The American Dream Chapter

The following standards are highlighted in Chapter 22:

Section 1    Production, Distribution, and Consumption: A, B, D, F
Section 2    Time, Continuity, and Change: C, E
Section 3    Culture: A, C
Section 4    Time, Continuity, and Change: B, E
Chapter 22 Resources

**ASSESSMENT AND EVALUATION**

**Chapter 22 Test**
- Form A
- 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

**HISTORY Online**

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.

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

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
### SECTION RESOURCES

<table>
<thead>
<tr>
<th>Daily Objectives</th>
<th>Reproducible Resources</th>
<th>Multimedia Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truman and Eisenhower</td>
<td>Reproducible Lesson Plan 22–1</td>
<td>Daily Focus Skills Transparency 22–1</td>
</tr>
<tr>
<td>1. Explain the Truman administration’s efforts on the domestic front.</td>
<td>Daily Lecture and Discussion Notes 22–1</td>
<td>Interactive Tutor Self-Assessment CD-ROM</td>
</tr>
<tr>
<td>2. Describe President Eisenhower’s domestic agenda.</td>
<td>Guided Reading Activity 22–1*</td>
<td>ExamView® Pro Testmaker CD-ROM</td>
</tr>
<tr>
<td>4. Performance Assessment Activities and Rubrics</td>
<td>TeacherWorks™ CD-ROM</td>
<td>Audio Program</td>
</tr>
<tr>
<td><strong>SECTION 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Affluent Society</td>
<td>Reproducible Lesson Plan 22–2</td>
<td>Daily Focus Skills Transparency 22–2</td>
</tr>
<tr>
<td>1. Explain the reasons for and the effects of the nation’s economic boom.</td>
<td>Daily Lecture and Discussion Notes 22–2</td>
<td>Interactive Tutor Self-Assessment CD-ROM</td>
</tr>
<tr>
<td>2. Describe changes to the American family that took place during the 1950s.</td>
<td>Guided Reading Activity 22–2*</td>
<td>ExamView® Pro Testmaker CD-ROM</td>
</tr>
<tr>
<td>4. Performance Assessment Activities and Rubrics</td>
<td>TeacherWorks™ CD-ROM</td>
<td>Audio Program</td>
</tr>
<tr>
<td><strong>SECTION 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Popular Culture of the 1950s</td>
<td>Reproducible Lesson Plan 22–3</td>
<td>Daily Focus Skills Transparency 22–3</td>
</tr>
<tr>
<td>1. Explain the characteristics of the new youth culture.</td>
<td>Daily Lecture and Discussion Notes 22–3</td>
<td>American Art &amp; Architecture</td>
</tr>
<tr>
<td>2. Discuss the contributions of African Americans to 1950s culture.</td>
<td>Guided Reading Activity 22–3*</td>
<td>Interactive Tutor Self-Assessment CD-ROM</td>
</tr>
<tr>
<td><strong>SECTION 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Other Side of American Life</td>
<td>Reproducible Lesson Plan 22–4</td>
<td>Daily Focus Skills Transparency 22–4</td>
</tr>
<tr>
<td>1. Identify those groups that found themselves left out of the American economic boom following World War II.</td>
<td>Daily Lecture and Discussion Notes 22–4</td>
<td>Interactive Tutor Self-Assessment CD-ROM</td>
</tr>
<tr>
<td>2. Explain the factors that contributed to the poverty among various groups.</td>
<td>Guided Reading Activity 22–4*</td>
<td>ExamView® Pro Testmaker CD-ROM</td>
</tr>
<tr>
<td>4. Performance Assessment Activities and Rubrics</td>
<td>TeacherWorks™ CD-ROM</td>
<td>Skillbuilder Interactive Workbook, Level 2</td>
</tr>
<tr>
<td><strong>Out of Time?</strong></td>
<td>Assign the Chapter 22 Reading Essentials and Study Guide.</td>
<td>TeacherWorks™ CD-ROM</td>
</tr>
<tr>
<td>*Also Available in Spanish</td>
<td>Vocabulary PuzzleMaker CD-ROM</td>
<td>Audio Program</td>
</tr>
</tbody>
</table>

Blackline Master  | Transparency  | CD-ROM  | DVD  |
--- | --- | --- | --- |
Poster  | Music Program  | Audio Program  | Videocassette  |
Chapter 22 Resources

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

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
- 1945–1989: The Cold War

NGS ONLINE

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

www.nationalgeographic.com

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
LLE ENGLISH LANGUAGE LEARNER activities

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

Block Schedule

684D
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 Program
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.

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.

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

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
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

1956
• Gamal Abdel Nassar takes power in Egypt
• Suez Canal crisis erupts

1957
• USSR launches Sputnik I and Sputnik II satellites

1953
• Lucille Ball gives birth in real life and on her television show

1955
• Salk polio vaccine becomes widely available

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

Middle Class
- Move to suburbs
- Own a car
- Enjoy movies and TV
- Go on vacations

Poor
- High infant mortality
- Poor schools
- Live in inner city
- Discrimination

These confident newlyweds capture the prosperous attitude of postwar America.

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.

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
Section 1, 686–691

1 FOCUS

Section Overview
This section focuses on the postwar administrations of Truman and Eisenhower.

Bellringer Skillbuilder Activity
Project transparency and have students answer the question.

Daily Focus Skills Transparency 22–1

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

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

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.

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
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


686	CHAPTER 22	Postwar America
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.

Afrid 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.

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.

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.

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.


Use the rubric for a cooperative group management plan on pages 71–72 in the Performance Assessment Activities and Rubrics.
social studies taks tested at grades 10/11: obj 4: us7a(11), us7c(11) obj 1: us6f(11) obj 3: us13e(11)

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.”

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 congressional 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.

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 landlords.

student edition teks

ela: page 688: gr9/10/11: 6a, 19b, 20b; page 689: gr9/10/11: 6a, 10b, 19b, 20b; gr7: 7g; gr10/11: 7f

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 built in 1948?

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)

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.

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.

refer to inclusion for the high school social studies classroom strategies and activities in the tcr.
federal aid for schools. In addition, legislators opposed Truman’s efforts to enact civil rights legislation.

1. **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 Senate. 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

<table>
<thead>
<tr>
<th>Fair Deal Legislation</th>
<th>Fair Deal Programs Not Enacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>increase in minimum wage</td>
<td>national health insurance</td>
</tr>
<tr>
<td>expansion of the Social Security system</td>
<td>farm subsidies</td>
</tr>
<tr>
<td>National Housing Act</td>
<td>federal aid to schools</td>
</tr>
<tr>
<td></td>
<td>civil rights legislation</td>
</tr>
</tbody>
</table>

**Chapter 22** Postwar America 689
TRUMAN AND EISENHOWER

For use with textbook pages 686–691

Name: ___________________________ Date: ___________ Class: ___________________________

3 ASSESS
Assign Section 1 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 22–1

Have students use the interactive Tutors for sections 1 and 2.

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

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

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.

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, appropriations 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...
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.

### 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.

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?

**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

### Writing About History

**7. 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 Quiz 22-1

**DIRECTIONS:** Matching Mark each item in Column A with the items in Column B. Write the correct letter in the blank at the left.

**DIRECTIONS:** (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Presidential candidate could introduce legislation.</td>
<td>1. In the blank at the left, write the letter of the choice that best completes the statement or answers the question.</td>
</tr>
<tr>
<td>B. Implementation of a member of Congress during the term for the federal government’s agenda.</td>
<td>2. Which items in Column A are examples of legislation?</td>
</tr>
<tr>
<td>C. The largest public works program in American history</td>
<td>3. Which was the first item on the agenda of the Truman administration?</td>
</tr>
<tr>
<td>D. The term for the federal government’s agenda.</td>
<td>4. The interstate highway system</td>
</tr>
<tr>
<td>E. In the blank at the left, write the letter of the choice that best completes the statement or answers the question.</td>
<td><strong>COLUMN B</strong></td>
</tr>
</tbody>
</table>

**ANSWERS:** A. Presidential candidate could introduce legislation. B. Implementation of a member of Congress during the term for the federal government’s agenda. C. The largest public works program in American history D. The term for the federal government’s agenda. E. In the blank at the left, write the letter of the choice that best completes the statement or answers the question.

### Section 1 Assessment Answers

**1. Terms are in blue. **US:** 25A**

**2. GI Bill (p. 687), “Do-Nothing Congress” (p. 688), Fair Deal (p. 688), Federal Highway Act (p. 690)**

**3. He authorized the Great Lakes-St. Lawrence Seaway, which connected the Great Lakes with the Atlantic Ocean. **US:** 14E**

**4. It outlawed closed shops, allowed states to outlaw union shops, and prohibited featherbedding.**

**5. Truman: increase government involvement in business, expand federal spending; Eisenhower: limit government involvement in business, curb federal spending **US:** 24B, 25C**

**6. Northeast, Great Plains; governor of New York, strong in traditional Republican areas **US:** 88, 24B, 24G**

**7. Students’ speeches will vary. Speeches should focus on several components of the Fair Deal. **US:** 14B, 25D**

### Student Edition TEKS

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

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.

1946
1950
1955
1958

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.

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,”
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.

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 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, coffee-makers, blenders, and lawn trimmers "[replaced] the talents of caretaker, gardener, cook, [and] maid."

"He never wastes a minute, J.P.—that's his lunch."

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, coffee-makers, blenders, and lawn trimmers "[replaced] the talents of caretaker, gardener, cook, [and] maid."

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?

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.

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

![Graph of Live Births (per 1,000 people)](image)

**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.”

**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.)

**Answers:**

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

**Reading Check**

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

---

**Student Edition TEKS**

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

---

**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.
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.

“Our future celebrated pregnancy, parenthood, and large families. Even on television and in magazines, popular culture celebrated pregnancy, parenthood, and large families. Women were part of the paid workforce.

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 conditions; and advances in medical technology such as 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!

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.

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 conditions; and advances in medical technology such as 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!

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.

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 conditions; and advances in medical technology such as 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!
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.

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
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 nearby beaches pointed and craned their necks and cried, ‘There it is!’ and began to cheer."

—quoted in Voices from America’s Past

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. Sandburg described the jubilant scene:

"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."

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 sky 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.’"

"Satellite from Cape Canaveral, the United States launched its own. . . . 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."

—quoted in Voices from America’s Past

Critical Thinking
5. Interpreting What caused the advertising industry boom in the 1950s?
6. 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
7. 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
8. Descriptive Writing Write an article for a magazine such as Better Homes and Gardens describing changes the American family underwent during the 1950s.
CHAPTER 22
Section 3, 698–703

SECTION 3 Popular Culture
of the 1950s

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

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.

<table>
<thead>
<tr>
<th>New Forms of Mass Media</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

An American Story

In 1953 Lucille Ball and her real-life husband, Desi Arnez, 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
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 a source of information. Advertising and sporting events became more common.

The popularity of television increased as it became more affordable for consumers. In 1946 there were between 7,000 and 8,000 sets in the entire United States. By 1957 there were 40 million television sets in use. 80 percent of families had televisions.

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 a source of information. Advertising and sporting events became more common.

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 radio shows. Benny enjoyed considerable television success with his routines of bad violin playing and stingy 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.

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.

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

COOPERATIVE LEARNING ACTIVITY

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.

Discussion 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. LT 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)

F Y I

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.

Student Edition TEKS

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...
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 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

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.

FYI

History and the Humanities


American Music: Cultural Traditions: “Rocket 88,” “Rock Around the Clock”

American Art & Architecture: Finny Fish, Rock and Roll Hall of Fame Museum

CHAPTER 22

Section 3, 698–703

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

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

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: 9/10: 7D–H; Gr 11: 7D–G
8. Expository Writing

Page 702:

Swept Britain and the world in the 1960s. Elvis provided inspiration for the Beatles, whose music world. Little Richard and Chuck Berry, for example, had a profound influence on music throughout the late 1960s groups became the musical ancestors of the famous groups. With their catchy, popular sound, these groups remained well out of reach.

4. Culture and Traditions

What roles did African Americans play in television and radio when television became popular?

Terms are in blue.

3. Explain what happened to motion picture and radio listenership dropped for a while.
4. They had limited opportunities on television but more success in the music industry.
5. Television shows depicted middle-class values endorsing American society; beat literature depicted it as meaningless and sterile.
6. rock ‘n’ roll and beat literature

Critical Thinking

5. Comparing How did the themes of television shows of the 1950s differ from the themes of the literature of the beat movement?
6. 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

7. 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?

8. 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.

Writing About History

8. Students’ answers will vary. Most will likely agree that the view was somewhat one-sided. Students’ papers will vary. Papers should describe beat themes as being applicable to more than just American culture.

SECTION 3 ASSESSMENT ANSWERS

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

Chapter close

Have students present a skit, complete with costumes and props, to highlight the characteristics of the new youth culture. US: 24B, 25A–D

Enrich

Encourage interested students to interview someone who was a teenager or young adult during the 1950s and write a magazine-style article about what life was like. US: 24A–D, 25A–D; ELA: Gr9/10/11: 1A, 1B; Gr9/10: 16E; Gr9/11: 15E

SECTION 3 ASSESSMENT

Checking for Understanding

3. Explain what happened to motion pictures and radio when television became popular.

Reviewing Themes

4. Culture and Traditions What roles did African Americans play in television and rock ‘n’ roll?

Critical Thinking

5. Comparing How did the themes of television shows of the 1950s differ from the themes of the literature of the beat movement?
6. 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

7. 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?

8. 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.

Writing About History

8. Students’ answers will vary. Most will likely agree that the view was somewhat one-sided. Students’ papers will vary. Papers should describe beat themes as being applicable to more than just American culture.

SECTION 3 ASSESSMENT ANSWERS

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

Chapter close

Have students pose a series of questions that can be used to stimulate discussion about the contributions of African Americans to 1950s culture. US: 21C, 24B; ELA: Gr9/10: 16E; Gr9/11: 15E
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.)

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.

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

Profile

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

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.

MORT SAHL, comedian, 1950s

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

ALBERT EINSTEIN, physicist, 1950

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

DANIEL MARSH, President of Boston University, 1950
**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

---

**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
- canned food (meat, powdered milk, cereal, sugar, etc.)
- paper products

**Numbers 1957**

- Cost of first-class postage stamp 3¢
- Cost of loaf of bread 19¢
- Cost of issue of Sports Illustrated 25¢
- Cost of movie ticket 35¢
- Cost of gallon of milk (delivered) 50¢
- Average hourly wage $2.05
- Cost of new car $5,234
- Median income for a family of four $19,500
- Median price to buy a home $2,845

**American Scene, 1950–1960**

(MILLIONS)

- Children 5–14
  - 1950: 24.3
  - 1960: 35.5
- Girl Scouts & Brownies
  - 1950: 1.8
  - 1960: 4.0
- Bicycle Production
  - 1950: 2.0
  - 1960: 3.8
- National Forest Campers
  - 1950: 1.5
  - 1960: 6.6
- Outboard Motors in Use
  - 1950: 2.8
  - 1960: 5.8

**Chapter 22 Postwar America**

**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.

---

**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.
CHAPTER 22
Section 4, 706–710

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.

Daily Focus Skills Transparency 22–4

Guide to Reading

Answers to Graphic:
The Other Side of American Life
I. Poverty Amidst Prosperity
   A. The Decline of the Inner City
   B. African Americans
   C. Hispanics
   D. Native Americans
   E. Appalachia
II. 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

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.

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

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
1953
Federal government institutes termination policy directed at Native Americans

1955
Rudolf Flesch’s Why Johnny Can’t Read published

1959
A Raisin in the Sun opens on Broadway

1962
Michael Harrington’s The Other America published

An American Story

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

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
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, malnourished 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.

**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

**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: 1A, 1B, 13B, 13C

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

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-to-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
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:

“Whole counties,” wrote one reporter who visited the region, “are precariously held together by a handful of 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 handful of families who had dwelled in these hills for generations.

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 handful of families who had dwelled in these hills for generations.

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

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?

Reading Essentials and Study Guide 22–4

Chapter 22, Section 4

Name Date Class

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

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?

Poverty in Appalachia

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.

—quoted in The Earth Shall Weep

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

Chapter 22, Section 4

Study Guide


Student Edition TEKS

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.

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

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

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

SECTION 4 ASSESSMENT

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.

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

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.
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?
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.
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.
3. 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.

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.

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.
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)


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

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

Signs of Prosperity

Economy
- The GI Bill provided loans to millions of war veterans.
- Consumer spending increased rapidly.
- More Americans owned homes than ever before.

Population Patterns
- The U.S. population grew dramatically.
- The number of working women increased.

Science, Technology, and Medicine
- 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.

Popular Culture
- Popular culture included new forms of music, radio, cinema, and literature.
- Television replaced radio as the nation’s newest form of mass media.

Signs of Inequality

- Workers went on strike for higher wages.
- Truman’s civil rights bill did not pass.
- Eisenhower cut back New Deal programs.

- Financially able people moved from crowded cities to new suburbs.
- Many poor people remained in cities that now faced major economic and social problems.

- Many poor people in inner cities and rural areas had limited access to health care.
- African Americans and other minorities were, for the most part, not depicted on television.
- Many television programs promoted stereotypical gender roles.

Critical Thinking
22. How did the scientific discovery of the transistor affect communications?
23. Which groups of Americans found themselves left out of the postwar economic boom?
24. Analyzing Themes: Continuity and Change How has mass media changed since the 1950s?
25. 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?
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.

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.

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.

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.

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?

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