

Unit Six: Post-War Prosperity in the 1950s

Content Area: **Social Studies**
Course(s): **Advanced Placement U.S. History II**
Time Period: **January**
Length: **Approximately 4 weeks**
Status: **Published**

Enduring Understandings:

- African-Americans continue to struggle for equality after the war, but desegregation of the troops and 1954's Brown v. Board ruling signal forward movement.
- Eisenhower's policies of STEM education and creation of the Interstate Highway System were meant to make us prepared for the Cold War
- Technology once again shapes American culture as television becomes the primary medium of American entertainment.
- The aftermath of WWII lead to the Cold War which was an era of intensive fear of the spread of communism.
- The post-war era led to new opportunities such as the GI Bill and dramatic population growth because of the baby boom.
- The Red Scare led to massive hysteria in the US with a concentrated targeting of actors and the movie industry.
- Truman and Eisenhower led the US through an era of increasing tension as the Cold War began, but also an era of increasing positive social change.

Essential Questions:

- How did Cold War tensions shape American culture and politics?
- How did life change for minority groups after WWII?
- How did the era of post-war prosperity and the Cold War build nationalism and shape American National Identity?
- How did the television change American culture?
- How do Truman and Eisenhower's presidential actions shape America in the middle of the 20th century?
- What impact do the baby boom and the GI Bill have on America following the 1950s?

Lesson Titles:

- 1950s LEQ
- Centers Review
- Ch 26 and 27 Annotations
- Ch 26 and 27 Notes/Lecture/Class Discussion
- Eisenhower and Truman Top Five with images
- Elvis Research
- Emmet Till PBS American Experience documentary

- From Rosie to Lucy Reading
- I Love Lucy episode analysis
- Top Ten Vocabulary
- Ultimate Guide to the Presidents Video Analysis

21st Century Skills and Career Ready Practices:

- Civics and government
- Global issues
- Economic and financial literacy
- Environmental Literacy
- Critical thinking and problem solving
- Information literacy
- Initiative and Self-direction
- Productivity and Accountability

PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
PFL.9.1.12.A.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
PFL.9.1.12.A.13	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
PFL.9.1.12.F.6	Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.
PFL.9.1.12.G.7	Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Inter-Disciplinary Connections:

Language Arts Integration: Students will utilize reading and writing skills for understanding primary sources

and secondary informational text.

Economics/Personal Financial Literacy: Students will analyze the boom and bust cycle of the American economy. Students will begin to analyze the concept of credit along with its pros and cons. Students will examine the lasting impact New Deal programs that helped correct the issues of the Great Depression. Students will examine the concept of Social Security and financing various welfare programs. Inflation following the war and then prosperity of the 1950s.

Math: Students will analyze graphs and charts demonstrating the changes of populations and income for various products from 1945-1960. Birth rates from the baby boom.

Sociology: Students will evaluate the shift in population as people moved to the Sunbelt for work and the concept of group thinking as mass hysteria strikes the country during the Red Scare. Students will compare the similarities and differences about how this differs from the 1920s Palmer Raids.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SCI.9-12.5.1.12.C.2	Use data representations and new models to revise predictions and explanations.
SCI.9-12.5.1.12.C.c	Science is a practice in which an established body of knowledge is continually revised, refined, and extended as new evidence emerges.
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.1	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
SOC.9-12.2.4.3	Social movements
SOC.9-12.4.3.2	Potential of institutions to produce, reinforce, or challenge inequality
SOC.9-12.4.4.1	Individual responses to inequality
SOC.9-12.4.4.2	Group responses to inequality such as social movements
	Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Bloom's Taxonomy as students analyze, evaluate, and synthesize information about this era.

- Thematic thinking: Understanding the AP theme Migration and Settlement, American National Identity, and Work, Technology, and Exchange, Social Structures, and America in the World. (Synthesis/DOK 4)
- Annotation writing of AMSCO book chapter 26 and 27 (Recall/ DOK 1)
- Lecture to present basic concepts on the Truman and Eisenhower Presidencies (Recall/DOK1)
- Linking historical events from one time period to another; WWII to the Cold War, the 1920s, 1950s, and 1980s, Korean War and Vietnam War (Synthesis/DOK 4)
- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate, synthesize, analysis/DOK 4)
- Top ten vocabulary (Recall/DOK 1)
- Centers Review (Synthesis/DOK 4)
- Media Literacy on Elvis Video Analysis (Analyze/ DOK 3)
- Delsea One
- SWAG

Modifications

Formative Assessment:

- Anticipatory Set: Current event analysis as needed to connect today to the past.
- Anticipatory set: Elvis music
- Anticipatory set: Ultimate Guide to the Presidents Video Analysis
- CH 26 and 27 Annos
- Class discussion on the presidencies of Truman and Eisenhower
- Closure: Whip Around: How does the Cold War impact the US at home and in the world?
- Closure: Fast five, students will use the last five minutes of class to do quick research and find 5 extra facts about Eisenhower not discussed in class.
- Closure: Google Forms to rank the effectiveness of New Deal programs
- Closure: Quick Q&A related the new role of sitcoms/tv in the 1950s
- Closure: Turn to your partner and debate was the Red Scare valid or hysteria?

- Verbal check in with individual students
- Warm Up: Fabulous 50s photos (daily image from news sources of the era to complement chapter readings)
- Warm up: Q&A about the evolution of the Cold War
- Warm-up: Stand and deliver (students will each share one fact from the readings at the start of class that have not been previously examined in class)

Summative Assessment:

- 2nd Quarter MPA Benchmark Assessment
- Ch 26 Short Answer Quiz (AP format)
- Europe After the War map quiz
- Lucy Reading quiz
- Truman and Eisenhower SBMC test

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

AMSCO text book

American Pageant textbook

Annotations Chart

Ultimate Guide to the Presidents (purchase on Amazon Prime for \$18.99)

From Rosie to Lucy Article for homework reading

[Invention of the TV](#)

10 days that changed America DVD from the history channel for the Elvis segment

[Elvis and the Polio Vaccine](#)

[Asian American Female Physicist](#)

[Black Americans in the White House](#) and Presidential Administrations through the 1900s

[Katherine Johnson](#) link for African American women and NASA discussion

[Hidden Figures](#) True Story from Smithsonian Magazine