## Planning Guide

### Resources

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| **TEACH** | | | | | |
| **BL** | Reading Essentials and Note-Taking Guide* | p. 259 | p. 262 | p. 265 | |
| **OL** | Historical Analysis Skills Activity, URB | | | | p. 124 |
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| **BL** | American Biographies | | | | p. 147 |
| **OL** | Primary Source Reading, URB | | | | p. 147 |
| **AL** | The Living Constitution* | | | | p. 139 |
| **BL** | American History Primary Source Documents Library | | | | p. 137 |
| **OL** | Unit Map Overlay Transparencies | | | | |
| **AL** | Differentiated Instruction for the American History Classroom | | | | |
| **BL** | StudentWorks™ Plus | | | | |

*Note: Please refer to Unit 7 Resource Book for this chapter’s URB materials.*

*Also available in Spanish*
### Resources

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✓ Chapter- or unit-based activities applicable to all sections in this chapter.
## Using Study-to-Go

### Teach With Technology

#### What is Study-to-Go?
Study-to-Go provides portable textbook-based content direct from the Glencoe Web site to your students whenever and wherever they want!

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Study-to-Go content can be downloaded to a personal digital assistant (PDA) or a cell phone. Students can download Study Sets that include:
- Self Quiz—a series of multiple choice quizzes that provides instant answer feedback
- Key Terms—definitions for textbook vocabulary
- Flashcards—an assessment tool to help students study textbook key terms

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### History ONLINE
Visit [glencoe.com](http://glencoe.com) and enter a QuickPass™ code TAV9399c23T for Chapter 23 resources.

You can easily launch a wide range of digital products from your computer’s desktop with the McGraw-Hill Social Studies widget.

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The following videotape programs are available from Glencoe as supplements to this chapter:


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.aetv.com](http://www.aetv.com)
The History Channel: [www.historychannel.com](http://www.historychannel.com)

Additional Chapter Resources

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.

- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.

- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English. [www.jamestowneducation.com](http://www.jamestowneducation.com)

The following articles relate to this chapter:

- “He Refused to Leave. (Harry Truman),” January 1981.

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

- ZipZapMap! USA Windows (ZipZapMap! USA)

Access National Geographic’s new, dynamic MapMachine Web site and other geography resources at:

[www.nationalgeographic.com](http://www.nationalgeographic.com)
[www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

**Leveled reading suggestions for this chapter:**

For students at a Grade 8 reading level:
- **October Sky**, by Homer H. Hickam

For students at a Grade 9 reading level:
- **Plain Speaking: An Oral Biography of Harry S. Truman**, by Merle Miller

For students at a Grade 10 reading level:
- **Elvis Presley**, by Bobbie Ann Mason

For students at a Grade 11 reading level:
- **Harry S. Truman**, by Caroline Evenson Lazo

For students at a Grade 12 reading level:
- **Polio**, by Allison Stark Draper
Focus

MAKING CONNECTIONS

What Does It Mean to Be Prosperous?

Ask students to imagine that each of them just received $10,000 to spend, save, or invest as they choose. Have students brainstorm what they would do with this money and list their ideas on the board. Explain that many Americans had extra money to spend in the 1950s. Discuss with the students how Americans in the 1950s spent this extra money.

Teach

The Big Ideas

As students study the chapter, remind them to consider the section-based Big Ideas included in each section’s Guide to Reading. The Essential Questions in the activities below tie in to the Big Ideas and help students think about and understand important chapter concepts. In addition, the Hands-on Chapter Projects with their culminating activities relate the content from each section to the Big Ideas. These activities build on each other as students progress through the chapter. Section activities culminate in the wrap-up activity on the Visual Summary page.

Section 1

Truman and Eisenhower

Essential Question: How did Truman and Eisenhower guide the nation after World War II? (Both presidents worked to keep the nation strong as it returned to a peacetime economy.) Tell students that in this section they will learn about how the differing policies of presidents Truman and Eisenhower kept the nation’s economy strong after World War II.

Section 2

The Affluent Society

Essential Question: What were the characteristics of affluent Americans in the 1950s? (Most people had more money to spend; many people moved to the suburbs; leisure time increased.) Tell students that this section will focus on how many Americans enjoyed their newfound affluence.
MAKING CONNECTIONS
What Does It Mean to Be Prosperous?
After World War II, the United States experienced years of steady economic growth. Although not everyone benefited, the economic boom meant most Americans enjoyed more prosperity than earlier generations.

- How did Americans spend this new wealth?
- How does prosperity change the way people live?

MAKING CONNECTIONS
Visual Literacy In the 1950s, diners became popular places for young people to gather. The affluence of the 1950s allowed more teenagers to acquire cars, which they drove to school and then, after school, to the local diner or malt shop for milkshakes or soft drinks. Most diners had jukeboxes that played rock-and-roll music.

Dinah Zike’s Foldables
Dinah Zike’s Foldables are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review vocabulary terms, and identify main ideas. Instructions for creating and using Foldables can be found in the Appendix at the end of this book and in the Dinah Zike’s Reading and Study Skills Foldables booklet.

Section 3
The Other Side of American Life
Essential Question: What groups of Americans did not enjoy the affluence of the 1950s? (people living in inner cities, people living in Appalachia, minorities, and Native Americans) Tell students that in Section 3 they will learn about Americans who did not share in the prosperity of the 1950s.

History ONLINE
Visit glencoe.com and enter QuickPass code TAV9399c23T for Chapter 23 resources, including a Chapter Overview, Study Central™, Study-to-Go, Student Web Activity, Self-Check Quiz, and other materials.
Section 1

Truman and Eisenhower

In the postwar era, Congress limited the power of unions and rejected most of President Truman’s plan for a “Fair Deal.” When Eisenhower became president, he cut back some government programs and launched the interstate highway system.

Return to a Peacetime Economy

MAIN Idea
Despite inflation and strikes, the nation was able to shift to a peacetime economy without a recession.

HISTORY AND YOU
Do you know how you can get help paying for college if you serve in the military? Read to learn about the origins of the “GI Bill” and how it helped World War II veterans get a college education.

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 an economic depression and wartime shortages, Americans rushed out to buy the consumer goods they had long desired.

The Servicemen’s Readjustment Act, popularly called the GI Bill, boosted the economy further. The act provided generous funds to veterans to help them establish businesses, buy homes, and attend college. The postwar economy did have problems, particularly in the first couple of years following the end of the war. A greater demand for goods led to higher prices, and this inflation soon triggered labor unrest. As the cost of living rose, workers in the automobile, steel, electrical, and mining industries went on strike for better pay.

Afraid that the nation’s energy supply would be drastically reduced because of the striking miners, 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 draft the striking workers into the army.

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

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 this law,
One reason the American economy rebounded so quickly after World War II ended was the Servicemen’s Readjustment Act of 1944, popularly called the GI Bill of Rights. The bill subsidized college tuition and provided zero down-payment, low-interest loans to veterans to help them buy homes and establish businesses.

Veterans flocked to colleges in large numbers after the war. Among them was William Oskay, Jr. (above) who attended Pennsylvania State University in 1946. By 1947, nearly half of all people attending college were veterans. At the University of Iowa (left), 60 percent of students were veterans in 1947. By 1956, when the GI program ended, 7.8 million veterans had used it to attend college. Another 2.4 million veterans used the program to obtain home loans.

**PRIMARY SOURCE**

The GI Bill of Rights

One reason the American economy rebounded so quickly after World War II ended was the Servicemen’s Readjustment Act of 1944, popularly called the GI Bill of Rights. The bill subsidized college tuition and provided zero down-payment, low-interest loans to veterans to help them buy homes and establish businesses.

**Critical Thinking**

**Determining Cause and Effect** Tell students that in the late 1940s nearly half of college students were veterans. Ask: What accounted for the high percentage of veterans in college? (The GI Bill subsidized tuition for veterans.)

**Analyzing VISUALS**

**Answers:**
1. about 360,000
2. close to 2,000,000

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

**A New Peacetime America**

**Step 1: Facing the Future** Students will focus on the amazing changes that took place in American government and culture following World War II, with their final product being a classroom display of items representing these changes.

**Directions** Have students review Section 1, noting the new government programs presented by presidents Truman and Eisenhower such as the system of interstate highways and the raising of the minimum wage. Have students meet in small groups to research and discuss these changes and how lasting the impact of each was.

**Drawing Conclusions** Have students regroup as a class and record what they have found in their research and discussions on the board. After comparing these government programs, then and now, have them draw some conclusions about the effectiveness of the government and the impact it has on their daily lives.
The Democratic Party’s loss of control in Congress in the 1946 elections did not dampen President Truman’s spirits or his plans. Shortly after taking office, Truman had proposed domestic measures seeking to continue the work 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 expansion of Social Security benefits, raising the minimum wage, and ending segregation in the armed forces. Most of Truman’s legislative efforts, however, met with little success, as a coalition of Republicans and conservative Southern Democrats defeated many of his proposals.

**The Election of 1948**

As the 1948 presidential election 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 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. Reactions 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.

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 person who gave Truman any chance to win the election 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.” Truman poured his energy into the campaign, traveling more than 20,000 miles by train and making more than 350 speeches. Along the way, he attacked the majority Republican Congress as “do-nothing, good-for-nothing” for refusing to enact his legislative agenda.

Truman’s attacks on the “Do-Nothing Congress” did not mention that both he and Congress had passed the Truman Doctrine’s aid program to Greece and Turkey, as well as the Marshall Plan. Congress had also enacted the National Security Act of 1947, which created the Department of Defense, the National Security Council, and the CIA; established the Joint Chiefs of Staff as a permanent organization; and made the Air Force an independent branch of the military. Congress also passed the Twenty-second Amendment, which limited a president to two terms in office. The 80th Congress 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.

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. On election day, Democrats regained control of both houses of Congress.
The Fair Deal

Truman’s 1949 State of the Union address 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. In February, he began to send his proposals to Congress.

The 81st Congress did not completely embrace Truman’s Fair Deal. Legislators did raise the legal minimum wage to 75¢ an hour. They increased Social Security benefits by 75 percent and extended them to 10 million additional people. Congress also passed the National Housing Act of 1949, which provided for the construction 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 federal aid for schools. In addition, legislators, led by the same coalition of conservative Republicans and Dixiecrats, opposed Truman’s efforts to enact civil rights legislation. His plans for federal aid to education were also not enacted.

Summarizing What did Truman and the Congress accomplish in foreign relations?

The Election of 1948

Harry Truman gleefully displays the erroneous Chicago Daily Tribune headline announcing his defeat by Thomas Dewey.

What Was the Fair Deal?

In 1949 Truman outlined in his State of the Union address an ambitious legislative program that became known as the Fair Deal. Some of its main features were:

- the expansion of Social Security benefits
- an increase in the minimum wage
- a program to ensure full employment
- a program of public housing and slum clearance
- a long-range plan for environmental and public works
- a system of national health insurance
- a broad program of civil rights legislation

Analyzing VISUALS

Presidential Election of 1948

![Map of Presidential Election of 1948]

What regions of the nation did Thomas Dewey receive the most votes?

Answers:
1. the Northeast and Midwest
2. 4.38%

Analyzing VISUALS

1. Interpreting In what regions of the nation did Thomas Dewey receive the most votes?
2. Calculating What was the difference in percentage of the popular vote received by Truman and Dewey?

Answer:
Truman and Congress passed the National Security Act, the Truman Doctrine’s aid program to Greece and Turkey, as well as the Marshall Plan.

Activity: Economics Connection

Tell students that Bill Clinton’s presidential campaign of 1992 famously used the phrase, “It’s the economy, stupid!” to underscore the importance of economic concerns for voters. Have students research the economic concerns of the various regions of the United States in 1948. Ask students to make a three-column chart listing the economic considerations of the country’s different regions in one column, the presidential candidate’s proposals in another column, and, finally, the candidate who got the most votes in each of the different regions. Ask: What correlations did you find between the economic concerns of a particular region and the policies of the candidate of its choice?
Rise of Suburbs

Interstate highways contributed to the growth of suburbs and urban sprawl. Internstates let people commute long distances from home to work.

The Eisenhower Years

MAIN Idea

President Eisenhower cut federal spending, supported business, funded the interstate highway system, and extended some New Deal programs.

HISTORY AND YOU

Do you think it is important for a president to have served in the military? Read to learn how Americans chose a war hero as president in the 1950s.

In 1950 the United States went to war in Korea. The war consumed the nation’s attention and resources and effectively ended Truman’s Fair Deal. By 1952, with the war at 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 for regaining the White House in 1952 on a popular World War II hero: Dwight Eisenhower, former commander of the Allied Forces in Europe. The

Democrats nominated Illinois Governor Adlai Stevenson.

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

Eisenhower Takes Office

President Eisenhower had two favorite phrases. “Middle of the road” described his political beliefs and “dynamic conservatism” meant balancing economic conservatism with activism in areas that would benefit the country. Eisenhower wasted little time in showing his conservative side. The new president’s cabinet appointments included several business

Analyzing GEOGRAPHY

Answers:
1. in the Northeast, because of large population centers
2. It led to suburban sprawl and encouraged travel.

Korea

The Korean War sprang from a conflict between factions in Korea. Korean leftists wished to reform Korea’s land ownership laws that kept a small group wealthy while many lived in poverty. The right opposed this. Following World War II, Korea was divided: Leftists controlled the North, and rightists controlled the South. Fighting soon broke out along the border, and in 1950

North Korean forces invaded the South. The United States, under the flag of the United Nations, joined the fight on behalf of the South. By the time a cease-fire was established in Korea, on July 27, 1953, the total death toll for both sides had reached 600,000 soldiers and as many as 2 million civilians. The border between North and South Korea was re-established in roughly the same place as before the war. In the early 2000s, it remained the most heavily fortified border in the world.
leaders. Under their guidance, Eisenhower ended government price and rent controls, which many conservatives viewed as unnecessary federal regulation of the economy. Eisenhower’s administration believed business growth was vital to the nation. His 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 cut federal spending, the president vetoed a school construction bill and agreed to slash government aid to public housing. Along with these cuts, he supported some moderate tax cuts.

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 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 pushed for two large government projects. In 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 Social Security

Although President Eisenhower cut federal spending and tried to limit the federal government’s role in the economy, he 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 raise the minimum wage and continue to provide some government aid to farmers.

By the time Eisenhower ran for a second term in 1956, the nation had successfully shifted back to a peacetime economy. The battles between liberals and conservatives over whether to continue New Deal policies would continue. In the meantime, how did Eisenhower describe his approach to politics?

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**Assess**

**History ONLINE**

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**Close**

**Summarizing** Ask: In what direction did the federal government take the country after World War II? (The federal government supported programs such as the GI Bill, Social Security, public works projects, and civil rights.)

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**Answers**

1. All definitions can be found in the section and the Glossary.
2. Military production had stopped, and millions of former soldiers glutted the labor market.
3. Republicans controlled Congress after 1946 and also formed a coalition with conservative Southern Democrats to defeat many of Truman’s proposals.
4. Eisenhower described his approach to politics as “middle of the road” and “dynamic conservatism,” meaning balancing economic conservatism with activism in those areas that would benefit the country.
5. He pushed for two major projects—the Federal Highway Act and the construction of the St. Lawrence Seaway. Both projects enabled goods to be moved more quickly and efficiently.
7. Thurmond received the most votes in the South. Thurmond was the candidate of the States’ Rights, or Dixiecrat, Party made up of Southern Democrats who opposed federal action on civil rights.
8. Students’ speeches will vary but should focus on several components of the Fair Deal.

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**Vocabulary**


**Main Ideas**

2. Identifying What difficulties could have hindered the return to a peacetime economy?
3. Analyzing Why did Congress oppose some of Truman’s Fair Deal policies?
4. Describing How did Eisenhower describe his approach to politics?
5. Big Ideas How did President Eisenhower aid international shipping during his administration?
6. Organizing Use a graphic organizer like the one below to compare the agendas of the Truman and Eisenhower administrations.

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By the time Eisenhower ran for a second term in 1956, the nation had successfully shifted back 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. Under their guidance, Eisenhower ended government price and rent controls, which many conservatives viewed as unnecessary federal regulation of the economy. Eisenhower’s administration believed business growth was vital to the nation. His 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.”

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The Affluent Society

For many Americans, the 1950s was a time of affluence, with many new technological breakthroughs. In addition, new forms of entertainment created a generational divide between young people and adults.

American Abundance

MAIN Idea America entered a period of postwar abundance, with expanding suburbs, growing families, and more white-collar jobs.

HISTORY AND YOU Have you ever noticed that every restaurant in a pizza chain looks alike? Read on to learn about the rise of franchises.

The 1950s was a decade of incredible prosperity. 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. 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,” meaning that a lack of resources and overpopulation had limited economic productivity. Now, the United States had created what Galbraith called an “economy of abundance.” New business techniques and improved technology enabled the nation to produce an abundance of goods and services, thereby dramatically raising the standard of living for Americans.

The economic boom of the 1950s provided most Americans with more disposable income than ever before and, as in the 1920s, they began to spend it on new consumer goods, including refrigerators, washing machines, televisions, and air conditioners. Advertising helped fuel the nation’s spending spree. 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. A second car became a symbol of status, a freezer became a promise of plenty, and mouthwash was portrayed as the key to immediate success.

The Growth of Suburbia

Advertisers targeted consumers who had money to spend. Many of these consumers lived in new mass-produced suburbs that grew up around cities in the 1950s. Levittown, New York, was one of the earliest of the mass-produced 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. These new suburbs multiplied throughout the United States. Suburbs became increasingly popular during the 1950s, accounting for about 85 percent of new home construction. The number of suburban dwellers doubled, while the population of cities 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 believed the suburbs would provide a better life for themselves and their children. For millions of Americans, the suburbs came to symbolize the American dream.

Affordability was a key reason that home buyers moved to the suburbs. With the GI Bill providing low-interest loans to veterans, buying a new house was more affordable than at any previous time in American history. The government’s decision to give income tax deductions for home-mortgage interest payments and property taxes made owning a home even more attractive. Between 1940 and 1960, the number of Americans who owned their own homes rose from about 41 percent to about 61 percent.

### The Baby Boom

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

Several factors contributed to the baby boom. First, young couples who had delayed marriage during World War II and the Korean War could now marry, buy homes, and begin their families. In addition, the government encouraged the growth of families by offering generous GI benefits for home purchases. Finally, on television and in magazines, popular culture celebrated pregnancy, parenthood, and large families.

### A New Peacetime America

**Step 2: New Technologies** Americans’ buying power increased during this boom time following the war.

**Directions** Have students read Section 2 and remind them that many Americans had new-found wealth in the 1950s and 60s. What did they spend their money on? Have students note all of the new inventions created and discoveries made in postwar America and research others not mentioned in their text.

**Putting It Together** During their research have them collect photos or drawings of the new developments to be displayed on poster board in their final class presentation. (Chapter Project continued in Section 3 on page 811)
The Changing Workplace

Dramatic changes in the workplace accompanied the country’s economic growth. The ongoing mechanization of farms and factories accelerated in the 1950s. As a result, more Americans began working in offices. These jobs came to be referred to as white-collar jobs, because employees typically wore a white shirt and tie to work, instead of the blue denim of factory workers and laborers. In 1956, for the first time, white-collar workers outnumbered blue-collar workers.

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

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

Like franchise owners, many corporate leaders expected their employees to conform to company standards. In general, they did not want free-thinking individuals or people who might speak out or criticize the company. Some observers criticized this trend. 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”—concerned with winning the approval of the corporation or community.

In his 1956 book, The Organization Man, William H. Whyte, Jr., attacked the similarity many business organizations cultivated 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.”

Medical Miracles

The medical breakthroughs of the 1950s included the development of new, powerful antibiotics and vaccines to fight infection and the introduction of new techniques to fight cancer and heart disease.

Prior to the 1950s, cancer had been thought to be untreatable. The development of radiation treatments and chemotherapy in the 1950s...
helped many cancer patients survive. Similarly, treatments for heart disease had eluded scientists for decades, and when someone suffered a heart attack, nothing could be done. In 1950, however, doctors developed cardiopulmonary resuscitation (CPR), a technique that has saved many lives. Doctors also began replacing worn-out heart valves with mechanical valves and implanted the first pacemakers in 1952.

A third disease that had frightened Americans for decades was tuberculosis, a lung disease also known as the white plague. The disease was both highly infectious and contagious, so patients lived in isolation in sanatoriums. In 1956 for the first time, tuberculosis fell from the list of the top ten fatal diseases. New antibiotics and a blood test for the disease finally put an end to fear of tuberculosis.

Polio, too, finally yielded to science. Polio epidemics had been occurring in the United States since 1916. The viral disease had struck Franklin Roosevelt as a young man and forced him to use a wheelchair and wear steel braces on his legs. In the 1940s and 1950s, widespread polio epidemics terrorized the nation. Every summer, polio broke out somewhere in the country. Many died; those who did not were often confined to iron lungs—large metal tanks with pumps that helped patients breathe. Even if they eventually recovered, they were often paralyzed for life.

Each summer, parents searched for ways to safeguard their families from the dreaded disease. Some sent their children to the country to avoid excessive contact with others. Public swimming pools and beaches were closed. Parks and playgrounds across the country stood deserted. Nevertheless, the disease continued to strike. In 1952 a record 58,000 new cases were reported.

Finally, research scientist Jonas Salk developed an injectable vaccine to prevent polio. Salk first tested the vaccine on himself, his wife, and his three sons, and then on 2 million schoolchildren. In 1955 the vaccine became available to the general public. American scientist Albert Sabin then developed an oral vaccine for polio. Safer and more convenient than Salk’s injection vaccine, the Sabin vaccine became the most common method for preventing the disease. The threat of polio nearly disappeared.

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

**Activity: Technology Connection**

**Plastics: Use and Development** Humans have been developing and perfecting plastics since the late 1800s. Alexander Parkes unveiled the first man-made version in 1862. He claimed that the material could do anything that the natural material, rubber, could do. However, the product proved too expensive. Since then plastics have been refined, and now they touch many aspects of our lives. Divide the class into two teams. One team will create a time line of the development of plastics. The other team will create a collage of how we use plastics today. OE
**Reading Strategy**

**Making Connections** Ask: Why have different types of shows been popular in different periods of television history? (Students may point out that television shows usually reflect the culture and specific concerns of their time.)

**Skill Practice**

**Evaluating** Have students watch a rerun of a program that was popular in the 1950s such as *I Love Lucy* or *The Many Loves of Dobie Gillis*. Tell them to make a list of the styles, slang expressions, attitudes, and behaviors that are different from those of today. Discuss the lists and then compile them into a 1950s culture dictionary.

**Analyzing VISUALS**

**Answers:**
1. They were a middle-class family in which the father worked and mom raised the children.
2. a middle-class audience

**Activity: Interdisciplinary Connection**

**Language Arts** Have students work in small groups to write a short scene in which a character from a 1950s television show, such as *I Love Lucy*, or *Howdy Doody*, is magically transported to the present day. Students should begin by borrowing and viewing a tape of a 1950s program from the library. Next, have students select a character from the program they viewed to use in their original scenes. Students should create a scene in which the behaviors and attitudes of today are explained to their 1950s characters. Encourage students to allow their 1950s characters to express how they feel about life in the present versus life in the 1950s. Have groups present their scenes to the class. Ask: Which current attitudes and behaviors were most difficult for the 1950s characters to understand? Which 1950s attitudes and behaviors are most difficult to understand today? (Answers will vary, but should reflect an understanding of section content.)

**The New Mass Media**

**MAIN Idea** The rise of television led to changes in the movie and radio industries.

**HISTORY AND YOU** How many hours of television do you watch weekly? Read to find out about the early days of television broadcasting.

Although regular television broadcasts had begun in the early 1940s, there were few stations, and sets were expensive. There were estimated to be no more than 8,000 sets in use in the entire United States in 1946. By the late 1950s, however, small black-and-white-screened televisions sat in living rooms across the country. Nearly 40 million televisions had been sold by 1957, and more than 80 percent of families had at least one television.

**The Rise of Television**

Early television programs fell into several main categories, including comedy, action and adventure, and variety entertainment. In 1953 Lucille Ball and her real-life husband, Desi Arnaz, starred in one of the most popular shows ever to air on American television, a situation comedy (sitcom) called *I Love Lucy*. The episode in which Lucy gave birth (which paralleled Lucille Ball’s actual pregnancy) had an audience of 44 million viewers. Fewer people tuned in to watch the presidential inauguration the following day.

Comedy proved popular in other formats. Many early comedy shows, such as those starring Bob Hope and Jack Benny, were adapted from radio programs. Variety shows, such as Ed Sullivan’s *Toast of the Town*, provided a mix of comedy, music, dance, acrobatics, and juggling. Quiz shows also drew large audiences after the 1955 debut of *The $64,000 Question*. In this show and its many imitators, two contestants tried to answer questions from separate, soundproof booths.

Television viewers also enjoyed action shows. Westerns such as *Hopalong Cassidy*, *The Lone Ranger*, and *Gunsmoke* grew quickly in popularity. Viewers also enjoyed police shows...
such as *Dragnet*, a hugely successful show featuring Detective Joe Friday and his partner hunting down a new criminal each week. By the late 1950s, television news had also become an important vehicle for information, and televised athletic events had made professional and college sports a popular choice for entertainment.

**Hollywood Responds**

As the popularity of television grew, movies lost viewers. Weekly movie attendance dropped from 82 million in 1946 to 36 million by 1950. By 1960, when some 50 million Americans owned televisions, one-fifth of the nation’s movie theaters had closed.

Throughout the 1950s, Hollywood struggled to recapture its audience. When contests, door prizes, and advertising failed to lure people back, Hollywood tried 3-D films that required the audience to wear special glasses. Viewers soon tired of the glasses and the often ridiculous plots of 3-D movies.

Cinemascope—a process that showed movies on large, panoramic screens—finally gave Hollywood something television could not match. Wide-screen, full-color 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.

**Radio Draws Them In**

Television also forced the radio industry to change in order to keep its audience. Television made radio comedies, dramas, and soap operas obsolete. Radio stations responded by broadcasting recorded music, news, weather, sports, and talk shows.

Radio also had one audience that television could not reach—people traveling in their cars. In some ways, the automobile saved the radio industry. People commuting to and from work, running errands, or traveling on long road trips relied on radio for information and entertainment. As a result, radio stations survived and even flourished. The number of radio stations more than doubled between 1948 and 1957.

Many teens in every generation seek to separate themselves from their parents. One way of creating that separation is by embracing different music. In that respect, the 1950s were no different from earlier decades, but the results were different for two reasons.

For the first time, teens had large amounts of disposable income that could be spent on entertainment designed specifically for them. In addition, the new mass media meant that teens across the country could hear the same music broadcast or watch the same television shows. The result was the rise of an independent youth culture separate from adult culture. The new youth culture became an independent market for the entertainment and advertising industries.

**New Music and Poetry**

**MAIN Idea** Young people developed their own popular culture based largely on rock ‘n’ roll music and literature of the beat movement.

**HISTORY AND YOU** How do the adults you know feel about your favorite music? Read on to learn of the conflicts over musical taste that began during the 1950s.

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**Rock ‘n’ Roll**

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. Freed convinced 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, was born.

With a loud and heavy beat that made it ideal for dancing, along with lyrics about romance, cars, and other themes that appealed to young people, rock ‘n’ roll became wildly popular with the nation’s teens. Before long, teenagers around the country were rushing out to buy recordings 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, who became known as the “King of Rock ‘n’ Roll.”

**Television** Television became popular in the 1940s. Viewers could tune in to such shows as *The Texaco Star Theater* starring comedian Milton Berle. Many children wouldn’t miss *Howdy Doody*, a popular show aimed at youngsters. The television news came to Americans from two new programs lasting only 15 minutes. The 1948 news program *Camel News Caravan* was sponsored by a tobacco company that insisted its news anchor always have a burning cigarette visible when he presented the news. Over the years, Americans began spending more and more time watching television, and some worried that it was taking away from other activities such as reading or socializing. However, by 1960 nearly 90 percent of American families owned at least one TV set. Although the Columbia Broadcasting System presented the first commercial color telecast in 1951, color television remained too expensive during the 1950s for widespread use. Most people watched their shows in black and white.
Elvis Presley was born in rural Mississippi and grew up poor in Memphis, Tennessee. While in high school, Presley learned to play guitar and sing by imitating the rhythm-and-blues music he heard on the radio. By 1956, the handsome young Elvis had a record deal with RCA Victor, a movie contract, and had made public appearances on several television shows. At first, the popular television variety show host Ed Sullivan refused to invite Presley to appear, insisting that rock ‘n’ roll music was not fit for a family-oriented show. When a competing show featuring Presley upset Sullivan’s high ratings, however, he relented. He ended up paying Presley $50,000 per performance for three appearances, more than triple the amount he had paid any other performer.

Presley owed his wild popularity as much to his moves as to his music. During his performances he would gyrate his hips and dance in ways that shocked many in the audience. Not surprisingly, parents—many of whom listened to Frank Sinatra and other more mellow, mainstream artists—condemned rock ‘n’ roll as loud, mindless, and dangerous. The city council of San Antonio, Texas, actually banned rock ‘n’ roll from the jukeboxes at public swimming pools.

The 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 swept the nation.

**Critical Thinking**
**Determining Cause and Effect**
Ask: Why did Ed Sullivan change his mind about allowing Elvis Presley to perform on his television show? (Elvis appeared on another show, and it received better ratings than the Ed Sullivan Show.)

**Critical Thinking**
**Analyzing Primary Sources**
Have students use Internet or library sources to locate the lyrics to a popular rock ‘n’ roll song of the 1950s. Ask students to write one paragraph summarizing some of the key images, ideas, or themes in the song. Then have them write a second paragraph describing how these lyrics represented the concerns of American teenagers of the period.

Answers:
1. They found it shocking and suggestive.
2. Teenagers rebelled against their parents and embraced rock ‘n’ roll.

**Extending the Content**

**Hall of Fame**
The Rock and Roll Hall of Fame Museum opened in Cleveland, Ohio, on September 2, 1995. Artists and musical groups become eligible for induction into the Hall of Fame 25 years after the release of their first records. One of the earliest inductees was Chuck Berry. Named Charles Edward Berry by his parents, he was born in St. Louis on October 18, 1926. In the 1950s, Berry worked as a musician at night leading a popular blues trio. During the day he worked as a beautician. Berry also played fast, energetic music such as his famous song “Maybellene.” It was this music that got him a recording contract. The Rock and Roll Hall of Fame Web site says of Berry, “While no individual can be said to have invented rock and roll, Chuck Berry comes the closest of any single figure to being the one who put all the essential pieces together.”
The Beat Movement

If rock ’n’ roll helped to create a generation gap, a group of mostly white writers and artists who called themselves beatniks, highlighted a values gap in 1950s America. 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 right down to my socks.”

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 Ginsberg published a long poem titled “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. Although the beat movement remained relatively small, it laid the foundations for the more widespread youth cultural rebellion of the 1960s.

African American Entertainers

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 1956 NBC gave a popular African American singer named Nat King Cole his own 15-minute musical variety show. In 1958, after 64 episodes, NBC canceled the show after failing to secure a national sponsor for a show hosted by an African American.

African American rock ’n’ roll singers faced fewer obstacles. The talented African Americans who recorded hit songs in the 1950s included Chuck Berry, Little Richard, Fats Domino, and Ray Charles. The late 1950s and early 1960s also saw the rise of several female African American groups, including the Crystals, the Shirelles, and the Ronettes. With their catchy, popular sound, these groups were the musical predecessors of the famous late 1960s groups Martha and the Vandellas and the Supremes.

Over time, the music of the early rock ’n’ roll artists had a profound influence on popular music throughout the world. Little Richard and Chuck Berry, for example, provided inspiration for the Beatles, whose music swept Britain and the world in the 1960s. Elvis Presley’s music transformed generations of rock ’n’ roll bands that followed him and other pioneers of rock.

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

Summarizing How did rock ’n’ roll help create the generation gap?
Focus
Tell students that actor James Dean was a favorite with 1950s teenagers. He projected a rebellious image expressing anger, confusion, and hurt. Ask: What does the popularity of actor James Dean with teenagers tell you about 1950s youth? What impact do you think his early death had on American youth? (Answers will vary, but students might say that 1950s teenagers identified with his rebellious image. His early death must have been quite painful for his fans.)

Teach
Critical Thinking
Identifying Central Issues
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.

Movie Magazines
Americans had always been interested in the movies and the lives of movie stars. The new medium of television gave Americans a whole new medium with which to become fascinated. That medium was television and just as movie magazines had given fans an inside look at the movies, a new magazine did the same for television. That magazine was TV Guide. The first issue came out in 1953 and had Lucille Ball on its cover. The magazine let readers know what shows were on their televisions every day and night of the week. It also contained stories on the programs and stars of television. This proved to be exactly what television viewers wanted. Sales soared, and TV Guide became the best-selling weekly magazine in the United States.
**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

---

**American Scene, 1950–1960**

(MILLIONS)

<table>
<thead>
<tr>
<th>Year</th>
<th>Children 5–14</th>
<th>Girl Scouts &amp; Brownies</th>
<th>Bicycle Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>24.3</td>
<td>1.8</td>
<td>2.0</td>
</tr>
<tr>
<td>1960</td>
<td>35.5</td>
<td>4.0</td>
<td>3.8</td>
</tr>
</tbody>
</table>

**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 (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 (blowing up mattresses)
- incandescent bulbs (2) 40 watts
- fuses (2) 5 amperes
- clock—non-electric
- first aid kit
- waterless hand cleaner
- sterno stove
- canned water (10 gallons)
- canned food (meat, powdered milk, cereal, sugar, etc.)
- paper products

**Numbers 1957**

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

---

**Critical Thinking**

**Answers:**

1. It could lead to greater demand for these things and spur the economy.
2. Women are seen as having lives beyond being wives and mothers; this is partly due to the women's movement.

**Assess/Close**

Visit the TIME Web site at [www.time.com](http://www.time.com) for up-to-date news, weekly magazine articles, editorials, online polls, and an archive of past magazine and Web articles.

**Activity: Interdisciplinary Connection**

**Sociology**

In the 1950s, the response of citizens to societal dangers such as atomic war was more often an individual rather than a group effort. As early as the 1960s, with efforts such as the civil rights and anti-war movements, this began to change. Ask students to read newspapers and search the Internet for current examples of citizens' responses to public concerns such as global warming and war. Have students write a paragraph comparing and contrasting the response of Americans in the 1950s to the threat of atomic war with the responses of Americans to threats today. Have them write a second paragraph expressing their thoughts on the responsibility of citizens to address public concerns and the best ways to do so. **OL**
The Other Side of American Life

Focus

Bellringer
Daily Focus Transparency 23-3

Guide to Reading
Answers:
The Other Side of American Life
I. Poverty Amidst Prosperity
   A. The Decline of the Inner City
   B. African Americans
   C. The Inner City’s Ongoing Problems
   D. Hispanics
   E. Native Americans
   F. Appalachia
II. Juvenile Delinquency

To generate student interest and provide a springboard for class discussion, access the Chapter 23, Section 3 video at glencoe.com or on the video DVD.

Resource Manager

Reading Strategies
Teacher Edition
- Content Vocab., p. 811
- Inferring, p. 813

Critical Thinking
Teacher Edition
- Analyzing Info., p. 811
- Drawing Con., p. 813

Differentiated Instruction
Teacher Edition
- Gifted/Talented, p. 812
- Kinesthetic, p. 814

Writing Support
Teacher Edition
- Expository Writing, p. 812

Skill Practice
Additional Resources
- Authentic Assess., p. 51
- Read. Essen., p. 265
- Time Line Act., URB p. 135

The Other Side of American Life

III. Poverty Amidst Prosperity

During the 1950s, about 20 percent of the American population—particularly people of color and those living in the inner cities and Appalachia—did not share in the general prosperity. Experts also worried about the rise in juvenile delinquency.

Poverty Amidst Prosperity

MAIN IDEA
Despite the growing affluence of much of the nation, many groups still lived in poverty.

HISTORY AND YOU
Are the pockets of poverty in America today the same as they were in the 1950s? Read on to learn about the people and regions most affected by poverty in the 1950s.

The 1950s saw a tremendous expansion of the middle class. At least one in five Americans, or about 30 million people, however, lived below the poverty line. This imaginary marker is a figure the government sets to reflect the minimum income required to support a family. Such poverty 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:

PRIMARY SOURCE

“To be sure, the other America is not impoverished in the same sense as those poor nations where millions cling to hunger as a defense against starvation. . . . That does not change the fact that tens of millions of Americans are, at this very moment, maimed in body and spirit, existing at levels beneath those necessary for human decency. If these people are not starving, they are hungry, and sometimes fat with hunger, for that is what cheap foods do. They are without adequate housing and medical care.”

—from The Other America

The poor included single mothers and the elderly; minorities such as Puerto Ricans and Mexican immigrants; rural Americans—both African American and white—and inner city residents, who remained stuck in crowded slums as wealthier citizens fled to the suburbs. Many Native Americans endured grinding poverty whether they stayed on reservations or migrated to cities.
Amid the prosperity of the 1950s, many lived in terrible poverty. While suburbs boomed, the poor, many of whom were minorities, were relegated to inner-city slums. Native Americans suffered extreme poverty and the breakdown of their culture on reservations, while Mexican migrant workers in the Southwest barely made enough to feed, clothe, and shelter themselves and their children.

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. These crowded, 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 earning a higher income. In the end, urban renewal programs actually destroyed more housing space than they created. Too often, the wrecking balls destroyed poor people’s homes to make way for roadways, parks, universities, tree-lined boulevards, or shopping centers.

The Decline of the Inner City

The poverty of the 1950s was most apparent in the nation’s urban centers. As middle-class families moved to the suburbs, they left behind the poor and less-educated. Many city centers deteriorated because the taxes that the middle class paid moved out with them. Cities no longer had the tax dollars 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. These crowded, 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 earning a higher income.

In the end, urban renewal programs actually destroyed more housing space than they created. Too often, the wrecking balls destroyed poor people’s homes to make way for roadways, parks, universities, tree-lined boulevards, or shopping centers.

A New Peacetime America

Step 3: Create a Brochure America was bursting with new gadgets after the war years.

Directions Organize students into groups. Have each group select one of the new inventions that appeared in this time period, whether a home device or one used in business or manufacturing. Their task is to create a brochure to sell that product to whomever their buying audience might be—homemakers, businessmen, choir children, for example. They should write and illustrate their brochures in whatever design they choose. Have the groups present their brochures to the rest of the class, explaining their selling approach and purpose.

Representing Information Give students time to prepare for their presentations. They may role play or use media other than their posters to present the information. Encourage students to state the topic clearly, describe it, and summarize the information. (Chapter Project continued on the Visual Summary page)
Chapter 23 • Section 3

African Americans

Many of the citizens left behind in the cities were African American. By 1960, more than 3 million African Americans had migrated from the South to northern cities in search of greater economic opportunity and to escape violence and racial intimidation. For many of these migrants, however, the economic boom of the war years did not continue in the 1950s.

Long-standing patterns of racial discrimination in schools, housing, hiring, and salaries in the North kept many 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 Americans’ salaries, on average, were only 51 percent of what whites earned. Poverty and racial discrimination also deprived many African Americans of other benefits, such as decent medical care.

In 1959 the play A Raisin in the Sun opened on Broadway. Written by African American author Lorraine Hansberry, 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?” The play won the New York Drama Critics Circle Award for the best play of the year. Responding to a correspondent who had seen the play, 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.”

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 1950s and early 1960s, the Bracero Program brought nearly 5 million Mexicans to the United States to work on farms and ranches in the Southwest. Braceros were temporary contract workers. Many later returned home, but some 350,000 settled permanently in the United States.

These laborers, who worked on large farms throughout the country, lived with extreme poverty and hardship. They toiled long hours, for little pay, in conditions that were often...
unbearable. In The Other America, Michael Harrington noted:

**Primary Source**

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

—from The Other America

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 paid 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. By the middle of the 1900s, Native Americans—who made up less than one percent of the population—were the poorest ethnic group in the nation. Average annual family income for Native American families, for example, was $1,000 less than that of African American families.

After World War II, during which many Native American soldiers had served with distinction, the United States 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. Native American groups were then placed under the responsibility of state governments. At the same time, the government encouraged Native Americans to blend in with the larger society by helping them move off reservations to cities.

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.

**Reading Strategy**

Inferring Ask: Why did Mexican migrant laborers put up with poor housing, dangerous working conditions, and long days? (Jobs were scarce, and a job as a hard working migrant laborer was better than no job at all.)

**Critical Thinking**

Drawing Conclusions Ask: Why did the federal government promote the plan known as the termination policy? (It wanted to assimilate Native Americans into mainstream society, with the hope that they would be better off in cities than on the reservations.)

**MAKING CONNECTIONS**

**Answers:**
1. Conditions did not improve much.
2. minorities and the poor; the decreased tax base did not allow governments to provide needed services

**Activity: Interdisciplinary Connection**

**Daily Life** Have students work in groups to research Native American life in the 1950s. Within each group, pairs of students should investigate such aspects of daily life as housing, food, education, religious life, culture, work and leisure. Student pairs should present the results of their research to their groups. Together, each group should then make decisions about how to present the information they have gathered. Some groups might wish to present their findings in the form of a written report. Others might make an oral presentation. Still others might wish to create an interactive Web site with their findings. Have students present their final products to the class. **Ask**: Did the termination policy change the lives of Native Americans? In what ways?
For most Native Americans, termination was 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.”

During the 1950s, Native Americans in Minneapolis could expect to live only 37 years, compared to 46 years for all Minnesota Native Americans and 68 years for other Minneapolis residents. Similar patterns existed elsewhere. Benjamin Reifel, a Sioux, described the despair that the termination policy produced:

**PRIMARY SOURCE**

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

—quoted in *The Earth Shall Weep* (p. 93)

**Differentiated Instruction**

**Kinesthetic** Organize students into small groups and have them discuss what life was like in the 1950s for people living in Appalachia. Have students produce skits depicting one aspect of Appalachian life. Encourage them to use appropriate music to set the tone for their skits. Make arrangements for students to perform for their classmates.

**Analyzing VISUALS**

Answers:

1. Mississippi, Alabama, Tennessee, Kentucky, Virginia, West Virginia
2. high unemployment in mining communities

Answer:

African Americans, Hispanics, and Native Americans

**Differentiated Instruction**

**DBQ**

1. **Identifying** Which states had the highest concentration of distressed counties in 1960?
2. **Explaining** What might have accounted for this high number?
Juvenile Delinquency

MAIN IDEA Juvenile crime rates rose during the 1950s; a crisis in education occurred when the baby boomers began school.

HISTORY AND YOU Has your school placed a greater emphasis on science and math classes recently? Read to learn about a push in science and math education during the 1950s.

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 predicted that in the following year, about 1 million young people would be involved in some kind of criminal activity.

Americans disagreed on what had triggered the rise in delinquency. Experts blamed television, movies, comic books, racism, busy parents, a rising divorce rate, lack of religion, and anxiety over the military draft. Some cultural critics claimed that young people were rebelling against the conformity of their parents. Others blamed 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.” Still others pointed at social causes, blaming teen violence on poverty. The problem, 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 and long hair, or used street slang.

Concerned about their children, many parents focused on the nation's schools as a possible solution. When baby boomers began entering the school system in the 1950s, enrollments increased by 13 million. School districts struggled to pay for new buildings and hire more teachers.

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 that the nation had fallen behind its 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. Profound fears about the country's young people, it seemed, dominated the end of a decade that had brought prosperity and progress for many Americans.

Evaluating What were some suggested explanations of the increase in juvenile crime?

Vocabulary
1. Explain the significance of: poverty line, urban renewal, Lorraine Hansberry, Bracero Program, termination policy, Appalachia, juvenile delinquency.

Main Ideas
2. Evaluating How did the federal government’s termination policy affect Native Americans?
3. Analyzing What effects did the baby boomers have on schools?

Critical Thinking
4. Big Ideas Why did urban renewal fail to improve the lives of the poor in the inner cities?
5. Organizing Use a graphic organizer similar to the one below to list groups of Americans left out of the country’s postwar economic boom.

Groups of Low-Income Americans

6. Analyzing Visuals Study the photographs on page 811. Why were minority groups hit so hard by poverty, compared to whites, in the 1950s?

Writing About History
7. Expository Writing Choose a current social problem that you observe among adolescents. Describe the problem and its causes, and then recommend a solution.

History ONLINE

To review this section, go to glencoe.com and click on Study Central.

Assess

History ONLINE

Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Ask: What was the major cause of deteriorating cities in the 1950s? (The tax base of city governments dropped as middle-class residents moved to the suburbs.)

Answers

1. All definitions can be found in the section and the Glossary.
2. They lost much of their cultural uniqueness and valuable land, and they were often as poor in the cities as they would have been on the reservations.
3. As the wave of baby boomers entered the education system, school districts had to find the money to build new buildings and hire more teachers.
4. The high-rise projects that were built to replace older buildings were crowded and destroyed more housing space than they created. They also often created an atmosphere of violence.
5. single mothers, the elderly, minority immigrants, inner-city poor, people in Appalachia
6. Minority groups did not have access to the new higher-paying, white-collar jobs that whites did.
7. The social problems and solutions students cover will vary. Students should provide a current problem among juveniles and a relevant, reasoned solution to that problem.
**Drawing Conclusions** After World War II, the GI Bill provided generous funds to veterans. **Ask:** What effect did this government spending have on the economy? (It boosted the economy by putting money in the hands of veterans to start businesses, buy homes and goods, and get an education.)

**Determining Cause and Effect** During the 1950s Americans experienced a baby boom. **Ask:** What were the reasons for the baby boom of the 1950s? (Young couples who had delayed marriage during the war were now starting families, generous GI benefits helped veterans afford homes in which to raise families, popular culture celebrated large families.)

**Personal Writing** During the 1950s, television did not usually portray women as independent and strong. Minorities were largely absent from television. **Ask:** What impact do you think this may have had on women and minorities in the 1950s?

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**The Prosperity of the 1950s**

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

**Population Patterns**
- The U.S. population experienced a "baby boom."
- Millions of Americans moved out of cities to the suburbs.

**Science, Technology, and Medicine**
- Improvements in communication, transportation, and electronics allowed Americans to work more efficiently.
- Medical breakthroughs included the polio vaccine, antibiotics, and treatments for tuberculosis, cancer, and heart disease.

**Popular Culture**
- New forms of music, radio, cinema, and literature emerged.
- Television replaced movies and radio as the nation's new and most popular form of mass media.

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**The Problems of the 1950s**

**Economy and Society**
- Workers went on strike for higher wages.
- Congress would not pass Truman's civil rights legislation.
- Eisenhower cut back on New Deal programs.

**Population Patterns**
- Financially able people moved from crowded cities to new suburbs.
- Poverty increased in the inner city and the poor faced ongoing social problems.
- Crime increased among young people.

**Science, Technology, and Medicine**
- Poor people in inner cities and rural areas had limited access to modern health care.

**Popular Culture**
- Not everyone could afford to buy the new consumer goods available, such as televisions.
- African Americans and other minorities were, for the most part, not depicted on television.
- Many television programs promoted stereotypical gender roles.

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**A New Peacetime America**

**Step 4: Wrap Up** This activity will synthesize the information that students have collected about the society and culture of this time period.

**Directions** Divide the class into six teams. Each team should select one presenter to take on the role of an individual who lived during this time period. To avoid duplication among the teams, have each team announce which role their presenter will play. If there are duplicates, assign another role to one of the teams.

**Analyzing Information** Team members will collaboratively write a journal page from the perspective of the presenter. Each journal page should describe vividly the person's life at this time. Presenters will read the group's journal page to the class. The rest of the class may want to ask the presenters questions. To make the presentations more lively and memorable, presenters may wish to carry relevant signs, dress in costumes, or hold up photos.
Reviewing Vocabulary
Directions: Choose the word or words that best complete the sentence.

1. The Taft-Hartley Act outlawed the ________ opening some industries to nonunion workers.
   A closed shop
   B labor unions
   C right-to-work laws
   D open shop

2. During the 1950s, the number of ________ grew, as more Americans worked in offices.
   A computers
   B blue-collar jobs
   C franchises
   D white-collar jobs

3. After World War II, Native Americans suffered from the government policy of ________, which forced them into mainstream society.
   A urban renewal
   B termination
   C migrant work
   D reservation planning

4. ________, tried to eliminate poverty in cities by replacing slums with high-rise buildings for poor residents.
   A Urban renewal
   B Termination policy
   C Franchising
   D Dynamic conservatism

5. The poem “Howl,” by Allen Ginsberg, is a work that came out of the ________ movement.
   A rock ‘n’ roll
   B generation gap
   C beat
   D jazz

Reviewing Main Ideas
Directions: Choose the best answer for each of the following questions.

Section 1 (pp. 794–799)
6. Which of the following were two characteristics of the U.S. economy after World War II?
   A high unemployment and scarce goods
   B abundant goods and low unemployment
   C low unemployment and scarce goods
   D abundant goods and high unemployment

7. Which of the following was achieved under Truman’s Fair Deal?
   A a large increase in Social Security benefits
   B a broad program of civil rights reforms
   C a decrease in funding for the TVA
   D a federal highway bill

Section 2 (pp. 800–807)
8. One major cause of the growth of the suburbs was the
   A rise in blue-collar jobs.
   B Korean War.
   C affordability of homes.
   D television.

9. Jonas Salk developed the first vaccine for which illness?
   A tuberculosis
   B cancer
   C heart disease
   D polio

Answers and Analyses
Reviewing Vocabulary

1. A The closed shop was an industry that was closed to nonunion workers. The question states that the act opened some industries to "nonunion" workers. The opposite of the closed shop is the open shop—industries open to all workers.

2. D Computers did not come into popular use in offices until decades after the 1950s. Franchises are a type of business, and usually include retail establishments, not offices. Blue-collar workers work in factories and as laborers. White-collar workers are office workers.

3. B An easy way for students to remember this is to think that the government attempted to "terminate" the Native American way of life by assimilating them into American culture and refusing to recognize tribes as legal entities.

4. A The urban renewal program had unforeseen consequences. The crowded high-rise buildings created an atmosphere of violence. The policy of evicting residents with higher incomes also encouraged families to remain poor.

5. C Poetry is an art form associated more with the beat movement than with other movements listed. Rock ‘n’ roll and jazz were styles of musical innovation. The generation gap was a fact of life, not a movement.

Reviewing Main Ideas

6. B The answer choices in this question can confuse students who do not read carefully. Remind students that the economy after WWII was good. Therefore, they can eliminate any answer choices that include a negative. All three choices are positive and none is negative.

7. A Like FDR’s New Deal, the Fair Deal was aimed at improving domestic affairs. Have students who answer incorrectly review “What Was the Fair Deal?” on page 797. Listed first is an increase in Social Security benefits.

8. C This is a cause-and-effect question; students must choose the answer that is most likely responsible for growing suburbs. A may be tempting for students, because any rise in jobs might equal a rise in money for housing. However, this connection is too tenuous. It is not likely a war would cause suburbs to grow. Nor is it likely that television would cause suburbs to grow. Affordable homes caused more people to be able to buy homes, which caused suburbs to grow.

9. D Have students who have trouble reread “Medical Miracles” on page 802. Jonas Salk invented the first injected polio vaccine. The other choices discussed are not associated with any single scientist.
10. **C** This is another cause-and-effect question. The baby boom increased the population. An increase in population would not cause a decrease in housing demand, nor would it cause people to migrate en masse to one part of the nation. Although there is concern for the Social Security system today because of the increasing amount of boomers who are eligible, it is not yet bankrupt.

11. **C** This question may confuse students, who may be tempted to choose **D**. However, as students read in the chapter, radio stations actually increased after television, because TV forced radio stations to make changes to continue to draw audiences in. The car helped save the radio, because people used the radio for entertainment when driving.

12. **B** Urban renewal was an action or movement, not an object. Delinquency is criminal behavior or wrongdoing. Income tax does not make sense. An easy way for students to remember this definition is to think of an actual line marking the threshold for poverty.

13. **A** The Bracero Program began during World War II, when men were brought from Mexico to help harvest crops and work on ranches. They were not citizens of the U.S., they were here on work contracts, but many of their families came over to the U.S. with them and settled. You might tie this in with a current events discussion on Mexican immigration today.

**Critical Thinking**

14. **B** The GI Bill was instrumental in helping returning veterans gain access to education, housing, and services. Housing loans helped contribute to the growth of suburbs. Builders, such as William Levitt, developed a system of mass-produced housing that took advantage of the fact that the GI Bill made housing affordable to returning veterans.

15. **D** Study the graph with students. It shows an overall upward trend in the number of suburban dwellers between 1910 and 1980. In 1970, approximately 36 percent of the population lived in suburbs, according to the chart. In 1980, approximately 45 percent of the population lived in suburbs.

16. **C** There were approximately twice as many suburban residents in 1950.
17. Many Americans responded to the Soviet launching of Sputnik by demanding that schools
   A focus more on math and science.
   B offer more physical fitness training.
   C require students to learn a foreign language.
   D require the recitation of the Pledge of Allegiance.

18. The main idea of this cartoon is that 1950s white-collar workers were
   A lazy and useless.
   B unstable and untrustworthy.
   C extremely good at what they did.
   D overly dedicated to their jobs.

19. According to Gallup, what is a threat to the future of the United States in the world?

   Document-Based Questions
   Directions: Analyze the document and answer the short-answer questions that follow the document.

   George Gallup, one of the nation’s first pollsters, spoke at the University of Iowa in 1953 about the importance of mass media in the United States. Below is an excerpt from his remarks:

   “One of the real threats to America’s future place in the world is a citizenry which duly elects to be entertained and not informed. From the time the typical citizen arises and looks at his morning newspaper until he turns off his radio or television set before going to bed, 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 Legacy of Freedom, Vol. 2: United States History from Reconstruction to the Present

20. How do American citizens “cast their votes” to determine what is read, seen, and heard in the mass media?

   Extended Response
   21. Students’ essays will vary, but should make clear and logical comparisons, with supporting details from the chapter, between Truman’s and Eisenhower’s domestic agendas and policies. Discussions should include discussion of Truman’s Fair Deal and Eisenhower’s Dynamic Conservatism.