Writing** Take on the role of a member of Congress during the Truman administration. Write a speech in which you try to persuade the 81st Congress to either pass or defeat Truman's Fair Deal measures.

SECTION 1 ASSESSMENT ANSWERS

- Terms are in blue. **US: 25A**
- GI Bill (p. 687), "Do-Nothing Congress" (p. 688), Fair Deal (p. 688), Federal Highway Act (p. 690)
- He authorized the Great Lakes-St. Lawrence Seaway, which connected the Great Lakes with the Atlantic Ocean. **US: 14E**
- It outlawed closed shops, allowed states to outlaw union shops, and prohibited featherbedding.
- Truman: increase government involvement in business, expand federal spending; Eisenhower: limit government involvement in business, curb federal spending **US: 24B, 25C**
- Northeast, Great Plains; governor of New York, strong in traditional Republican areas **US: 8B, 24B, 24G**
- Students' speeches will vary. Speeches should focus on several components of the Fair Deal. **US: 14B, 25D**

Section Quiz 22–1

Name _____ Date _____ Class _____

★ Chapter 22 Score _____

Section Quiz 22-1

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. the largest public works program in American history	A. dynamic conservatism
2. the practice of limiting work output in order to create more jobs	B. featherbedding
3. Eisenhower's term for the federal government's continuing aid to businesses	C. "conspiring socialism"
4. Truman's domestic policy	D. Fair Deal
5. balancing economic conservatism with some activism	E. Federal Highway Act

DIRECTIONS: Multiple Choice In the blank at the end, write the letter of the choice that

Reading Check

Answer: reduced government control over business, cut spending on public housing; passed the Federal Highway Act, extended the Social Security System, and increased the minimum wage

FYI

In the fall of 1955, President Eisenhower had a heart attack. The problem of presidential incapacity was not new. In 1881 James Garfield lingered for two months before he died from an assassin's bullet. In 1919 Woodrow Wilson's stroke rendered him unable to participate in upcoming treaty negotiations.

Reteach

Have students explain Truman's domestic policy. **US: 6F, 7A, 7C; ELA: Gr9/10: 16E; Gr11: 15E**

Enrich

Invite interested students to write and deliver the opening paragraph of a speech that a presidential candidate could have used in 1948, 1952, or 1956. **US: 24B; ELA: Gr9/10/11: 1A, 1B**

4 CLOSE

Have students describe President Eisenhower's domestic agenda. **US: 24B; ELA: Gr9/10: 16E; Gr11: 15E**

Student Edition TEKS

US HISTORY: Page 690: 1A, 13E, 14B–E; Page 691: 1A, 8B, 14B, 14E, 24B, 24G, 25A, 25C, 25D


SECTION 2 The Affluent Society


1 FOCUS

Section Overview

This section focuses on the postwar economic boom.

BELLRINGER Skillbuilder Activity

 Project transparency and have students answer the question.

 Available as a blackline master.

Daily Focus Skills Transparency 22–2

Unit 6
Chapter 22
DAILY FOCUS SKILLS
TRANSPARENCY 22-2

Directions: Answer the following question based on the chart.

Missing Predictions

MEDICAL BREAKTHROUGHS

Year	Reported Cases of Polio in Illinois
1946	4,683
1947	4,382
1948	2,841
1949	2,212
1950	2,488
1951	1,357
1952	397
1953	284
1954	227
1955	145

The impact of the polio vaccine is reflected in the data for Illinois. What do you think happened to the number of reported cases during the 1950s?

F They rose early in the decade and then fell.
G They continued to decline.
H They continued to rise.
J They remained the same.


Franklin D. Roosevelt, polio victim, with his son and future Vice President, New York. This is one of his best known photographs of 1938 for the White House.
—Photo by Margaret Buckley

Guide to Reading

Answers to Graphic: 1946, earliest computer; 1947, transistor developed; 1955, injection polio vaccine developed; 1958, satellite launched

Preteaching Vocabulary

Have students write a word or phrase next to each name and term to help clarify its meaning. **US: 25A; ELA: Gr9/10/11: 6A**

 **Student Edition TEKS**

ELA: Page 692: Gr9/10/11: 4D, 6A, 7D–F, 8B; **Page 693:** Gr9/10/11: 6A, 19B, 20B

Guide to Reading

Main Idea

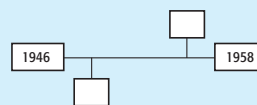
The postwar economic boom brought great changes to society, including the ways many Americans worked and lived.

Key Terms and Names

John Kenneth Galbraith, white-collar, blue-collar, multinational corporation, franchise, David Riesman, Levittown, baby boom, Jonas Salk

1 Reading Strategy

Sequencing As you read about American society in the 1950s, complete a time line similar to the one below by recording the scientific and technological breakthroughs of the time.



Reading Objectives

- **Explain** the reasons for and the effects of the nation's economic boom.
- **Describe** changes to the American family that took place during the 1950s.

Section Theme

Continuity and Change Americans became avid consumers in the atmosphere of postwar abundance.

Preview of Events



★ An American Story ★



Kemmons Wilson on magazine cover

In the summer of 1951, Kemmons Wilson traveled with his family from Memphis, Tennessee, to Washington, D.C. He noticed that some of the motels they stayed in were terrible. Each added a \$2 charge per child to the standard room price, and many were located far from restaurants, forcing travelers back into their cars to search for meals.

Frustrated, Wilson decided to build a motel chain that would provide interstate travelers with comfortable lodgings. They would be located near good family restaurants and allow kids to stay free. Together with a group of investors, Wilson began building the Holiday Inn motel chain. Families loved his motels, and soon Holiday Inns were sprouting up all over the country.

Wilson said he never doubted the success of his endeavor. "I like to think that I'm so . . . normal that anything I like, everybody else is going to like too," he said. "The idea that my instincts are out of line just doesn't occur to me." His prosperity mirrored a growing affluence in the nation. This time of prosperity made the shortages of the Great Depression and World War II a distant memory.

—adapted from *The Fifties*

American Abundance

Wilson's motel chain proved successful largely because the 1950s was a decade of incredible prosperity. In 1958 economist **John Kenneth Galbraith** published *The Affluent Society*, in which he claimed that the nation's postwar prosperity was a new phenomenon. In the past, Galbraith said, all societies had an "economy of scarcity,"

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 22–2
- Daily Lecture and Discussion Notes 22–2
- Guided Reading Activity 22–2
- Section Quiz 22–2
- Reading Essentials and Study Guide 22–2
- Performance Assessment Activities and Rubrics

Transparencies

- Daily Focus Skills Transparency 22–2

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

2 TEACH

Daily Lecture and Discussion Notes 22–2

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Daily Lecture and Discussion Notes
Chapter 22, Section 2

Did You Know? During the 1950s, suburban neighborhoods were usually filled with people who were alike. This conformity often led to discrimination of people who seemed different because of their race or religion. Sometimes suburban residents refused to sell their homes to minority families.

I. American Abundance (pages 692–694)

A. In 1958 economist John Kenneth Galbraith published *The Affluent Society*, in which he claimed that the United States and some other industrialized nations had created an “economy of abundance.” New business techniques and improved technology had produced a standard of living never before thought possible.

meaning that a lack of resources and overpopulation had limited economic productivity. Now, the United States and a few other industrialized nations had created what Galbraith called an “economy of abundance.” New business techniques and improved technology enabled these nations to produce an abundance of goods and services for their people—all of which allowed many of them to enjoy a standard of living never before thought possible.

The Spread of Wealth Some critics accused Galbraith of overstating the situation, but the facts and figures seemed to support his theory. Between 1940 and 1955, the average income of American families roughly tripled. Americans in all income brackets—poor, middle-class, and wealthy—experienced this rapid rise in income. The dramatic rise in home ownership also showed that the income of average families had risen significantly. Between 1940 and 1960, the number of Americans owning their own homes rose from about 41 to about 61 percent.

Accompanying the country’s economic growth were dramatic changes in work environments. Mechanization in farms and factories meant that fewer farmers and laborers were needed to provide the public with food and goods. As a result, more Americans began working in what are called **white-collar** jobs, such as those in sales and management. In 1956, for the first time, white-collar workers outnumbered **blue-collar** workers, or people who perform physical labor in industry.

Multinationals and Franchises Many white-collar employees worked for large corporations. As these businesses competed with each other, some expanded overseas. These **multinational corporations** located themselves closer to important raw materials and benefited from a cheaper labor pool, which made them more competitive.

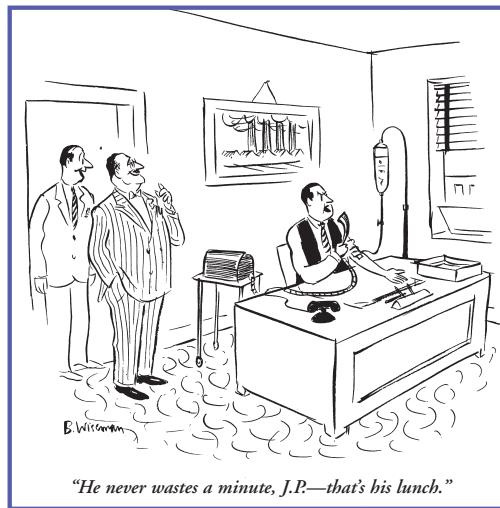
The 1950s also witnessed the rise of **franchises**, in which a person owns and runs one or several stores of a chain operation. Because many business leaders believed that consumers valued dependability and familiarity, the owners of chain operations often demanded that their franchises present a uniform look and style.

The Organization Man Like franchise owners, many corporate leaders also expected their employees to conform to company standards. In general, corporations did not desire free-thinking individuals or people who might speak out or criticize the company.

Some social observers recognized this phenomenon and disapproved of it. In his 1950 book, *The Lonely Crowd*, sociologist **David Riesman** argued that this conformity was changing people. Formerly, he claimed, people were “inner-directed,” judging themselves on the basis of their own values and the esteem of their families. Now, however, people were becoming “other-directed,” concerning themselves with winning the approval of the corporation or community.

In his 1956 book *The Organization Man*, writer **William H. Whyte, Jr.**, assailed the similarity many business organizations cultivated in order to keep any individual from dominating. “In group doctrine,” Whyte wrote, “the strong personality is viewed with overwhelming suspicion,” and the person with ideas is considered “a threat.”

The New Consumerism The conformity of the 1950s included people’s desires to own the same new products as their neighbors. With more disposable income, Americans bought more luxury items, such as refrigerators, washing machines, vacuum cleaners, and air conditioners. Americans also bought a variety of labor-saving machines. As *House and Garden* magazine boasted in a 1954 article, coffeemakers, blenders, and lawn trimmers “[replaced] the talents of caretaker, gardener, cook, [and] maid.”



Analyzing Political Cartoons

The Organization Man In the 1950s, more and more people worked in white-collar corporate jobs. Some social critics worried that this development emphasized conformity. **In what other ways did society encourage people to conform?**

Discussing a Concept Have students discuss how lifestyles have changed since World War II. Ask them to consider the number of entertainment items their family owns, from televisions to computers, CD players, and sports equipment. Ask them to suggest the kind of leisure-related possessions families probably owned in the 1920s and 1930s. **L2 US: 25D; ELA: Gr9: 16B; Gr10/11: 15B**

Analyzing Political Cartoons

Answer: social pressure to purchase similar consumer goods and homes, pressure to “keep up with the Joneses”

Ask: **What distinguishes a white-collar job from a blue-collar job?** (*White-collar workers are employed in sales and management positions, while blue-collar workers perform physical labor in industry.*)

COOPERATIVE LEARNING ACTIVITY

Creating a Display Organize students into groups of five or six and ask each group to prepare a display on the lives of families in the suburbs of the United States in the 1950s. The reports should include both written material and visuals. Before they begin the project, instruct the groups to divide the tasks among the members of the group. Some students may do research, others may write text, while others may prepare visuals or collect memorabilia from the 1950s. **US: 1A, 14B, 24A–D, 25C, 25D; ELA: Gr9/10/11: 1A, 1B, 4A–D, 13B, 13C**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

Student Edition TEKS

US HISTORY: Page 692: 1A, 1B, 14B, 20A, 24B, 25A; Page 693: 1A, 14B, 20A, 22A, 22C, 24B, 25A

CHAPTER 22

Section 2, 692–697

Guided Reading Activity 22–2

Name _____ Date _____ Class _____

★ Guided Reading Activity 22.2

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

- I. American Abundance**
- In the past, John Kenneth Galbraith said, all societies had an _____; now, the United States had an _____.
 - Between 1940 and 1950, the average income of American families nearly _____.
 - _____ located themselves overseas—closer to important raw materials and benefiting from a cheaper labor pool.
 - The 1950s also witnessed the rise of _____, in which a person owns and runs one or several stores of a chain operation.
 - Accompanying the nation's spending spree was the growth of more sophisticated _____.

Graph Skills

Answers:

- about 1947
- Couples had delayed marriage until after the war and could now afford a family, and popular culture celebrated pregnancy, parenthood, and large families.

Graph Skills Practice

Ask: What do you suppose caused the birth rate to rise again in the late 1960s? (The first baby boomers were having children of their own.)

Reading Check

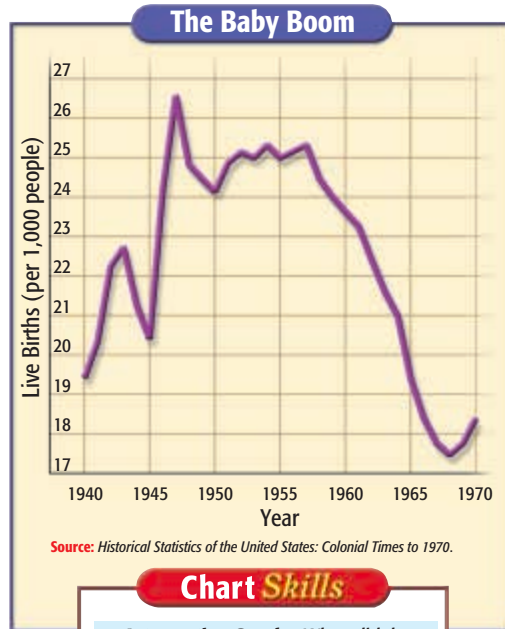
Answer: causes: new business techniques and improved technology; effects: answers may include consumerism and growth of suburbs



Geography Three Levittowns were built, the first on Long Island, the second in Bucks County, Pennsylvania, and the third in Willingboro, New Jersey. These planned communities allowed people to live in smaller communities but commute to larger cities.

Student Edition TEKS

ELA: Page 694: Gr9/10/11: 10B, 19B, 20B; Page 695: Gr9/10/11: 6A, 7E, 10B, 19B, 20B



Source: Historical Statistics of the United States: Colonial Times to 1970.

Chart Skills

- Interpreting Graphs** When did the rapid rise in population shown here reach its peak?
- Analyzing Cause and Effect** What factors contributed to this rapid rise in births?

Accompanying the nation's spending spree was the growth of more sophisticated advertising. Advertising became the fastest-growing industry in the United States, as manufacturers employed new marketing techniques to sell their products. These techniques were carefully planned to whet the consumer's appetite. The purpose of these advertisers was to influence choices among brands of goods that were essentially the same. According to the elaborate advertising campaigns of the time, a freezer became a promise of plenty, a second car became a symbol of status, and a mouthwash became the key to immediate success.

The Growth of Suburbia Advertisers targeted their ads to consumers who had money to spend. Many of these consumers lived in the nation's growing suburbs that grew up around cities.

Levittown, New York, was one of the earliest of the new suburbs. The driving force behind this planned residential community was Bill Levitt, who mass-produced hundreds of simple and similar-looking homes in a potato field 10 miles east of New York City. Between 1947 and 1951, thousands of families rushed to buy the inexpensive homes, and

soon other communities similar to Levittown sprang up throughout the United States.

Suburbs became increasingly popular throughout the 1950s, accounting for about 85 percent of new home construction. The number of suburban dwellers doubled, while the population of cities themselves rose only 10 percent. Reasons for the rapid growth of suburbia varied. Some people wanted to escape the crime and congestion of city neighborhoods. Others viewed life in the suburbs as a move up to a better life for themselves and their children. In contrast to city life, suburbia offered a more picturesque environment. As developers in earlier periods had done, the developers of the 1950s attracted home buyers with promises of fresh air, green lawns, and trees.

Affordability became a key factor in attracting home buyers to the suburbs. Because the GI Bill offered low-interest loans, new housing was more affordable during the postwar period than at any other time in American history. Equally attractive was the government's offer of income tax deductions for home mortgage interest payments and property taxes. For millions of Americans, the suburbs came to symbolize the American dream. They owned their homes, sent their children to good schools, lived in safe communities, and enjoyed economic security.

Nevertheless, some observers viewed the growth of such plain and identical-looking communities as another sign of Americans' tendency toward conformity. "You too can find a box of your own," one sarcastic critic wrote about Levittown, "inhabited by people whose age, income, number of children, problems, habits, conversations, dress, possessions, perhaps even blood types are almost precisely like yours."

Reading Check Interpreting What were two causes and effects of the economic boom of the 1950s?

The 1950s Family

In addition to all the other transformations taking place in the nation during the 1950s, the American family also was changing. Across the country, many families grew larger, and more married women entered the workforce.

The Baby Boom The American birthrate exploded after World War II. From 1945 to 1961, a period known as the **baby boom**, more than 65 million children were born in the United States. At the height of the baby boom, a child was born every seven seconds.

Several factors contributed to the baby boom. First, young couples who had delayed marriage during

MEETING SPECIAL NEEDS

Visual/Spatial To address the needs of visual learners, have students work with a map of a large metropolitan area. Have them identify the suburbs and the city center. Also, have students label or identify the major shopping malls around the city. Discuss how suburbs changed the landscape and the lifestyles of people in the 1950s. **L1 US:** 8B, 25D; **ELA:** Gr9/10/11: 19B

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.



Suburban Dream Developers attracted homebuyers to the suburbs with the promise of fresh air, green lawns, and trees. The names of many suburbs and subdivisions echoed that promise by including words such as park, forest, woods, grove, or hills.

✓ Reading Check

Answer: delayed marriages, affordable housing, and popular culture



Even if you do not have your own personal computer or laptop, you use computer technology everyday. Computers designed to handle specific functions control many appliances. For example, a small computer program that determines the setting and timing used to pop a perfect batch of popcorn is behind the “popcorn” setting on a microwave oven.

Creating a Chart Provide the data below and ask students to chart the U.S. home ownership rate from 1900 to 2000. Ask students to offer explanations for noticeable trends. **L2 US:** 6F, 6H, 8A, 8B, 24B, 24H; **ELA:** Gr9/10/11: 4D, 4F

2000	67.40%	1940	43.60%
1990	64.20%	1930	47.80%
1980	64.40%	1920	45.60%
1970	62.90%	1910	45.90%
1960	61.90%	1900	46.70%
1950	55.00%		

Student Edition TEKS

US HISTORY: Page 694: 1A, 6F, 14B, 14D; Page 695: 1A, 6F, 14B, 22B, 24B, 24H, 25A

1 World War II and the Korean War could now marry, buy homes, and begin their families. In addition, the government encouraged the growth of families by offering generous GI benefits for home purchases. Finally, on television and in magazines, popular culture celebrated pregnancy, parenthood, and large families.

Women in the Fifties Many women focused on their traditional role of homemaker during the 1950s. Even though 8 million American women had gone to work during the war, the new postwar emphasis on having babies and establishing families now discouraged women from seeking employment. Many Americans assumed that a good mother should stay home to take care of her children.

“Let’s face it, girls,” declared one female writer in *Better Homes and Gardens* in April 1955, “that wonderful guy in your house—and in mine—is building your house, your happiness and the opportunities that will come to your children.” The magazine advised stay-at-home wives to “set their sights on a happy home, a host of friends and a bright future through success in HIS job.”

Despite the popular emphasis on homemaking, however, the number of women who held jobs outside the home actually increased during the 1950s. Most women who went to work did so in order to help their families maintain their comfortable lifestyles. By 1960 nearly one-third of all married women were part of the paid workforce.

2 **✓ Reading Check** **Evaluating** What were three factors that contributed to the baby boom?

Technological Breakthroughs

As the United States underwent many social changes during the postwar era, the nation also witnessed several important scientific advances. In medicine, space exploration, and electronics, American scientists broke new ground during the 1950s.

Advances in Electronics The electronics industry made rapid advances after World War II. In 1947 three American physicists—John Bardeen, Walter H. Brittain, and William Shockley—developed the transistor, a tiny device that generated electric signals and made it possible to miniaturize radios and calculators.

The age of computers also dawned in the postwar era. In 1946 scientists working under a U.S. Army contract developed one of the nation’s earliest

computers—known as ENIAC (Electronic Numerical Integrator and Computer)—to make military calculations. Several years later, a newer model called UNIVAC (Universal Automatic Computer) would handle business data and launch the computer revolution. The computer, along with changes and improvements in communication and transportation systems, allowed many Americans to work more quickly and efficiently. As a result, families in the 1950s had more free time, and new forms of leisure activity became popular.

Medical Miracles The medical breakthroughs of the 1950s included the development of powerful antibiotics to fight infection; the introduction of new drugs to combat arthritis, diabetes, cancer, and heart



The Incredible Shrinking Computer

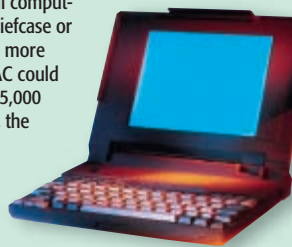
Past: The First Computer

ENIAC (Electronic Numerical Integrator and Computer) was the first large-scale digital computer. Operating from 1946 to 1955, its primary function was to provide data for the military. It weighed more than 30 tons and took up 1,800 square feet—more than some houses!



Present: Modern Marvels

Modern computers are very small and very fast. Many personal computers now fit easily in a briefcase or backpack. They are also more efficient. While the ENIAC could perform approximately 5,000 calculations per second, the typical home computer performs about 70 million calculations per second—14,000 times faster!



INTERDISCIPLINARY CONNECTIONS ACTIVITY

Science Have students research one of the technological or medical advances discussed in this section. Have them identify the inventor or researcher who discovered and developed the advance, the way in which it changed American society, and whether it is still in use today. If the advance has become obsolete, have students identify its replacement. Students should present their findings in an illustrated report. **L2 US:** 6F, 22A–C, 23A, 24B; **ELA:** Gr9/10/11: 1A, 1B, 13B, 13C; Gr9/10: 7D–H; Gr11: 7D–G

CHAPTER 22

Section 2, 692–697

Picturing History

Background: Between April and September 1955, approximately 6.5 million American children received the polio vaccine.

Answer: Some parents sent their children to the country to avoid contact with others; public swimming pools and beaches were closed; and parents kept their children away from parks and playgrounds.

Ask: Who invented the oral polio vaccine? (Albert Sabin)

FYI

Parents of baby boomers seized the opportunity to give their children what they themselves never had. Memories of rationing and limited supplies during the Great Depression and World War II often fueled their enthusiasm for activities such as music lessons and Little League.

3 ASSESS

Assign Section 2 Assessment as homework or as an in-class activity. **US:** 25D; **ELA:** Gr9: 7i; Gr10/11: 7H

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 22–2

Name _____ Date _____ Class _____

Study Guide
Chapter 22, Section 2
For use with textbook pages 692–697

THE AFFLUENT SOCIETY

KEY TERMS AND NAMES

John Kenneth Galbraith economist who published *The Affluent Society* (page 692)

white-collar kind of jobs that do not involve physical labor in industry (page 693)

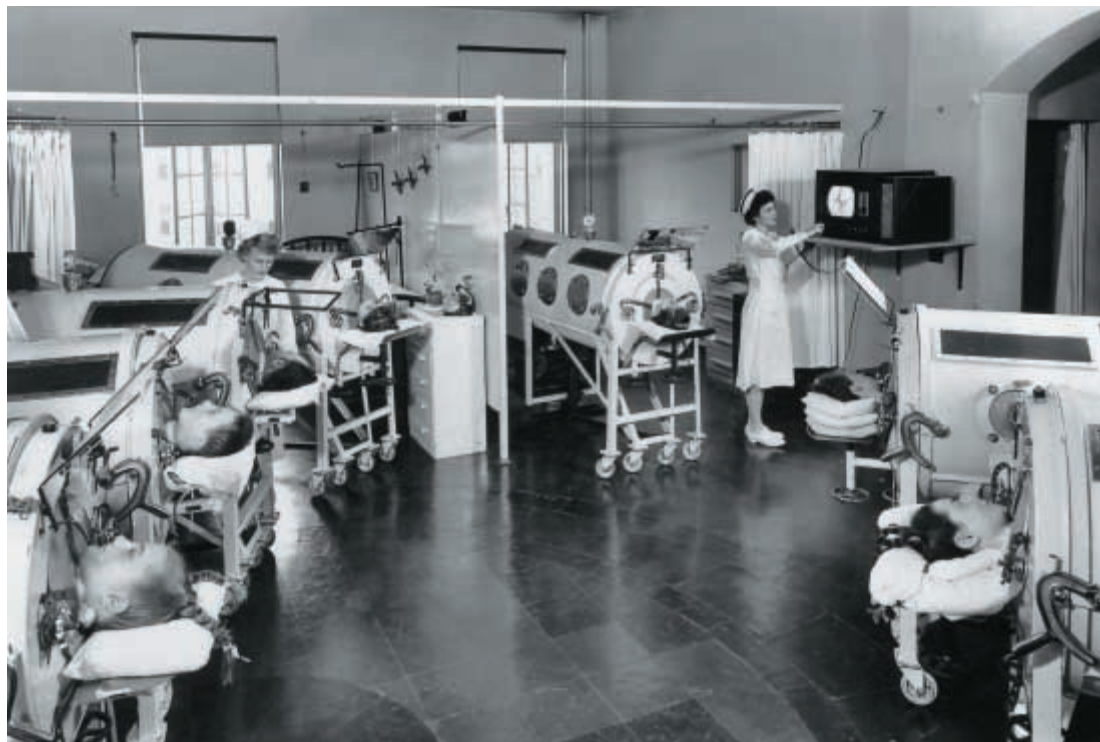
blue-collar kind of jobs that involve physical labor (page 693)

multinational corporation large corporations that expanded overseas (page 693)

franchise a business in which a person owns and runs one or several stores of a chain operation (page 693)

David Riesman sociologist who wrote *The Lonely Crowd* (page 693)

Levittown one of the earliest suburbs in the United States (page 694)



Picturing History

Polio Epidemic In the 1940s and 1950s, Americans were very concerned about the wave of polio cases that struck so many young children. Here, devices known as iron lungs help polio patients breathe. **How did people try to safeguard against the spread of the disease?**

disease; and groundbreaking advances in surgical techniques. Polio, however, continued to baffle the medical profession.

Periodic polio epidemics had been occurring in the United States since 1916. The disease had even struck the young Franklin Roosevelt and forced him to use a wheelchair. In the 1940s and 1950s, however, polio struck the nation in epidemic proportions. Officially known as infantile paralysis because it generally targeted the young, the disease brought a wave of terror to the country. No one knew where or when polio would strike, but an epidemic broke out in some area of the country each summer, crippling and killing its victims. People watched helplessly while neighbors fell sick. Many died, and those who did not were often confined to iron lungs—large metal tanks with pumps that helped patients breathe. If they eventually recovered, they were often paralyzed for the rest of their lives.

Because no one knew what caused the disease, parents searched for ways to safeguard their families each summer. Some sent their children to the country to avoid excessive contact with others. Public swimming pools and beaches were closed. Parks and playgrounds across the country stood deserted. Nevertheless, the disease continued to strike. In 1952 a record 58,000 new cases were reported.

Finally, a research scientist named **Jonas Salk** developed an injectable vaccine that prevented polio. Salk first tested the vaccine on himself, his wife, and his three sons. It was then tested on 2 million schoolchildren. In 1955 the vaccine was declared safe and effective and became available to the general public. The results were spectacular. New cases of polio fell to 5,700 in 1958 and then to 3,277 in 1960. American scientist **Albert Sabin** then developed an oral vaccine for polio. Because it was safer and more convenient than Salk's injection vaccine, the Sabin vaccine became the most common form of treatment against the disease. In the years to come, the threat of polio would almost completely disappear.

Conquering Space After the Soviet Union launched *Sputnik*, the world's first space satellite, in October 1957, the United States hastened to catch up with its

CRITICAL THINKING ACTIVITY

Determining Cause and Effect During the 1950s, American economic production was quite high. To ensure that people bought enough to match the output, business and government often followed certain policies or practices: (1) built-in obsolescence meant that consumers needed to replace a product often—a new car every year, for example; (2) advertising to create new demand; (3) the shipping of excess food and technology to less-advantaged nations; and (4) public programs, such as interstate highways, that required massive consumption. Ask students to discuss what would happen if an oversupply of goods vanished. How would these policies change in an economy of scarcity? **L1 US:** 13B, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

Student Edition TEKS

ELA: Page 696: Gr9/10/11: 6A, 19B, 20B; Page 697: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 8B, 10A, 10B, 19B, 20B; Gr9: 7i; Gr10/11: 7H

Cold War rival. Less than four months later, on January 31, 1958, the United States launched its own satellite from Cape Canaveral, Florida. Reporter Milton Bracker described the jubilant scene:

“As the firing command neared, a deadly silence fell on those who were watching. In the glare of the searchlights, a stream of liquid oxygen could be seen venting like a lavender cloud from the side of the seventy-foot rocket. . . . At fourteen and one-half seconds after time zero, after the priming fuel had ignited almost invisibly, the main stage engine came to life with an immeasurable thrust of flame in all directions. . . . With thousands of eyes following it, the rocket dug into the night and accelerated as its sound loudened. Spectators on near-by beaches pointed and craned their necks and cried, ‘There it is!’ and began to cheer.”

—quoted in *Voices from America’s Past*

1 Meanwhile, engineers were building smoother and faster commercial planes. Poet Carl Sandburg wrote about taking the first American jet flight from New York to Los Angeles. The trip took only five and a half hours. “You search for words to describe the speed of this flight,” wrote an amazed Sandburg.

Profiles IN HISTORY

Dr. Jonas Salk
1914–1995



The man who developed the vaccine for one of the nation’s most feared diseases almost did not go into medicine. Jonas Salk enrolled in college as a pre-law student but soon changed his mind. “My mother didn’t think I would make a very good lawyer,” Salk said, “probably because I could never win an argument with her.” Salk switched his major to premed and went on to become a research scientist.

Salk initially directed the search for a cure to the dreaded ailment of polio at the University of Pittsburgh’s Virus Research Laboratory. Every so often, Salk would make rounds in the overcrowded polio wards of nearby Municipal Hospital, where nurses described their feelings of pity and helpless rage as paralyzed children cried for water. As one nurse said, “I

can remember how the staff used to kid Dr. Salk—kidding in earnest—telling him to hurry up and do something.”

Salk became famous for his breakthrough vaccine. The shy doctor, however, did not desire fame. About his becoming a celebrity, Salk observed that it was “a transitory thing and you wait till it blows over. Eventually people will start thinking, ‘That poor guy,’ and leave me alone. Then I’ll be able to get back to my laboratory.”

“You are whisked . . . from an ocean on one side of the continent to an ocean on the opposite side in less time than it takes the sun to trace a 90-degree arc across the sky.”

2 **Reading Check** Examining What medical and technological advances met specific needs in the late 1940s and 1950s?

TAKS Practice

SECTION 2 ASSESSMENT

Checking for Understanding

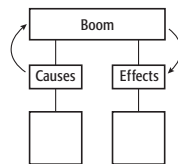
- Define:** white-collar, blue-collar, multinational corporation, franchise, baby boom.
- Identify:** John Kenneth Galbraith, David Riesman, Levittown, Jonas Salk.
- Describe** how and why the suburbs became popular places to live.

Reviewing Themes

- Continuity and Change** How was the affluent society of the United States in the 1950s different from previous decades?

Critical Thinking

- Interpreting** What caused the advertising industry boom in the 1950s?
- Organizing** Use a graphic organizer similar to the one below to list the causes and effects of the economic boom of the 1950s.



Analyzing Visuals

- Analyzing Photographs** Study the photograph on page 696 of children suffering from polio. What do you think it was like to live in such an environment? Do Americans today face similar medical fears?

Writing About History

- Descriptive Writing** Write an article for a magazine such as *Better Homes and Gardens* describing changes the American family underwent during the 1950s.

Section Quiz 22–2

Name _____ Date _____ Class _____
★ Chapter 22 _____ Score _____

Section Quiz 22-2

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. one of the nation’s earliest computers	A. Levittown
2. developed an injectable vaccine that prevented polio	B. Jonas Salk
3. one of the earliest suburbs, which was located 10 miles east of New York City	C. John Kenneth Galbraith
4. a period from 1945 to 1961 when more than 65 million children were born in the United States	D. ENIAC
5. economist who wrote the 1958 book <i>The Affluent Society</i>	E. baby boom

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

Profiles IN HISTORY

Jonas Salk attended medical school at New York University, where he received his medical degree in 1939.

Reading Check

Answer: antibiotics; drugs for arthritis, diabetes, cancer, and heart disease; new surgical techniques; polio vaccine

Reteach

Have students explain the effects the nation’s economic boom had on American society. **US:** 13B, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

Enrich

Invite interested students to research technological and medical advances not mentioned in the section and report their findings to the class. **US:** 8A, 22A, 23A; **ELA:** Gr9/10/11: 4D, 13B, 13C

4 CLOSE

Have students describe changes in the American family that took place during the 1950s. **US:** 13B; **ELA:** Gr9/10: 16E; Gr11: 15E

Student Edition TEKS

US HISTORY: Page 696: 1A, 22A, 22B, 23B, 25A; Page 697: 1A, 14B, 22A, 22B, 23A, 23B, 24B, 25A, 25C, 25D

SECTION 2 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- John Kenneth Galbraith (p. 692), David Riesman (p. 693), Levittown (p. 694), Jonas Salk (p. 696)
- some wanted to escape urban problems; more people were able to afford homes and automobiles **US:** 14B
- The lives of many Americans improved significantly. **US:** 14B
- Advertisers competed for Americans’ disposable income. **US:** 14B, 24B
- Causes: new business techniques, improved technology; effects: answers may include consumerism and suburban growth **US:** 14B, 25C
- Descriptions will vary. It must have been depressing and frustrating both for the patients and the people treating them. **US:** 24B
- Articles should use realistic examples and offer explanations for the changes. **US:** 14B, 25D

CHAPTER 22

Section 3, 698–703

1 FOCUS

Section Overview

This section focuses on the popular culture that grew out of postwar prosperity.

BELLRINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 22–3

Unit 6 DAILY FOCUS SKILLS Transparency 22-3

Analyzing Information

Directions: Answer the following question based on the bar graph.

TELEVISION SETS IN THE UNITED STATES

After World War II, television sets became more affordable. How would you describe the increase in the number of television sets in use in the United States from 1947 to 1960?

A no increase
B slight increase
C moderate increase
D dramatic increase

Guide to Reading

Answers to Graphic: Television: action shows, game shows, situation comedies, variety shows; radio: recorded music, news, weather, talk shows; cinema: cinemascope, 3-D movies; music: rock 'n' roll; literature: the beat movement

Preteaching Vocabulary

Have students create a database for the Key Terms and Names in this section. **US: 25A; ELA: Gr9/10/11: 6A**

Student Edition TEKS

ELA: Page 698: Gr9/10/11: 4D, 6A, 7D, 7F, 13C; Gr9: 7I; Gr10/11: 7H;
Page 699: Gr9/10/11: 8B

SECTION 3 Popular Culture of the 1950s

Guide to Reading

Main Idea

During the carefree and prosperous 1950s, Americans turned to television, new forms of music, cinema, and literature to entertain themselves.

Key Terms and Names

Ed Sullivan, Alan Freed, Elvis Presley, generation gap, Jack Kerouac, Little Richard

1 Reading Strategy

Categorizing As you read about the popular culture of the 1950s, complete a graphic organizer similar to the one below comparing new forms of mass media during the 1950s.

New Forms of Mass Media	Description

Reading Objectives

- Explain the characteristics of the new youth culture.
- Discuss the contributions of African Americans to 1950s culture.

Section Theme

Culture and Traditions The 1950s added such elements as rock 'n' roll music and sitcom television to modern culture.

Preview of Events

1955 The quiz show *The \$64,000 Question* debuts

1956 Elvis Presley appears on the *Ed Sullivan Show*; Allen Ginsburg's "Howl" published

1957 40 million television sets in use in the United States

1958 TV quiz show scandals begin to surface



Lucille Ball and Desi Arnaz

★ An American Story ★

In 1953 Lucille Ball and her real-life husband, Desi Arnaz, were starring in one of the most popular shows on American television, *I Love Lucy*. In January, Ball had a baby—both in real life and on her show. Her pregnancy and the birth of her baby became a national event that captivated her audience. A pre-filmed segment of the show showed Lucy and her husband going to the hospital to have the baby, and the show was broadcast only a few hours after the real birth. More than two-thirds of the nation's television sets tuned in, an audience of around 44 million viewers. Far fewer people watched the next day when television broadcast a presidential inauguration for the first time.

I Love Lucy was so popular that some people actually set up their work schedules around the show. Marshall Field's, which had previously held sales on the same night the show was on, eventually switched its sales to a different night. A sign on its shop window explained, "We love Lucy too, so we're closing on Monday nights." A relatively new medium, television had swept the nation by the mid-1950s.

—adapted from *Watching TV: Four Decades of American Television*

The New Mass Media

Although regular television broadcasts had begun in the early 1940s, there were few stations, and sets were expensive. By the end of the 1950s, however, the small, black-and-white-screened sets sat in living rooms across the country. Television's popularity

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 22–3
- Daily Lecture and Discussion Notes 22–3
- Guided Reading Activity 22–3
- Section Quiz 22–3
- Reading Essentials and Study Guide 22–3

Transparencies

- Daily Focus Skills Transparency 22–3

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program
- American Music: Hits Through History
- American Music: Cultural Traditions

2 TEACH

Daily Lecture and Discussion Notes 22–3

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Daily Lecture and Discussion Notes

Chapter 22, Section 3

Did You Know? As American culture changed during the 1950s, new words and terms emerged, including *hot rod*, *juke joint*, *cool*, *rock 'n' roll*, and *carry-out*.

I. The New Mass Media (pages 698–701)

- A. The popularity of television increased as it became more affordable for consumers. In 1946 there were 7,000 to 8,000 television sets in the United States. By 1957 there were 40 million television sets. In the late 1950s, the television news became an important source of information. Advertising and sporting events became more common.
- B. Television shows fell into the categories of comedy, action and adventure, variety-style entertainment, and quiz shows. Ed Sullivan's variety show *Toast of the Town* provided

forced the other forms of mass media—namely motion pictures and radio—to innovate in order to keep their audiences.

The Rise of Television Popularity During World War II, televisions became more affordable for consumers. In 1946 it is estimated there were between 7,000 and 8,000 sets in the entire United States. By 1957 there were 40 million television sets in use. Over 80 percent of families had televisions.

By the late 1950s, television news had become an important vehicle for information. Television advertising spawned a growing market for many new products. Advertising, after all, provided television with the money that allowed it to flourish. As one critic concluded, “Programs on television are simply a device to keep the advertisements and commercials from bumping loudly together.” Televised athletic events gradually made professional and college sports one of the most prominent sources of entertainment.

Comedy, Action, and Games Early television programs fell into several main categories including comedy, action and adventure, and variety-style entertainment. Laughter proved popular in other formats

besides the half-hour situation comedy. Many of the early television comedy shows, such as those starring Bob Hope and Jack Benny, were adapted from popular old radio shows. Benny enjoyed considerable television success with his routines of bad violin playing and stinging behavior.

Television watchers in the 1950s also relished action shows. Westerns such as *Hopalong Cassidy*, *The Lone Ranger*, and *Gunsmoke* grew quickly in popularity. Viewers also enjoyed police programs such as *Dragnet*, a hugely successful show featuring Joe Friday and his partner hunting down a new criminal each week.

Variety shows such as **Ed Sullivan's *Toast of the Town*** provided a mix of comedy, opera, popular song, dance, acrobatics, and juggling. Quiz shows attracted large audiences, too, after the 1955 debut of *The \$64,000 Question*. In this show and its many imitators, two contestants tried to answer questions from separate glass-encased booths. The questions, stored between shows in a bank vault, arrived at the studio at airtime in the hands of a stern-faced bank executive flanked by two armed guards. The contestants competed head-to-head, with the winner returning the following week to face a new challenger.

TV Nation

Television programming depicted a narrow view of American culture in the 1950s. Most television shows during these years centered around a common image of American life—an image that was predominantly white, middle-class, and suburban, epitomized by the popular situation comedy *The Adventures of Ozzie and Harriet*. Such shows also reinforced traditional gender roles, showing fathers working and mothers staying home to raise children and take care of the house.

Westerns were also popular at the time, especially *The Lone Ranger*, in which a mysterious masked man helped people in distress. *The Howdy Doody Show*, which featured Buffalo Bob and his freckle-faced marionette, was the first network kids' show to run five days a week, the first television show ever broadcast in color, and the first show ever to air more than 1,000 continuous episodes.



Ozzie and Harriet

Tonto and the Lone Ranger

Howdy Doody

Discussing a Topic Have students develop a list of the various types of television shows such as situation comedies, dramas, reality shows, and game shows. Tell students to pick their three favorite types. Tally the student responses and indicate the top five vote-getters. Then ask students why they think different types of shows have been popular in different periods of television history. **L1 US: 24B; ELA: Gr9/10: 16E; Gr11: 15E**

TV Nation Ask: **What segments of society do you think were usually not depicted on television?** (African Americans, Hispanics, poor, farmers)

FYI

Invented in the 1930s, television became popular in the late 1940s. By 1960 nearly 90 percent of American families owned at least one set—mostly black and white. Although the Columbia Broadcasting System presented the first commercial color telecast in 1953, color television remained too expensive during the 1950s for widespread use.

COOPERATIVE LEARNING ACTIVITY

Depicting a Culture Organize the students into small groups and encourage them to create a mural that illustrates the broad theme “America in the 1950s.” The mural should depict the expansion and prosperity of the American middle-class during this era. Have students divide the work so that everyone participates in choosing what to depict. Some students can work on the layout; some can research for artistic accuracy; and some can provide sketches and lettering. Display the murals outside your classroom for others in the school to enjoy. **US: 13B, 24A–D, 25C, 25D, 26B; ELA: Gr9/10/11: 13B, 13C**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

Student Edition TEKS

US HISTORY: Page 698: 1A, 1B, 14B, 20D, 24B, 25A, 25C; Page 699: 1A, 14B, 20D

CHAPTER 22

Section 3, 698–703

Guided Reading Activity 22–3

Name _____ Date _____ Class _____

★ Guided Reading Activity 22-3

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What forced motion pictures and radio to innovate in order to keep their audiences?
2. How many television sets were in use in the United States by 1957?
3. What soon became one of the most important sources of entertainment?
4. What were the main categories of early television programs?
5. What caused many quiz shows to leave the air?
6. How many people went to the movies in 1946, and how many went in 1950?

Fact Fiction Folklore

The Swanson Company created its first frozen meals in 1952 and started using the name “Swanson TV Dinner” in 1954. Swanson sold 10 million TV dinners the first year they were distributed nationally. By the time the TV dinner celebrated its 45th birthday, Americans were buying 3 million a week. The famous compartmentalized aluminum tray was retired in 1986 and replaced with microwave-safe packaging.

Creating a Culture Dictionary

Have students select a movie video that depicts the 1950s, such as *Back to the Future*, *American Graffiti*, or *Grease* or watch a rerun of a television program that depicts or was popular during the 1950s such as *I Love Lucy*, *Laverne and Shirley*, or *The Many Loves of Dobie Gillis*. Tell them to make a list of the styles, slang expressions, attitudes, and behaviors that are different from those of today. Discuss the lists and then compile them into a 1950s culture dictionary. **L2 US: 24B; ELA: Gr9/10/11: 4A–D**

Fact Fiction Folklore

Quick and Easy Eats Along with the television came . . . TV dinners! Capitalizing on the television boom of the 1950s, these frozen individual meals offered an entrée, a side dish or two, and a dessert, all on an aluminum tray divided into compartments.

Not everyone actually ate TV dinners in front of the television, but the meals were popular because they offered convenience. Noted one food industry executive of the time, “When Mary Smith rushes home from work late in the afternoon, she wants to buy food that not only will look pretty on the table but is something she can get ready in the half hour before her husband comes home for dinner.”



In 1956 the quiz show *Twenty-One* caused an uproar across the nation after **Charles Van Doren**, a young assistant professor with a modest income, won \$129,000 during his weeks on the program. The viewing public soon learned, however, that Van Doren and many of the other contestants had received the answers to the questions in advance. Before a congressional committee in 1959, Van Doren admitted his role in the scandal and apologized to his many fans, saying, “I was involved, deeply involved, in a deception.” In the wake of the *Twenty-One* fraud, many quiz shows went off the air.

Hollywood Adapts to the Times As the popularity of television grew, movies lost viewers. “Hollywood’s like Egypt,” lamented producer David Selznick in 1951. “Full of crumbling pyramids.” While the film business may not have been collapsing, it certainly did suffer after the war. Attendance dropped from 82 million in 1946 to 36 million by 1950. By 1960, when some 50 million Americans owned a television, one-fifth of the nation’s movie theaters had closed.

Throughout the decade, Hollywood struggled mightily to recapture its audience. “Don’t be a ‘Living Room Captive,’” one industry ad pleaded. “Step out and see a great movie!” When contests, door prizes, and an advertising campaign announcing that “Movies Are Better Than Ever” failed to lure people out of their homes, Hollywood began to try to make films more exciting. Between 1952 and 1954, audiences of 3-D films received special

glasses that gave the impression that a monster or a knife was lunging directly at them from off the screen. Viewers, however, soon tired of both the glasses and the often ridiculous plots of 3-D movies.

Cinemascope, movies shown on large, panoramic screens, finally gave Hollywood a reliable lure. Wide-screen spectacles like *The Robe*, *The Ten Commandments*, and *Around the World in 80 Days* cost a great deal of money to produce. These blockbusters, however, made up for their cost by attracting huge audiences and netting large profits. The movie industry also made progress by taking the “if you can’t beat ‘em, join ‘em” approach. Hollywood eventually began to film programs especially for television and also sold old movies, which could be rebroadcast cheaply, to the networks.

Like television, the films of the fifties for the most part adhered to the conformity of the times. Roles for single women who did not want families were few and far between. For example, each of Marilyn Monroe’s film roles featured the blond movie star as married, soon to be married, or unhappy that she was not married.

Movies with African Americans routinely portrayed them in stereotypical roles, such as maids, servants, or sidekicks for white heroes. Even when African Americans took leading roles, they were often one-dimensional characters who rarely showed human emotions or characteristics. African American actor Sidney Poitier resented having to play such parts:

“The black characters usually come out on the screen as saints, as the other-cheek-turners, as people who are not really people: who are so nice and good. . . . As a matter of fact, I’m just dying to play villains.”

—quoted in *The Fifties: The Way We Really Were*

Radio Draws Them In Television also lured away radio listeners and forced the radio industry, like Hollywood, to develop new ways to win back audiences. After television took over many of radio’s concepts of comedies, dramas, and soap operas, for example, many radio stations began to specialize in presenting recorded music, news, talk shows, weather, public-service programming, and shows for specific audiences.

As a result of this targeted programming, radio stations survived and even flourished. Their numbers more than doubled between 1948, when 1,680

MEETING SPECIAL NEEDS

Interpersonal The 1950s often are looked back upon as a time of strong families and friendships. Ask students to think about TV shows that present such an image of the decade. Then review some of the topics covered in the text—the baby boom, the growth of the suburbs, increased consumerism, the rise of TV, and the emergence of rock ‘n’ roll. Ask students to write some thoughts about possible effects of each topic on people’s relationships. **L2 US: 25D**

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

Student Edition TEKS

ELA: Page 700: Gr9/10/11: 6A, 8B;
Page 701: Gr9/10/11: 6A, 10B

stations were broadcasting to the nation, and 1957, when more than 3,600 stations filled the airwaves.

Reading Check Identifying How did the television industry affect the U.S. economy?

The New Youth Culture

While Americans of all ages embraced the new mass media, some of the nation’s youth rebelled against such a message. During the 1950s, a number of young Americans turned their backs on the conformist ideals adult society promoted. Although these youths were a small minority, their actions brought them widespread attention. In general, these young people longed for greater excitement and freedom, and they found an outlet for such feelings of restlessness in new and controversial styles of music and literature.

Rock ‘n’ Roll In the early 1950s, rock ‘n’ roll emerged as the distinctive music of the new generation. In 1951 at a record store in downtown Cleveland,

Ohio, radio disc jockey **Alan Freed** noticed white teenagers buying African American rhythm and blues records and dancing to the music in the store. A week later, Freed won permission from his station manager to play the music on the air. Just as the disc jockey had suspected, the listeners went crazy for it. Soon, white artists began making music that stemmed from these African American rhythms and sounds, and a new form of music, **rock ‘n’ roll**, had been born.

With a loud and heavy beat that made it ideal for dancing along with lyrics about romance, cars, and other themes that spoke to young people, rock ‘n’ roll grew wildly popular among the nation’s teens. Before long boys and girls around the country were rushing out to buy the latest hits from such artists as Buddy Holly, Chuck Berry, and Bill Haley and the Comets. In 1956 teenagers found their first rock ‘n’ roll hero in **Elvis Presley**. Presley, who had been born in rural Mississippi and grown up poor in Memphis, Tennessee, eventually claimed the title of “King of Rock ‘n’ Roll.”

While in high school, Presley had learned to play guitar and sing by imitating the rhythm and blues

Reading Check

Answer: Television spawned a growing market for many new products through advertising and damaged the movie industry until it adapted.

NATIONAL GEOGRAPHIC MOMENT in HISTORY

Dancing became extremely popular among teenagers in the 1950s. Teenagers continued to dance the jitterbug that their parents had originated, in addition to their own creations such as line dances, the twist, the bop, the Watusi, the stroll, the slide, the pony, and the monkey.

FYI

Elvis Presley’s leather jacket and ducktail haircut became standard dress for young men in the 1950s.

History and the Humanities

-  American Music: Hits Through History: “Chances Are,” “Little Joe Cook and The Thrillers,” “Jet Song,” “I’ll Fly Away,” “I Walk the Line”
-  American Music: Cultural Traditions: “Rocket 88,” “Rock Around the Clock”
-  American Art & Architecture: *Finny Fish*, Rock and Roll Hall of Fame Museum

NATIONAL GEOGRAPHIC MOMENT in HISTORY

THE KING OF ROCK Elvis Presley, shown here signing autographs after a performance in Houston, took American youth in the 1950s by storm. Parents, on the other hand, were less than thrilled with his music—a blend of African American-inspired rhythm and blues and early rock ‘n’ roll—and his hip-swiveling gyrations on stage. For Presley’s first appearance on *The Ed Sullivan Show*, the host insisted that cameras show him only from the waist up. Elvis added to his fame by starring in a string of films that audiences loved but critics panned.



CHAPTER 22 Postwar America 701

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Music One way to trace the beginnings of the generation gap is to review the top-selling records during the 1950s. In 1952, for example, such hits as “Blue Tango” and “I Saw Mommy Kissing Santa Claus” dominated the pop charts. By 1956 Doris Day’s “Whatever Will Be, Will Be (Que Sera Sera)” competed with Elvis Presley’s “Hound Dog.” By 1959 rock ‘n’ roll was pushing for ever-greater dominance on the charts. Ask students to discuss how the music reflected a changing American society. Consider playing music from the 1950s during the discussion. **L2 US:** 6H, 20A, 20B, 20E; **ELA:** Gr9/10: 16E; Gr11: 15E

Student Edition TEKS

US HISTORY: Page 700: 1A, 14B, 20D, 25A; Page 701: 1A, 14B, 20A, 20D, 25A

CHAPTER 22

Section 3, 698–703

Reading Check

Answer: It provided an outlet for feelings of restlessness, separated children and parents, and created a bond among the young.

3 ASSESS

Assign Section 3 Assessment as homework or as an in-class activity. **US: 25D; ELA: Gr9: 7i; Gr10/11: 7H**

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 22–3

Name _____ Date _____ Class _____

Study Guide
Chapter 22, Section 3
For use with textbook pages 698–703

POPULAR CULTURE OF THE 1950S

KEY TERMS AND NAMES

Ed Sullivan host of a variety show (page 698)
Alan Freed a radio disc jockey who introduced African American rhythm and blues records to white radio stations (page 701)
Elvis Presley the first rock 'n' roll hero (page 701)
generation gap a cultural separation between children and their parents (page 702)
Jack Kerouac a beat writer (page 702)
Little Richard African American rock 'n' roll singer (page 702)

Section Quiz 22–3

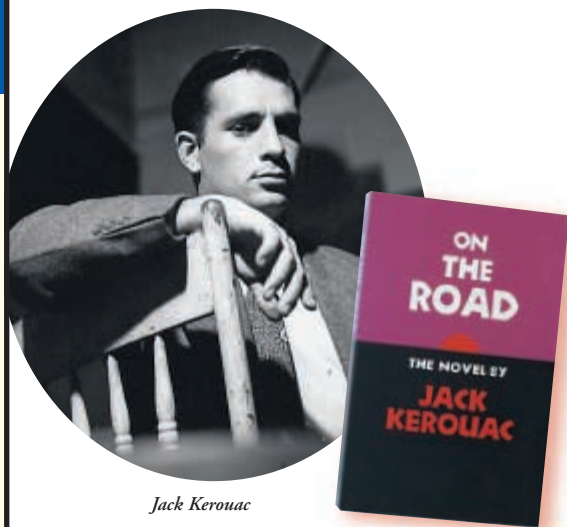
Name _____ Date _____ Class _____

★ Chapter 22 Score _____

Section Quiz 22-3
DIRECTIONS: Matching. Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. cultural separation between children and their parents	A. cinemascopes
2. movies shown on large, panoramic screens	B. Jack Kerouac
3. group of mostly white artists who sought to live unconventional lives as fugitives from a culture they despised	C. generation gap
4. enjoyed television success with routines of bad violin playing and stinky behavior	D. beats
5. beat member who published <i>On the Road</i> in 1957	E. Jack Benny

DIRECTIONS: Multiple Choice. In the blank at the left, write the letter of the choice that



Jack Kerouac

music he heard on the radio. By 1956 Elvis had a record deal with RCA Victor, a movie contract, and public appearances on several television shows. At first the popular television variety show host Ed Sullivan refused to invite Presley on, insisting that the rock 'n' roll music was not fit for a family-oriented show. When a competing show featuring Presley upset his own high ratings, however, Sullivan relented. He ended up paying Presley \$50,000 per performance for three appearances, more than triple the amount he had paid any other performer.

The dark-haired and handsome Presley owed his wild popularity as much to his moves as to his music. During his performances he would gyrate his hips and dance in other suggestive ways that shocked many in the audience. Presley himself admitted the importance of this part of his act:

“I’m not kidding myself. My voice alone is just an ordinary voice. What people come to see is how I use it. If I stand still while I’m singing, I’m dead, man. I might as well go back to driving a truck.”

—quoted in *God’s Country: America in the Fifties*

Not surprisingly, parents—many of whom listened to Frank Sinatra and other more mellow and mainstream artists—condemned rock 'n' roll as loud, mindless, and dangerous. The city council of San Antonio, Texas, actually banned rock 'n' roll from the jukeboxes at public swimming pools. The music, the council declared, “attracted undesirable elements given to practicing their gyrations in abbreviated bathing suits.” A minister in Boston complained that “rock and roll inflames and excites youth.”

The rock 'n' roll hits that teens bought in record numbers united them in a world their parents did not share. Thus in the 1950s rock 'n' roll helped to create what became known as the **generation gap**, or the cultural separation between children and their parents.

The Beat Movement If rock 'n' roll helped to create a generation gap, a group of mostly white artists who called themselves the **beats** highlighted a values gap in the 1950s United States. The term *beat* may have come from the feeling among group members of being “beaten down” by American culture, or from jazz musicians who would say, “I’m beat right down to my socks.”

The beats sought to live unconventional lives as fugitives from a culture they despised. Beat poets, writers, and artists harshly criticized what they considered the sterility and conformity of American life, the meaninglessness of American politics, and the emptiness of popular culture.

In 1956, 29-year-old beat poet **Allen Ginsburg** published a long poem called “Howl,” which blasted modern American life. Another beat member, **Jack Kerouac**, published *On the Road* in 1957. Although Kerouac’s book about his freewheeling adventures with a car thief and con artist shocked some readers, the book went on to become a classic in modern American literature.

1 **Reading Check Summarizing** How did rock 'n' roll help create the generation gap?

African American Entertainers

While artists such as Jack Kerouac rejected American culture, African American entertainers struggled to find acceptance in a country that often treated them as second-class citizens. With a few notable exceptions, television tended to shut out African Americans. In 1958, for example, a popular African American singer named Nat King Cole had been slated to host a musical variety show. When the network failed to secure a sponsor willing to back an African American star, however, Cole’s show was canceled.

African American rock 'n' roll singers had more luck gaining acceptance. The talented African American singers and groups who recorded hit songs in the fifties included **Chuck Berry**, **Ray Charles**, **Little Richard**, and the **Drifters**. The latter years of the 1950s also saw the rise of several African American women’s groups, including the

CRITICAL THINKING ACTIVITY

Identifying Assumptions Increased spending and the use of consumer credit are trends of the 1950s that imply two assumptions—that Americans believed they deserved the latest and best products and that the economy would continue to prosper. Ask students to review Section 3 and identify other assumptions they can link with specific trends and developments. **L2 US: 20D, 24B; ELA: Gr9/10: 7D–H; Gr11: 7D–G**

Student Edition TEKS

ELA: Page 702: Gr9/10/11: 6A, 8B, 10B; Gr9: 7G; Gr10/11: 7F; **Page 703:** Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–E, 10A, 10B, 19B, 20B; Gr9: 7i; Gr10/11: 7H

Little Richard



Fats Domino

Picturing History

African American Entertainers Rhythm and blues music provided the roots of the 1950s rock 'n' roll sound. **Did African American rock 'n' roll artists experience the same acceptance as artists like Elvis Presley? Why or why not?**

Picturing History

Answer: No, television tended to shut them out, and they often were treated as second-class citizens.

Ask: **Why was Nat King Cole's television show canceled before it aired?** (The network was unable to find a sponsor willing to back an African American performer.)

Reading Check

Answer: They influenced music throughout the world and inspired such bands as the Beatles.

Crystals, the Chiffons, the Shirelles, and the Ronettes. With their catchy, popular sound, these groups became the musical ancestors of the famous late 1960s groups Martha and the Vandellas and the Supremes.

Over time, the music of the early rock 'n' roll artists had a profound influence on music throughout the world. Little Richard and Chuck Berry, for example, provided inspiration for the Beatles, whose music swept Britain and the world in the 1960s. Elvis's

music transformed generations of rock 'n' roll bands that were to follow him and other pioneers of rock.

Despite the innovations in music and the economic boom of the 1950s, not all Americans were part of the affluent society. For much of the country's minorities and rural poor, the American dream remained well out of reach.

Reading Check **Evaluating** What impact did American rock 'n' roll artists have on the rest of the world?

TAKS Practice

SECTION 3 ASSESSMENT

Checking for Understanding

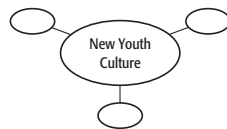
- Define:** generation gap.
- Identify:** Ed Sullivan, Alan Freed, Elvis Presley, Jack Kerouac, Little Richard.
- Explain** what happened to motion pictures and radio when television became popular.

Reviewing Themes

- Culture and Traditions** What roles did African Americans play in television and rock 'n' roll?

Critical Thinking

- Comparing** How did the themes of television shows of the 1950s differ from the themes of the literature of the beat movement?
- Organizing** Use a graphic organizer similar to the one below to list the styles of music and literature that made up the new youth culture of the 1950s.



Analyzing Visuals

- Analyzing Photographs** Study the photographs on pages 698 and 699. Many people have criticized these television programs for presenting a one-sided view of American life. Do you agree with this criticism? Why or why not?

Writing About History

- Expository Writing** Imagine you are a beat writer in the 1950s. Explain to your readers how the themes you write about are universal themes that could apply to everyone.

SECTION 3 ASSESSMENT ANSWERS

- Terms are in blue. **US: 25A**
- Ed Sullivan (p. 699), Alan Freed (p. 701), Elvis Presley (p. 701), Jack Kerouac (p. 702), Little Richard (p. 702)
- Motion picture attendance and radio listenership dropped for a while. **US: 20D**
- They had limited opportunities on television but more success in the music industry. **US: 20A**
- Television shows depicted middle-class values endorsing American society; beat literature depicted it as meaningless and sterile. **US: 20A, 24B**
- rock 'n' roll and beat literature **US: 20A, 25C**
- Students' answers will vary. Most will likely agree that the view was somewhat one-sided. **US: 24B, 24G**
- Students' papers will vary. Papers should describe beat themes as being applicable to more than just American culture. **US: 25D**

Student Edition TEKS

US HISTORY: Page 702: 1A, 20A, 20B, 24B, 25A; Page 703: 1A, 20A, 20C–E, 24B, 24G, 25A, 25C, 25D

TEACH

Verbatim

Have students review the quotes in the Verbatim section and discuss each item as it relates to the people and themes found in the textbook. Have students research a current political, economic, or social issue. Have them find quotations about the issue and create a brief statement explaining the quotes, identifying the people quoted, and describing how the quotes relate to the issue. Ask students to share their lists in a class discussion.

American Scene

Have students look at the graph on page 705 and explain the differences between 1950 and 1960. **Ask: Why is there an increase in each category?** (As the number of children grew, so did the number participating in sports and recreation.)

Be Prepared

Have students review the information about bomb shelters. **Ask: Have you experienced or heard about any similar kind of preparedness effort?** (Answers will vary, but many students will have had personal experience with preparations for Y2K or for natural disasters such as tornadoes.)

Translation, Please

Have students interview friends and relatives who were teenagers in the 1950s to learn about more teenage lingo. Make a list of all the words and definitions that students bring in.

Numbers 1957

Have students research the current numbers for each item on the list and create a table to show the dollar amounts in 1957 and today.

Student Edition TEKS

ELA: Page 704: Gr9/10/11: 8B;
Page 705: Gr9/10/11: 6A



Profile

JAMES DEAN had a brief but spectacular career as a film star. His role in *Rebel Without a Cause* made him an icon for American youth in the mid-50s. In 1955 Dean was killed in a car crash. He was 24.

"I guess I have as good an insight into this rising generation as any other young man my age. Therefore, when I do play a youth, I try to imitate life. *Rebel Without a Cause* deals with the problems of modern youth. . . . If you want the kids to come and see the picture, you've got to try to reach them on their own grounds. If a picture is psychologically motivated, if there is truth in the relationships in it, then I think that picture will do good."

—from an interview for *Rebel Without a Cause*

VERBATIM

“It will make a wonderful place for the children to play in, and it will be a good storehouse, too.”

MRS. RUTH CALHOUN,
mother of three, on her backyard
fallout shelter, 1951

“Riddle: What’s college? That’s where girls who are above cooking and sewing go to meet a man they can spend their lives cooking and sewing for.”

ad for Gimbel’s department store
campus clothes, 1952

“Radioactive poisoning of the atmosphere and hence annihilation of any life on Earth has been brought within the range of technical possibilities.”

ALBERT EINSTEIN,
physicist, 1950

“If the television craze continues with the present level of programs, we are destined to have a nation of morons.”

DANIEL MARSH,
President of Boston University, 1950

“Every time the Russians throw an American in jail, the House Un-American Activities Committee throws an American in jail to get even.”

MORT SAHL,
comedian, 1950s

WINNERS & LOSERS



Poodle Cut

POODLE CUTS

Short, curly hairstyle gains wide popularity and acceptance

TV GUIDE

New weekly magazine achieves circulation of 6.5 million by 1959

PALMER PAINT COMPANY OF DETROIT

Sells 12 million paint-by-number kits ranging from simple landscapes and portraits to Leonardo da Vinci’s *The Last Supper*

THE DUCKTAIL

Banned in several Massachusetts schools in 1957

COLLIER’S

The respected magazine loses circulation, publishes its final edition on January 4, 1957

LEONARDO DA VINCI’S THE LAST SUPPER

Now everyone can paint their own copy to hang in their homes



The Ducktail

COOPERATIVE LEARNING ACTIVITY

Creating a Magazine Spread Organize the class into small groups and ask them to create their own two-page magazine spread for one year between 1950 and 1960. Encourage students to use elements similar to those that appear in the text but to be creative as they select information. Students should look at current magazines and books for ideas about page design. This activity can be completed using desktop publishing software or the more traditional cut-and-paste method.

US: 1B, 24A–D, 25A–D; ELA: Gr9/10/11: 1A, 1B, 8A, 8B

Use the rubric for a cooperative group management plan on pages 71–72 in the *Performance Assessment Activities and Rubrics*.

1950s WORD PLAY

Translation, Please!

Match the word to its meaning.

Teen-Age Lingo

- | | |
|---------------|-------------------------------|
| 1. cool | a. a dull person, an outsider |
| 2. hang loose | b. worthy of approval |
| 3. hairy | c. formidable |
| 4. yo-yo | d. don't worry |



ANSWERS: 1. b; 2. d; 3. c; 4. a

Be Prepared

“Know the Bomb’s True Dangers. Know the Steps You Can Take to Escape Them!—You Can Survive.”
Government pamphlet, 1950

DIGGING YOUR OWN BOMB SHELTER? Better go shopping. Below is a list of items included with the \$3,000 Mark I Kidde Kokoon, designed to accommodate a family of five for a three- to five-day underground stay.

- air blower
- radiation detector
- protective apparel suit
- face respirator
- radiation charts (4)
- hand shovel combination (for digging out after the blast)
- gasoline driven generator
- gasoline (10 gallons)
- chemical toilet
- toilet chemicals (2 gallons)
- bunks (5)
- mattresses and blankets (5)
- air pump (for blowing up mattresses)
- incandescent bulbs (2) 40 watts
- fuses (2) 5 amperes
- clock—non-electric
- first aid kit
- waterless hand cleaner
- sterno stove
- canned water (10 gallons)
- canned food (meat, powdered milk, cereal, sugar, etc.)
- paper products



Bomb Shelter

BETTMANN/CORBIS

NUMBERS 1957

3¢ Cost of first-class postage stamp

19¢ Cost of loaf of bread

25¢ Cost of issue of Sports Illustrated

35¢ Cost of movie ticket

50¢ Cost of gallon of milk (delivered)

\$2.05 Average hourly wage

\$2,845 Cost of new car



POPPER/ARCHIVE PHOTO

\$5,234 Median income for a family of four

\$19,500 Median price to buy a home



Portfolio Writing Project

Have students research a social phenomenon of the 1950s and write an essay about its impact now and then. Suggest that students review popular magazines from the time period to generate topic ideas. Provide a list of appropriate magazines such as *Look*, *Life*, *Saturday Evening Post*, *Time*, *Newsweek*. **US: 24A, 25D**

FYI

The race to build bombs even more powerful than the atomic bombs dropped on Hiroshima and Nagasaki marked the 1950s. President Dwight D. Eisenhower was a strong supporter of the effort to stockpile large numbers of hydrogen bombs. He believed that the bombs would provide U.S. security at an affordable price. However, by 1960 he had realized the potential horrors of a war of hydrogen bombs and reported to the National Security Council that “war no longer has any logic whatsoever.”

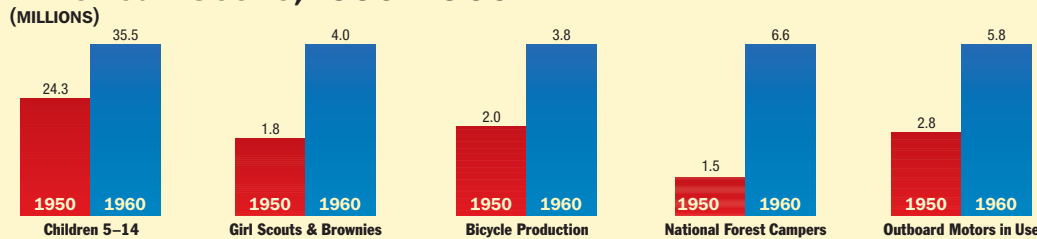
CLOSE

Ask: What does the photo at the bottom of the numbers list reflect about what was happening in the 1950s? (Home ownership and the use of the automobile increased dramatically during the 1950s.) **US: 25D; ELA: Gr9/10/11: 19B**

Visit the **TIME** Web site at www.time.com for up-to-date news, weekly magazine articles, editorials, online polls, and an archive of past magazine and Web articles.

Student Edition TEKS
US HISTORY: Page 704: 1A, 14B, 20A; Page 705: 1A, 14B, 20A, 24H

American Scene, 1950-1960



EXTENDING THE CONTENT


Music Popular music in the 1950s included doo-wop. Groups named for birds such as Flamingos and Cardinals, cars such as Cadillacs and El Dorados, or household items such as Coasters or Cufflinks appeared on stage dressed in perfectly matched suits. One member of the group sang falsetto, while the others chimed in with complicated harmonies and syncopated rhythms. Nonsense syllables such as “oooh, oo-wee-oooh” were repeated by the bass singer. Fans loved the romantic, moving sounds and the rhythms. Doo-wop remained at the top of pop music charts until it was displaced by Beatles hits in the early 1960s.


1 FOCUS

Section Overview

This section focuses on the difficulties faced by those who were not included in the postwar economic boom.

BELLRINGER Skillbuilder Activity

 Project transparency and have students answer the question.

 Available as a blackline master.

Daily Focus Skills Transparency
22–4

SECTION 4 The Other Side of American Life

Guide to Reading

Main Idea

Not everyone in the United States prospered during the nation's postwar boom, as millions of minorities and rural whites struggled daily with poverty.

Key Terms and Names

poverty line, Michael Harrington, urban renewal, Bracero program, termination policy, juvenile delinquency

1 Reading Strategy

Taking Notes As you read about social problems in the United States in the 1950s, use the major headings of the section to create an outline similar to the one below.

The Other Side of American Life
I. Poverty Amidst Prosperity
A.
B.
C.
D.
E.
II.

Reading Objectives

- Identify those groups that found themselves left out of the American economic boom following World War II.
- Explain the factors that contributed to the poverty among various groups.

Section Theme

Continuity and Change For some groups, poverty continued during the apparent abundance of the 1950s.

Preview of Events



★ An American Story ★



Lorraine Hansberry

In 1959 Lorraine Hansberry's play, *A Raisin in the Sun*, opened on Broadway. The play told the story of a working-class African American family struggling against poverty and racism. The title referred to a Langston Hughes poem that wonders what happens to an unrealized dream: "Does it dry up like a raisin in the sun?" Hansberry's play won the New York Drama Critics Circle Award for the best play of the year. Reflecting later upon the play's theme, she wrote:

“Vulgarity, blind conformity, and mass lethargy need not triumph in the land of Lincoln and Frederick Douglass. . . . There is simply no reason why dreams should dry up like raisins or prunes or anything else in the United States. . . . I believe that we can impose beauty on our future.”

Postwar prosperity had bypassed many segments of the population. Minorities and the poor wondered when they could seize their own piece of the American dream.

—adapted from *To Be Young, Gifted, and Black*

Poverty Amidst Prosperity

Although the 1950s saw a tremendous expansion of the middle class, at least 1 in 5 Americans, or about 30 million people, lived below the **poverty line**, a figure the government set to reflect the minimum income required to support a family. Such poverty

Guide to Reading

Answers to Graphic:

The Other Side of American Life

- Poverty Amidst Prosperity
 - The Decline of the Inner City
 - African Americans
 - Hispanics
 - Native Americans
 - Appalachia
- Juvenile Delinquency

Preteaching Vocabulary

Have students write a short paragraph using at least three of the Key Names or Terms. **US:** 25A; **ELA:** Gr9/10/11: 6A

Student Edition TEKS

ELA: Page 706: Gr9/10/11: 4D, 6A, 7D, 7F, 8B; Gr9: 7I; Gr10/11: 7H;
Page 707: Gr9/10/11: 6A, 8B, 19B, 20B

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 22–4
- Daily Lecture and Discussion Notes 22–4
- Guided Reading Activity 22–4
- Section Quiz 22–4
- Reading Essentials and Study Guide 22–4
- Performance Assessment Activities and Rubrics

Transparencies

- Daily Focus Skills Transparency 22–4

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

2 TEACH

Daily Lecture and Discussion Notes 22–4

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Daily Lecture and Discussion Notes
Chapter 22, Section 4

Did You Know? In 1946 Dr. Benjamin Spock published *Common Sense Book of Baby and Child Care*. This guidebook for raising children sold nearly 10 million copies during the 1950s. In the book, Spock advised parents not to spank or scold their children. He recommended that parents hold family meetings to give their children an opportunity to express their feelings and ideas.

L. Poverty Amidst Prosperity (pages 706–709)
A. In the 1950s, 1 in 5 Americans lived below the poverty line, a figure the government set to reflect the minimum income required to support a family.
B. Writer Michael Harrington chronicled poverty in the United States during the 1950s in

remained invisible to most Americans, who assumed that the country’s general prosperity had provided everyone with a comfortable existence. The writer **Michael Harrington**, however, made no such assumptions. During the 1950s, Harrington set out to chronicle poverty in the United States. In his book, *The Other America*, published in 1962, he alerted those in the mainstream to what he saw in the run-down and hidden communities of the country:

“Tens of millions of Americans are, at this very moment, maimed in body and spirit, existing at levels beneath those necessary for human decency. If these people are not starving, they are hungry, and sometimes fat with hunger, for that is what cheap foods do. They are without adequate housing and education and medical care.”

—from *The Other America*

The poor included single mothers and the elderly; minority immigrants such as Puerto Ricans and Mexicans; rural Americans, black and white; and inner city residents, who remained stuck in crowded slums as wealthier citizens fled to the suburbs. Poverty also gripped many Americans in the nation’s Appalachian region, which stretches from Pennsylvania to Georgia, as well as Native Americans, many of whom endured grinding poverty whether they stayed on reservations or migrated to cities.

ECONOMICS

The Decline of the Inner City The poverty in the 1950s was most apparent in the nation’s urban centers. As white families moved to the suburbs, many inner cities became home to poorer, less educated minority groups. The centers of many cities deteriorated, because as the middle class moved out, their tax money went with them. This deprived inner cities of the tax dollars necessary to provide adequate public transportation, housing, and other services.

When government tried to help inner city residents, it often made matters worse. During the 1950s, for example, **urban renewal** programs tried to eliminate poverty by tearing down slums and erecting new high-rise buildings for poor residents. The crowded, anonymous conditions of these high-rise projects, however, often created an atmosphere of violence. The government also unwittingly encouraged the residents of public housing to remain poor by evicting them as soon as they began to earn any money.

In the end, urban renewal programs actually destroyed more housing space than they created. Too

often in the name of urban improvement, the wrecking ball destroyed poor people’s homes to make way for roadways, parks, universities, tree-lined boulevards, or shopping centers.

African Americans Many of the citizens left behind in the cities as families fled to the suburbs were African American. The large number of African American inner city residents resulted largely from the migration of more than 3 million African Americans from the South to the North between 1940 and 1960.

Many African Americans had migrated in the hopes of finding greater economic opportunity and escaping violence and racial intimidation. For many of these migrants, however, life proved to be little better in Northern cities. Fewer and fewer jobs were available as numerous factories and mills left the cities for suburbs and smaller towns in order to cut their costs. Long-standing patterns of racial discrimination in schools, housing, hiring, and salaries in the North kept inner-city African Americans poor. The last hired and the first fired for good jobs, they often remained stuck in the worst-paying occupations. In 1958 African American salaries, on average, equaled only 51 percent of what whites earned.

Picturing History

Inner-City Poverty This young African American girl in Chicago’s inner city struggles to fill a bowl with water that has frozen due to lack of heat. **Why did the numbers of poor in the country’s inner cities grow in the 1950s?**



Brainstorming Explain that between 1941 and 1945, one out of every five Americans moved from one area of the country to another. During that time, more than 700,000 African Americans left the South for the North and the West. Ask students to consider what kinds of problems such migration presented for individuals and communities. **L1 US: 6H, 10A, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

Picturing History

Answer: Poor immigrants as well as African Americans from the South moved to the cities.
Ask: **How did government programs make things worse for the urban poor?** (Urban renewal replaced slums with high-rise buildings that were plagued by violence. The government unwittingly contributed to poverty by evicting the poor from government housing when they earned too much money.)

COOPERATIVE LEARNING ACTIVITY

Writing a Report Organize the class into groups of five. Have each group report on attitudes toward children and child-rearing practices in the United States from colonial times to the present. The reports should include illustrations, drawings, or charts. Groups may explore such topics as Puritan child-rearing practices and child labor during the 1800s. Each group should assign a specific responsibility to each member in the group, such as research, writing, or graphic presentation. Have each group present its report to the rest of the class. **US: 24A–D, 25A–D; ELA: Gr9/10/11: 1A, 1B, 13B, 13C**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

Student Edition TEKS

US HISTORY: Page 706: 1A, 1B, 14B, 20A, 24B, 25A, 25C; Page 707: 1A, 10A, 14B, 20A, 25A

CHAPTER 22

Section 4, 706–710

Guided Reading Activity 22–4

Name _____ Date _____ Class _____

★ Guided Reading Activity 22-4

DIRECTIONS: Read the Who, What, When, Where, Why, and How find the section and answer the questions below. Refer to your textbook to write the answers.

1. How many Americans lived below the poverty line in the 1960s? _____
2. Who published a book in 1962 about the rundown and hidden communities of the country? _____
3. Who was included in the chronicle of poverty in America? _____
4. Where else did the author find grinding poverty? _____
5. What caused the centers of numerous cities to deteriorate? _____
6. How did urban renewal programs try to eliminate poverty? _____

Picturing History

Answer: The government intended to raise their standard of living by integrating them into American society.

Ask: What was the termination policy? (It removed all official recognition of Native American groups as legal entities, making Native Americans subject to the same laws as white citizens.)

Predicting Consequences

Remind students that the life of the poor in the 1950s was very different from the life that middle-class Americans were enjoying. Have students discuss the differences that existed among the classes in the United States. Then ask students to predict the problems that were likely to result from these differences. **L2 US: 6H, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

FYI

Lorraine Hansberry achieved another first on April 7, 1959, when she became the first African American, and only the fifth woman, to win the prestigious New York Drama Critics Circle Award for her first play, *A Raisin in the Sun*.

Student Edition TEKS

ELA: Page 708: Gr9/10/11: 6A, 19B, 20B; **Page 709:** Gr9/10/11: 6A, 8B, 10B, 19B, 20B

Poverty and racial discrimination also deprived many African Americans of other benefits, such as decent medical care. Responding to a correspondent who had seen *A Raisin in the Sun*, Lorraine Hansberry wrote, “The ghettos are killing us; not only our dreams . . . but our very bodies. It is not an abstraction to us that the average [African American] has a life expectancy of five to ten years less than the average white.”

1

Several African American groups, such as the NAACP and the Congress of Racial Equality (CORE), pressed for greater economic opportunity for African Americans. In general, however, these organizations met with little success.

Hispanics African Americans were not the only minority group that struggled with poverty. Much of the nation’s Hispanic population faced the same problems. During the 1940s and 1950s, the country witnessed a sharp rise in the number of Hispanic residents, as nearly 5 million Mexicans immigrated to the United States. They came to help fill the country’s agricultural labor needs through what was known as the **Bracero program**.

These laborers, who worked on large farms throughout the country, lived a life of extreme poverty and hardship. They toiled long hours for little pay in conditions that were often unbearable. As Michael Harrington noted, “[The nation’s migrant

laborers] work ten-eleven-twelve hour days in temperatures over one hundred degrees. Sometimes there is no drinking water. . . . Women and children work on ladders and with hazardous machinery. Babies are brought to the field and are placed in ‘cradles’ of wood boxes.”

Away from the fields, many Mexican families lived in small, crudely built shacks, while some did not even have a roof over their heads. “They sleep where they can, some in the open,” Harrington noted about one group of migrant workers. “They eat when they can (and sometimes what they can).” The nation would pay little attention to the plight of Mexican farm laborers until the 1960s, when the workers began to organize for greater rights.

Native Americans Native Americans also faced challenges throughout the postwar era of prosperity. By the middle of the 1900s, Native Americans—who made up less than one percent of the population—were the poorest group in the nation. Average annual family income for Native American families, for example, was \$1,000 less than that for African Americans.

After World War II, during which many Native American soldiers had served with distinction, the U.S. government launched a program to bring Native Americans into mainstream society—whether they wanted to assimilate or not. Under the plan, which became known as the **termination policy**, the federal government withdrew all official recognition of the Native American groups as legal entities and made them subject to the same laws as white citizens. At the same time, the government encouraged Native Americans to blend in to larger society by helping them move off the reservations to cities such as Minneapolis, Minnesota.

Although the idea of integrating Native Americans into mainstream society began with good intentions, some of its supporters had more selfish goals. Speculators and developers sometimes gained rich farmland at the expense of destitute Native American groups.

Most Native Americans found termination a disastrous policy that only deepened their poverty. In the mid-1950s, for example, the Welfare Council of Minneapolis described Native American living conditions in that city as miserable. “One Indian family of five or six, living in two rooms, will take in relatives and friends who come from the reservations seeking jobs until perhaps fifteen people will be crowded into the space,” the council reported. During the 1950s, Native Americans in Minneapolis could expect to live only 37 years, compared to 46

Picturing History

Vocational Training Native American Franklin Beaver learns to become a stone mason at this vocational school sponsored by the U.S. Indian Bureau.

Why was the government trying to bring Native Americans into mainstream society?



MEETING SPECIAL NEEDS

Auditory/Musical Tell students that music has long been a way for people to express their emotions, whether they are joyful or sad. Challenge interested students to take the impressions that they have gained while reading the chapter to compose and perform a song expressing the plight of one of the ethnic groups mentioned in this section. **L3 US: 25D; ELA: Gr9/10/11: 1A**

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.



Picturing History

Poverty in Appalachia This mining family lived in the kind of extreme poverty that was often overlooked in the 1950s. Eight people lived in this three-room house lined with newspaper. **Why was infant mortality so high in Appalachia?**

years for all Minnesota Native Americans and 68 years for other Minneapolis residents. Benjamin Reifel, a Sioux, described the widespread despair that the termination policy produced:

“The Indians believed that when the dark clouds of war passed from the skies overhead, their rising tide of expectations, though temporarily stalled, would again reappear. Instead they were threatened by termination. . . . Soaring expectations began to plunge. Termination took on the connotation of extermination for many.”

—quoted in *The Earth Shall Weep*

Appalachia The nation’s minorities were not the only people dealing with poverty. The picturesque streams and mountains of Appalachia hid the ruined mines, scarred hills, and abandoned farms of impoverished families who had dwelled in these hills for generations.

During the 1950s, 1.5 million people abandoned Appalachia to seek a better life in the nation’s cities. They left behind elderly and other less mobile residents. “Whole counties,” wrote one reporter who visited the region, “are precariously held together by a

flour-and-dried-milk paste of surplus foods. . . . The men who are no longer needed in the mines and the farmers who cannot compete . . . have themselves become surplus commodities in the mountains.”

A host of statistics spoke to Appalachia’s misery. Studies revealed high rates of nutritional deficiency and infant mortality. Appalachia had fewer doctors per thousand people than the rest of the country, and the doctors it did have were older than their counterparts in other areas. In addition, schooling in the region was considered even worse than in inner city slums.

Reading Check Identifying Which groups of people were left out of the country’s economic boom of the 1950s?

Juvenile Delinquency

During the 1950s, many middle-class white Americans found it easy to ignore the poverty and racism that afflicted many of the nation’s minorities, since they themselves were removed from it. Some social problems, however, became impossible to ignore.

One problem at this time was a rise in, or at least a rise in the reporting of, **juvenile delinquency**—antisocial or criminal behavior of young people. Between 1948 and 1953, the United States saw a 45 percent rise in juvenile crime rates. A popular 1954 book titled *1,000,000 Delinquents* correctly calculated that in the following year, about 1 million young people would get into some kind of criminal trouble. Car thefts topped the list of juvenile crimes, but people were

CHAPTER 22
Section 4, 706–710

Picturing History

Answer: nutritional deficiencies, few doctors, and poor living conditions
Ask: **Why do you think newspapers cover the walls in this house? (to provide some insulation, to keep out cold drafts and insects)**

Reading Check

Answer: African Americans, Hispanics, Native Americans, people in Appalachia

FYI

James Baldwin created a vivid description of African American life in the postwar years in his novel *Go Tell It on the Mountain*. The novel describes a day in the lives of members of a church in Harlem, and, through flashbacks, their ancestors. Baldwin was recognized as a leading African American novelist noted for his powerful treatment of bigotry and oppression in American society.

3 ASSESS

Assign Section 4 Assessment as homework or as an in-class activity. **US: 25D**

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 22–4

Name _____ Date _____ Class _____

Study Guide
Chapter 22, Section 4
For use with textbook pages 706–710

THE OTHER SIDE OF AMERICAN LIFE

KEY TERMS AND NAMES

poverty line a figure the government set to reflect the minimum income required to support a family (page 706)

Michael Harrington author who wrote *The Other America*, which reported on poverty in the United States (page 707)

urban renewal type of program that tried to eliminate poverty by tearing down slums and building high-rise buildings for poor residents (page 707)

Bracero program a program that brought millions of Mexicans to the United States to help fill the nation’s farm labor needs (page 708)

termination policy government plan that withdrew all official recognition of the Native

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Performing Arts Organize students into small groups and have them discuss what life was like in the 1950s for one of the groups mentioned in this section. Have students produce a skit depicting one aspect of life for the group they selected. Encourage students to use appropriate music to set the tone for their skits. Make arrangements for students to perform for their classmates. **L2 US: 6H, 20A, 20C, 20D, 24B, 25C, 25D; ELA: Gr9/10: 16E; Gr11: 15E**

Student Edition TEKS

US HISTORY: Page 708: 1A, 7A, 20A, 25A; Page 709: 1A, 10A, 20A, 25A

CHAPTER 22

Section 4, 706–710

Section Quiz 22–4

Name _____ Date _____ Class _____

★ Chapter 22 Score _____

Section Quiz 22-4
DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

<p>Column A</p> <ol style="list-style-type: none"> 1. a figure the government set to reflect the minimum income required to support a family 2. antisocial or criminal behavior of young people 3. the federal government's withdrawal of all official recognition of Native American groups as legal entities 4. chronicled poverty in the United States in his book, <i>The Other America</i> 5. a conservative commentator 	<p>Column B</p> <ol style="list-style-type: none"> A. juvenile delinquency B. poverty line C. Bishop Fulton J. Sheen D. termination policy E. Michael Harrington
---	--

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that

Reading Check

Answer: The educational system could not keep up with population growth and there was a lack of scientific and technical education.

Discussing a Topic Have students discuss the causes of juvenile delinquency. Ask if they think the same conditions exist today. Explore the similarities and differences that they note. **L2**
US: 6H, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

Reteach

Identify those groups that found themselves left out of the American economic boom following World War II. **US:** 6H, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

Enrich

Invite interested students to research the life of migrant workers today and compare today's situation to the situation in the 1950s. **US:** 6H, 10A, 24B

4 CLOSE

Explain the factors that contributed to the poverty among various groups. **US:** 10A, 11A, 24B; **Gr9/10:** 16E; **Gr11:** 15E



Rebelling Against Conformity This biker, one of the Louisville “Outlaws,” fits the stereotype of the 1950s juvenile delinquent.

also alarmed at the behavior of young people who belonged to street gangs and committed muggings, rape, and even murder.

Americans could not agree on what had triggered the rise in delinquency. Experts blamed it on a host of reasons, including poverty, lack of religion, television, movies, comic books, racism, busy parents, a rising divorce rate, and anxiety over the military draft. Some cultural critics claimed that young people were rebelling against the hypocrisy and conformity of their parents. Conservative commentators pinned the blame on a lack of discipline. Doting parents, complained Bishop Fulton J. Sheen, had raised bored children who sought new thrills, such as “alcohol, marijuana, even murder.” Liberal observers preferred to pinpoint social causes, blaming teen violence on poverty and feelings of hopelessness among underprivileged youths. Delinquency in the 1950s, however, cut across class

and racial lines—the majority of car thieves, for example, had grown up in middle-class homes.

Most teens, of course, steered clear of gangs, drugs, and crime. Nonetheless, the public tended to stereotype young people as juvenile delinquents, especially those teens who favored unconventional clothing, long hair, or street slang.

Many parents were also growing concerned over the nation’s educational system. As baby boomers began entering the school system, they ignited a spurt in school construction. During the 1950s, school enrollments increased by 13 million. School districts struggled to erect new buildings and hire new teachers. Nevertheless, shortages sprang up in both buildings and the people to staff them.

Americans’ education worries only intensified in 1957 after the Soviet Union launched the world’s first space satellites, *Sputnik I* and *Sputnik II*. Many Americans felt they had fallen behind their Cold War enemy and blamed what they felt was a lack of technical education in the nation’s schools. *Life* magazine proclaimed a “Crisis in Education,” and offered a grim warning: “What has long been an ignored national problem, *Sputnik* has made a recognized crisis.” In the wake of the *Sputnik* launches, efforts began to improve math and science education in the schools. Profound fears about the country’s young people, it seemed, dominated the end of a decade that had brought great progress for many Americans.

Reading Check Evaluating How did many Americans feel about the education system of the 1950s?

TAKS Practice

SECTION 4 ASSESSMENT

Checking for Understanding

1. **Define:** poverty line, urban renewal, termination policy, juvenile delinquency.
2. **Identify:** Michael Harrington, Bracero program.
3. **Evaluate** how the federal government’s termination policy affected Native Americans.

Reviewing Themes

4. **Continuity and Change** Why did urban renewal fail the poor of the inner cities?

Critical Thinking

5. **Interpreting** What were some possible reasons for a dramatic rise in juvenile delinquency in the 1950s?
6. **Organizing** Use a graphic organizer similar to the one below to list the groups of Americans who were left out of the country’s postwar economic boom.



Analyzing Visuals

7. **Analyzing Photographs** Study the photograph on this page. What in the photograph might attract young people to this type of life? Why would others oppose such a life?

Writing About History

8. **Expository Writing** Using library or Internet resources, find information about juvenile delinquency in the United States today to write a report. Compare today’s problems with those of the 1950s. Share your report with the class.

SECTION 4 ASSESSMENT ANSWERS

1. Terms are in blue. **US:** 25A
2. Michael Harrington (p. 707), Bracero program (p. 708)
3. The policy deepened their poverty.
4. The high-rise buildings were too crowded, destroyed more housing than they created, and created an atmosphere of violence. **US:** 24G
5. Reasons offered included poverty, lack of supervision, media influences, racism, lack of discipline or of religion.
6. single mothers, elderly, minority immigrants, rural Americans, inner city residents, people in Appalachia **US:** 14B, 25C
7. Shows a lone cyclist crossing a bridge, unconventional clothes, chance to rebel; many would oppose it because it suggests a rejection of many traditional values **US:** 24B, 24G
8. Students’ reports will vary. **US:** 24A, 24D, 25D

Student Edition TEKS

ELA: Page 710: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7H;
Page 711: Gr9/10/11: 1A, 1B, 4A, 4B, 4F, 7D; Gr9: 7I; Gr10/11: 7H

Study and Writing SKILLBUILDER

Writing a Journal

Why Learn This Skill?

Journal writing is personal writing with a casual style. The style in which you write is not as important as what you write about—your experiences, interests, and feelings. Journal writing can help you generate new ideas, and it can also give you a clearer picture of your thoughts and help you put them in order.

Learning the Skill

A journal is a written account that records what you have learned or experienced. In a journal you can express your feelings about a subject, summarize key topics, describe difficulties or successes in solving particular problems, and draw maps or other visuals. To help you get started writing in your journal, follow these steps.

- 1 Jot down notes or questions about a specific topic or event as you read your textbook. Then look for details and answers about it as you continue reading.
- 2 Describe your feelings as you read a selection or look at a photograph. Are you angry, happy, frustrated, or sad? Explain why you are reacting in this way.
- 1 Ask yourself if drawing a map or flowchart would help you understand an event better. If so, draw in your journal.

Practicing the Skill

The following excerpt is a journal entry describing the launching of the nation's first satellite in 1958. Read the excerpt, and then use the following questions to help you write entries in your own journal.

"As the firing command neared, a deadly silence fell on those who were watching. . . . At fourteen and one-half seconds after time zero, after the priming fuel had ignited almost invisibly, the main stage engine came to life with an immeasurable thrust of flame in all directions. . . . With

thousands of eyes following it, the rocket dug into the night and accelerated as its sound loudened. Spectators on nearby beaches pointed and craned their necks and cried, 'There it is!' and began to cheer."

- 1 What is particularly interesting about this description?
- 2 What are your feelings as you read the excerpt?
- 3 Note the descriptive phrases and details that make the event come to life. Try to use similar techniques when writing in your journal.
- 4 Draw a map or other visual to help you understand the situation described here.



Cover from a
World War II
journal

Skills Assessment

Complete the Practicing Skills questions on page 713 and the Chapter 22 Skill Reinforcement Activity to assess your mastery of this skill.

Applying the Skill

Writing a Journal Imagine that you have had the chance to take part in a great adventure—for instance, serving in the armed forces during a war overseas or participating in a spaceflight. Make notes for a journal entry describing what you have done and seen.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

TEACH

Journal Writing Tell students that journal writing can help with generating ideas, with placing events or reactions in context, and with being able to put their thoughts in order.

Encourage students to keep a journal about their lives and experiences for a week. Ask volunteers to share one thing that they learned about themselves or their experiences in the process. **US: 25D; ELA: Gr9/10/11: 1A**

Additional Practice

Reinforcing Skills Activity 22

Name _____ Date _____ Class _____

* Reinforcing Skills Activity 22

Writing a Journal

LEARNING THE SKILL

Journals contain personal accounts, feelings, and reflections on experiences. Writing in a journal can help you express your thoughts, gain understanding, and think creatively. A journal might include maps or other visuals, as well as personal writing. To write a journal entry in response to your reading, begin by writing questions or thoughts about the subject matter, and then look for answers or related material as you read. Describe your reactions and feelings as you read. Consider drawing visuals such as a flowchart to help you understand the material better.

PRACTICING THE SKILL

DIRECTIONS: Read the excerpt below from Robert Friedman's "The Baby Boom Turns 50." On a separate sheet of paper, use the questions that follow to help you write journal entries in response to the reading.

GLENCOE TECHNOLOGY



CD-ROM

Glencoe Skillbuilder
Interactive Workbook
CD-ROM, Level 2

This interactive CD-ROM reinforces student mastery of essential social studies skills.

ANSWERS TO PRACTICING THE SKILL

Possible answers:

- 1 the precision and moment-by-moment quality of the description
- 2 suspense, excitement
- 3 Answers will vary.

- 4 Visual representations will vary. Have students share them with the class.

Applying the Skill

Journal entries will vary. Encourage students to use the techniques learned in this Skillbuilder activity.



Student Edition TEKS

US HISTORY: Page 710: 1A, 14B, 20A, 24A, 24B, 24D, 24G, 25A, 25C, 25D; Page 711: 1A, 25D

GLENCOE
TECHNOLOGY

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to review Chapter 22 content.



Available in VHS

Reviewing Key Terms

Students' answers will vary. The pages where the words appear in the text are shown in parentheses.

1. **closed shop** (p. 687)
2. **right-to-work law** (p. 687)
3. **union shop** (p. 687)
4. **featherbedding** (p. 687)
5. **dynamic conservatism** (p. 689)
6. **white-collar** (p. 693)
7. **blue-collar** (p. 693)
8. **multinational corporation** (p. 693)
9. **franchise** (p. 693)
10. **baby boom** (p. 694)
11. **generation gap** (p. 702)
12. **poverty line** (p. 706)
13. **urban renewal** (p. 707)
14. **termination policy** (p. 708)
15. **juvenile delinquency** (p. 709)

US: 25A, 25B; ELA: Gr9/10/11: 6A

Reviewing Key Facts

16. GI Bill (p. 687), Fair Deal (p. 688), John Kenneth Galbraith (p. 692), David Riesman (p. 693), Ed Sullivan (p. 699), Alan Freed (p. 701), Elvis Presley (p. 701), Jack Kerouac (p. 702), Michael Harrington (p. 707) **ELA: Gr9/10/11: 10B**
17. The three characteristics of the postwar economy were abundant goods, low unemployment, and a housing boom. **US: 14A**
18. The economic boom was the result of consumerism and the GI Bill. **US: 14B**
19. They wanted to escape urban crime and make a better life for their families. They had automobiles to transport them to and from work. **US: 10A**

CHAPTER
22 ASSESSMENT and ACTIVITIES

Reviewing Key Terms

On a sheet of paper, use each of these terms in a sentence.

1. closed shop
2. right-to-work law
3. union shop
4. featherbedding
5. dynamic conservatism
6. white-collar
7. blue-collar
8. multinational corporation
9. franchise
10. baby boom
11. generation gap
12. poverty line
13. urban renewal
14. termination policy
15. juvenile delinquency

Reviewing Key Facts

16. **Identify:** GI Bill, Fair Deal, John Kenneth Galbraith, David Riesman, Ed Sullivan, Alan Freed, Elvis Presley, Jack Kerouac, Michael Harrington.
17. What were three characteristics of the economy of the United States after World War II?
18. What were two reasons for the economic boom of the 1950s?
19. What caused many Americans to move to the suburbs in the 1950s?

20. How did the scientific discovery of the transistor affect communications?
21. Which groups of Americans found themselves left out of the postwar economic boom?

Critical Thinking

22. **Analyzing Themes: Continuity and Change** How has mass media changed since the 1950s?
23. **Evaluating** What factors led to a rise in juvenile delinquency in the United States during the 1950s?
24. **Comparing and Contrasting** Harry S Truman was a Democrat, and Dwight D. Eisenhower was a Republican. How were the domestic agendas of these two presidents different? How were they similar?
25. **Interpreting Primary Sources** George Gallup, one of the nation's first pollsters, spoke at the University of Iowa in 1953 about the importance of mass media in the United States. Read the excerpt and answer the questions that follow.

☞ One of the real threats to America's future place in the world is a citizenry which duly elects to be entertained and not informed. From the time the typical citizen arises and looks at his morning newspaper until he turns off his radio or television set before going to bed,

Chapter Summary

Signs of Prosperity

Signs of Inequality

Economy	<ul style="list-style-type: none"> • The GI Bill provided loans to millions of war veterans. • Consumer spending increased rapidly. • More Americans owned homes than ever before. 	<ul style="list-style-type: none"> • Workers went on strike for higher wages. • Truman's civil rights bill did not pass. • Eisenhower cut back New Deal programs.
Population Patterns	<ul style="list-style-type: none"> • The U.S. population grew dramatically. • The number of working women increased. 	<ul style="list-style-type: none"> • Financially able people moved from crowded cities to new suburbs. • Many poor people remained in cities that now faced major economic and social problems.
Science, Technology, and Medicine	<ul style="list-style-type: none"> • Medical breakthroughs included the polio vaccine, antibiotics, and treatments for heart disease, arthritis, cancer, and diabetes. • Improvements in communication, transportation, and electronics allowed Americans to work more efficiently. 	<ul style="list-style-type: none"> • Many poor people in inner cities and rural areas had limited access to health care.
Popular Culture	<ul style="list-style-type: none"> • Popular culture included new forms of music, radio, cinema, and literature. • Television replaced radio as the nation's newest form of mass media. 	<ul style="list-style-type: none"> • African Americans and other minorities were, for the most part, not depicted on television. • Many television programs promoted stereotypical gender roles.

20. The transistor made the miniaturization of radios and calculators possible and resulted in improvements in communication and transportation. **US: 23A; ELA: Gr9/10/11: 10B**
21. Single mothers, the elderly, minority immigrants, rural Americans, inner-city residents, African Americans, Hispanics, Native Americans, and people in Appalachia were left out of the postwar economic boom. **ELA: Gr9/10/11: 10B**

Critical Thinking

22. Mass media has become more pervasive. Hundreds of radio and television stations, as well as the Internet, are available 24 hours a day, 7 days a week. **US: 24B**
23. Different reasons were suggested, including poverty, lack of supervision, media influences, racism, lack of discipline or of religion. **ELA: Gr9/10/11: 10B**



Self-Check Quiz

Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Self-Check Quizzes—Chapter 22** to assess your knowledge of chapter content.

he has unwittingly cast his vote a hundred times for entertainment or for education. Without his knowing it, he has helped to determine the very character of our three most important media of communication—the press, radio, and television. . . .”

—quoted in *Vital Speeches of the Day*

- a. According to Gallup, what is a threat to the future of the United States in the world?
 - b. How do American citizens determine what is read, seen, and heard in the mass media?
26. **Organizing** Use a graphic organizer similar to the one below to list the changes to the American family during the 1950s.

Changes to American Family

Practicing Skills

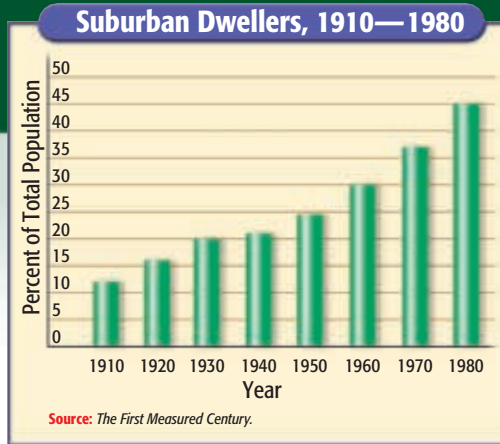
27. **Writing a Journal** Imagine that you are Dr. Jonas Salk, and you realize that you have just discovered the world’s first successful polio vaccine. Write a journal entry that describes how you feel about this accomplishment and what impact it will have on the world.

Writing Activity

28. **Writing a Book Report** Read one of the books about American society in the 1950s, such as *Why Johnny Can’t Read* or *The Other America*. Write a book report explaining the main concepts of the book and whether or not the issues are similar to or different from the main issues in American society today.

Chapter Activities

29. **American History Primary Source Document Library CD-ROM** Read the speech “On Television” by Newton Minow, under *The Postwar World*. Working with a few of your classmates, evaluate whether television has improved since Minow’s critical assessment. Has television content changed since the 1950s? If so, how? Present your findings and comparisons to your class.



30. **Research Project** Work with a small group to research advertisements from the 1950s. Write a report comparing and contrasting advertisements from that decade with advertisements today. Present one or more of the advertisements along with your comparisons to your class.

Geography and History

31. The graph above shows the number of suburban dwellers in the United States as a percentage of the total population. Study the data displayed in the graph and answer the questions below.
- a. **Interpreting Graphs** What trend in the percentage of suburban dwellers does this graph show?
 - b. **Understanding Cause and Effect** How might the trend of suburban dwellers shown on this graph have affected life in suburbs and cities?



Directions: Choose the phrase that best completes the following statement.

The Eisenhower administration worked to achieve all of the following EXCEPT

- F ending wage and price controls.
- G winning passage for the Federal Highway Act.
- H repealing right-to-work laws.
- J extending the Social Security system.

Test-Taking Tip: Pay careful attention to the wording of the question. Note here that *EXCEPT* means that three of the four choices were part of Eisenhower’s programs.



Have students visit the Web site at tx.tarvol2.glencoe.com to review Chapter 22 and take the Self-Check Quiz.

Writing Activity

28. Students’ reports will vary. Be sure students include some comparison to problems in society today. **US:** 20A, 24B

Chapter Activities

29. Students’ findings should point out differences and similarities in content. Their assessments of television should reflect a critical look at available programs. **US:** 24B, 24D
30. Students’ comparisons will vary. Encourage students to share their findings with the class. **US:** 24A

Geography and History

31. a. rising; b. caused urban life to decline and suburban life to become the ideal **US:** 14B, 24B, 24H; **ELA:** Gr9/10/11: 7E, 19B, 20B



Answer: H

Test-Taking Tip: Encourage students to consider the goals of dynamic conservatism. **Ask:** Which answers are most consistent with those goals? Tell students they can eliminate those answers. **US:** 14D; **TAKS:** Obj 1, 4, 5

24. Differences: Truman’s policies included aggressive federal spending, the creation of public housing, and a system of national health insurance. Eisenhower’s policies included curbing federal spending, ending government price and rent controls, and cutting aid to public housing and business. Similarities: Both presidents expanded Social Security and raised the minimum wage. **US:** 24B; **ELA:** Gr9/10/11: 7E
25. a. He feared a citizenry that chose to be entertained and not informed. b. They do it by the choices they

make in forms of entertainment. **US:** 24A, 24B; **ELA:** Gr9/10/11: 4C, 13B

26. the move to suburbs, travel by automobile, growing gap between generations **US:** 14B, 25C; **ELA:** Gr9/10/11: 4D, 7D

Practicing Skills

27. Journal entries should reflect what the students know about Salk, such as the fact that he preferred research to celebrity. **US:** 22A, 25D; **ELA:** Gr9/10/11: 1A, 1B, 4A, 4B, 4F

Bonus Question ?

Ask: What does the term **Baby Boom** refer to? (a sixteen-year period from 1945 to 1961 when 65 million children were born in the United States)