Postwar Confidence and Anxiety
1945–1960

Teach With Technology
Presentation EXPRESS™ PREMIUM CD-ROM
- Teach this chapter’s core content by using PresentationExpress, which includes Witness History audio, interactivities, video, lecture outlines, and the ExamView® QuickTake assessment tool.
- To introduce this chapter by using PresentationExpress, ask students with which of the following statements they most agree:
  A) After victory in World War II, it was natural for Americans to feel extremely confident and optimistic about their nation’s future. B) After the trauma of World War II and recent experience of the depression, it was natural for Americans to feel anxious and uncertain about their nation’s future.
  Take a class poll or record students’ answers by using the QuickTake feature, and discuss their responses. Point out that in this chapter, they will read about the political, economic, and social changes that shaped life in the United States in the late 1940s and 1950s. Continue introducing the chapter by using the chapter opener slide show and Witness History audio.

Technology Resources
- Student EXPRESS CD-ROM
- Teacher EXPRESS CD-ROM
- Presentation EXPRESS PREMIUM CD-ROM
- WITNESS HISTORY Audio
- ExamView® Test Bank CD-ROM English and Spanish
- Guided Reading Audio, Spanish
- Student Edition on Audio
- Experience It! Multimedia Pack

Bibliography
For the Teacher

For the Student
WITNESS HISTORY

Postwar Prosperity

World War II was over, and Americans wanted nothing more than to put it and all its horrors behind them. Government spending helped new families make ends meet and helped change the economy from making bombs and warplanes to making cars and refrigerators. Americans were eager to buy these newly available items. They bought houses in the suburbs, cars, washing machines, automatic mixers, radios, and cameras. The future seemed rosy. Listen to the Witness History audio to hear more about the prosperity and anxiety of the nation after World War II.

◆ A favorite family pastime was taking a long afternoon drive in the family car.

Chapter Preview

Chapter Focus Question: How did social and economic changes after World War II affect Americans?

Section 1
An Economic Boom

Section 2
A Society on the Move

Section 3
Mass Culture and Family Life

Section 4
Dissent and Discontent

Use the Quick Study Timeline at the end of this chapter to preview chapter events.

Chapter-Level Resources

Letter Home (English and Spanish), Preread the Chapter, Vocabulary Builder, Reading Strategy, Social Studies Skills Practice, Enrichment, Issues Connector, Chapter Tests

◆ Test Prep With Document-Based Assessment
◆ AYP Monitoring Assessments
◆ ExamView® Test Bank CD-ROM
◆ Guided Reading Audio (Spanish)
◆ Student Edition Audio

Previewing the Chapter

◆ WITNESS HISTORY ▲ Remind students that at the end of World War II, the United States was a global superpower for the first time. However, Americans feared the spread of communism around the world and a return to the problems of the Great Depression. Play the Witness History selection aloud. Ask students what images come to mind as they listen to the audio.

◆ WITNESS HISTORY AUDIO

Postwar Prosperity

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Differentiated Instruction Solutions for All Learners

The following Teacher’s Edition strategies are suitable for students of varying abilities.

◆ Special Needs Students, pp. 549, 554, 558, 561, 564, 569 SN
◆ English Language Learners, pp. 548, 549, 554, 558, 561, 564 ELL
◆ Less Proficient Readers, pp. 548, 549, 554, 558, 561, 564, 569 LPR
◆ Advanced Readers, pp. 550, 555, 557, 562, 568 AR
◆ Gifted and Talented Students, pp. 550, 555, 557, 562, 568 GT

Have students access Web Code nee-8601 for the Note Taking Study Guide Online, as an alternative to the Reading and Note Taking Study Guide booklet.
An Economic Boom

Why It Matters After World War II, many Americans worried that the war's end would bring renewed economic depression. Numerous economists shared this pessimistic view of the future, predicting that the American economy could not produce enough jobs to employ all those who were returning from the military. Yet, instead of a depressions, Americans experienced the longest period of economic growth in American history, a boom that enabled millions of Americans to enter the middle class. This era of sustained growth fostered a widespread sense of optimism about the nation's future. Section Focus Question: How did the nation experience recovery and economic prosperity after World War II?

The Nation Recovers From War
At the end of the war in August 1945, more than 12 million Americans were in the military. Thousands of American factories were churning out ships, planes, tanks, and all the materials required to help fight the war in the Pacific. Virtually overnight, both the need for such a huge military machine and the focus on war production came to an end. Orders went from Washington, D.C., canceling defense contracts, causing millions of defense workers to lose their jobs. Wartime industries had to be converted to meet peace-time needs.

Vocabulary Builder

Use the information below and the following resource to teach students the high-use words from this section. Teaching Resources, Vocabulary Builder, p. 11

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>upsurge</td>
<td>n. sudden increase</td>
</tr>
<tr>
<td></td>
<td>There was an upsurge in nonmilitary jobs after the war.</td>
</tr>
<tr>
<td>initiate</td>
<td>v. to arrange for something to start</td>
</tr>
<tr>
<td></td>
<td>The federal government initiated many changes after World War II.</td>
</tr>
</tbody>
</table>
As Americans set about enjoying the fruits of peace, President Harry Truman responded to calls to “bring the boys home for Christmas” by starting the demobilization, or sending home members, of the army. By July 1946, only 3 million remained in the military.

Americans were happy that the war was over, but they retained some sense of unease about the future. One poll taken in the fall of 1945 showed that 60 percent of Americans expected their earnings to fall with the return of a peacetime economy. “The American soldier is . . . worried sick about postwar joblessness,” Fortune magazine observed.

The GI Bill Aids Returning Soldiers To help deal with this anxiety, the federal government enacted a law popularly known as the GI Bill of Rights. It granted veterans a variety of benefits. It provided a year of unemployment payments to veterans who were unable to find work. Those who attended college after the war received financial aid. The act also entitled veterans to government loans for building homes and starting businesses.

The GI bill had an enormous impact on American society. Home loans to veterans fueled an upsurge in home construction, which led to explosive growth in suburban areas. Perhaps the greatest contribution of the GI bill came in education. The average soldier was inducted into the armed forces at the time when he or she would have been finishing high school. The bill encouraged veterans to enter or return to college. Each veteran was eligible to receive $500 a year for college tuition. The bill also provided $50 a month for living expenses and $75 a month for married veterans. Eight million veterans eventually took advantage of the education benefits.

A Baby Boom Fills Classrooms Upon their return, soldiers quickly made up for lost time by marrying and having children. Americans had put off having children because of the depression and war. Now, confident that the bad times were behind them, many married couples started families. This led to what population experts termed a baby boom. In 1957, at the peak of the baby boom, one American baby was born every 7 seconds, a grand total of 4.3 million for the year. One newspaper columnist commented, “Just imagine how much these extra people . . . will absorb—in food, in clothing, in gadgets, in housing, in services . . . .” Between 1940 and 1955, the U.S. population experienced its greatest increase, growing 27 percent from about 130 to about 165 million.

Converting From a Wartime Economy Fortunately, unemployment did not materialize, nor did a depression return. However, Americans experienced some serious economic problems. The most painful was skyrocketing prices. With war’s end, the federal government ended rationing and price controls, both of which had helped keep inflation in check during the war. A postwar rush to buy goods created severe inflationary pressures. There was just too much money to spend on too few goods. Overall, prices rose about 18 percent in 1946. The price of some products, such as beef, nearly doubled within a year.

History Background

The GI Bill The Servicemen’s Readjustment Act of 1944 extended benefits to millions of returning veterans of World War II. Because of its effects, many people believe that it is one of the most important pieces of legislation of the twentieth century.

In the single year after the end of the war, more than one million veterans used the GI Bill’s benefits to enter college. Millions more followed in the 1950s. As a result, the percentage of Americans with college degrees rose dramatically in the following decades. Low-interest loans for homes, farms, and businesses boosted individual standards of living and also helped the construction industry. About one fifth of new homes purchased in the postwar period were bought with GI Bill loans.

There were other benefits as well. Veterans who were unemployed could expect a weekly check of about $20.00. A system of veterans’ hospitals was also established. These healthcare facilities still exist today.

The GI Bill was later extended to cover millions of additional veterans who served in other wars.

The Nation Recovers From War

Instruct

Introduce Note that World War II ended in 1945. Ask How many years had passed since the Great Depression? (only about five years) Do you think memories of the hardships suffered during the Depression were still strong? (yes) In light of this, discuss with students why an end to the war might have made Americans uneasy about the economic future of the nation.

Teach Tell students that the end of the war brought great change to the United States—some of which was very different from what many people expected. Ask What did many people fear as millions of soldiers returned from the war? (They feared another period of high times when jobs would be scarce.)

How does this fear contrast with what really happened? (The fears were unfounded. The United States entered a long period of economic growth.) How did the GI Bill contribute to economic expansion? (Sample responses: It provided 1) money for unemployed veterans to spend on consumer goods, 2) loans that enabled many veterans to buy homes and boost the construction industry, and 3) money for college educations that allowed veterans to earn more, increasing their buying power and standard of living.) What economic problem did Americans face in the postwar years? Why did it occur? (Americans faced inflation. Inflation occurred because the government ended wartime price controls and there were too few goods for the number of people who wanted to buy them.) How did purchasing new cars or appliances help create more jobs? (As people bought more goods, more workers were needed to produce those goods.) How did federal spending help create more jobs? (The federal government funded projects that required new workers.)
• **Analyzing the Visuals** Have students analyze the graph showing birthrates in the United States between 1940 and 1960 on the previous page. Ask *Why do you think the number of births spiked between 1945 and 1950?* (Many soldiers were returning home from the war, getting married, and beginning families.) *How might the prosperity of the postwar economy have influenced U.S. marriage and birth rates?* (Postwar prosperity meant that people had more money, so they were less worried about being able to provide for their families.)

**Independent Practice**

• Have students analyze the infographic on this page. Ask them to determine the ways the people in the photographs illustrate the booming U.S. economy. Then, have students write answers to the Thinking Critically questions on the next page.

• Tell students to take the part of a veteran writing a letter of thanks to President Truman for the help received because of the GI Bill. Have students share their letters with the class.

**Monitor Progress**

As students fill in their tables, circulate to make sure that they understand the problems created by the need to shift from wartime to a peace-time economy and the steps taken to address those problems. For a completed version of the table, see Note Taking Transparencies, B-123.

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**Answer**

☑ Many expected a downturn in the U.S. economy and a loss of jobs.

**Checkpoint** What did many Americans expect to happen to the American economy after World War II?

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**Vocabulary Builder**

Initiate (ih NIHSH ee a tuh SH) v. to start

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**Differentiated Instruction Solutions for All Learners**

**English Language Learners**

Pair struggling readers and readers learning English with advanced readers to complete an illustrated timeline featuring some of the major events that appear in this section. Students should use other sources, such as encyclopedias or the Internet, to look up some of the dates. Have students go through the chapter first to choose events for the timeline. Then, have them determine the date of each event. Students should then draw the timeline on a sheet of paper and place each event on the timeline with a hashmark and label. Either above or below each hashmark, have students make a simple drawing that illustrates the event. Students might choose events from the section such as the end of World War II, the start and end dates of the Korean War, the dates of passage of the GI Bill and the Taft-Hartley Act, and the dates on which Presidents Truman and Eisenhower were elected.

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**Less Proficient Readers**

- By 1950, 3 out of 10 women were in the workforce.
- The rise in the GNP signaled the nation’s economic success. Between 1945 and 1960, the GNP more than doubled.

**The U.S. Dominates the World Economy**

During the depression, Americans could not buy the goods they desired. The economy improved during the war, but wartime restrictions kept spending down and limited economic growth. The end of wartime restrictions finally opened the floodgates to consumer purchases. As demand soared, businesses employed more people to produce goods. This created a cycle in which people bought new goods, leading businesses to hire more workers, who in turn bought more goods.

At the end of World War II, the United States was the only developed nation untouched by the devastation. Although it had only 6 percent of the world’s population, the United States produced about 50 percent of the world’s total output. This allowed Americans to enjoy a higher standard of living than any other nation in the world.

**Technological Progress Boosts Productivity**

The American economy benefited from numerous technological advances during the postwar period. Some developments, such as the use of atomic energy, were the result of war research. The use of computers increased, and businesses gradually began to depend on them. Worker productivity—the rate at which goods are produced or services performed—continued to improve, largely because of new technology.

**Government Spending Supports Growth**

Increased government spending boosted the economy, too. With the outbreak of the Korean War, the United States once again committed a significant part of its budget to defense spending. Military spending led to the development of new technologies and new materials, such as plastics and new light metal alloys, that found widespread use outside the military. Other large federal spending programs, such as the Marshall Plan, initiated foreign demand for goods made in the United States.

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**Differentiated Instruction Solutions for All Learners**

**Checkpoint** What did many Americans expect to happen to the American economy after World War II?
Truman Overcomes Huge Obstacles

On April 12, 1945, when Franklin Roosevelt died, Harry S. Truman had been Vice President for only 4 months. When Eleanor Roosevelt told him that her husband had died, Truman responded “Is there anything I can do for you?” She replied, “Is there anything we can do for you? For you are the one in trouble now.” Eleanor Roosevelt’s remark captured Harry Truman’s predicament. He had to preside over one of the more difficult times in American history. The postwar years saw the beginning of the Cold War and communist takeovers in Europe and Asia. At home, there was inflation and labor unrest. Communist advances and a troubled domestic economy created a sense of deep unrest in the American public during the Truman years.

Grappling With Congress and Labor  From the first days of his presidency, Truman faced a double-barreled challenge: a restless labor movement and a combative Republican Party. Trade unionists demanded pay increases to keep up with inflation. When employers refused to meet labor’s demands, millions of steel, coal, railroad, and automotive workers went on strike. The wave of strikes was one of the largest in American history. It prompted Congress to enact the Taft-Hartley Act, a law that outlawed the closed shop—a workplace in which only union members can be hired. Taft-Hartley rolled back some of the rights that labor unions had gained during the New Deal. Although Truman vetoed the Taft-Hartley Act, Congress overrode his veto.

Angering Segregationists Unlike FDR, who feared challenging the power of white southern senators and representatives, Truman refused to remain passive. He established a special committee on civil rights to investigate race relations. The committee made several recommendations for civil rights reforms. However, Congress rejected the recommendations.

Thinking Critically

1. Analyze Graphs How much did the GNP increase between 1945 and 1960? 
2. Analyze Information Why was the postwar period a time of prosperity for most Americans?
Quick Activity  Ask How did the Taft-Hartley Act affect the power of unions? (It diminished their power by outlawing closed shops and rolling back some New Deal era gains for organized labor.) Have students read and complete the worksheet Viewpoints: The Taft-Hartley Act. Teaching Resources, p. 16

Independent Practice
Have students consider Truman’s proposal for national health insurance and write an editorial either supporting or opposing the program. Remind students that many people at the time did not have health insurance.

Monitor Progress
As students compose their letters to the editor, circulate to ensure that they understand what health insurance provides and the problems faced by families who do not have it.

A Truman Victory
Despite the mistaken headline, Truman defeated Dewey in a close election. The Democrats won with a popular vote of 24 million to the Republicans’ popular vote of nearly 22 million. The campaign button, promoted Truman’s opponents, Thurmond and Wright from the States’ Rights Party. What role should the media have in elections?

and did not pass any meaningful civil rights reforms until the late 1950s. Truman also issued an executive order desegregating the military. This was more successful. By 1951, most units had been integrated.

Truman Upsets Dewey  By the spring of 1948, Truman’s standing had sunk so low that he faced challenges from both the right and the left in his own Democratic Party. Southern Democrats, angry at Truman’s support for civil rights, left the party and established the States’ Rights Party. They named South Carolina governor Strom Thurmond as their candidate for President. At the other end of the political spectrum, Henry Wallace, who had been Vice President during FDR’s third term, broke with Truman over foreign policy issues. Wallace became the candidate of a new Progressive Party.

The breakaway of two large blocs of Democrats was accompanied by the Republican Party’s nomination of Thomas Dewey, the well-known governor of New York, for President. Few people thought that Truman had any chance of winning the 1948 election. Truman, however, did not see it that way. He staged an energetic “whistle stop” train tour of the nation, delivering over 300 speeches and traveling 31,000 miles in a matter of weeks. At train stops in small towns, Truman attacked the current Congress as “do nothing” and the worst in history. “Give ‘em hell, Harry!” some in the crowd would cry out during his speeches. Although every political poll predicted that Dewey would win easily, Truman won by a narrow victory. He had managed the political upset of the century.

Truman Proposes a Fair Deal  Shortly after the election, Truman announced a far-ranging legislative program, which he called the Fair Deal. The Fair Deal, he explained, would strengthen existing New Deal reforms and establish new programs, such as national health insurance. But Congress was not in a reforming mood, and Truman failed to win approval for most of his Fair Deal proposals.

Legislative failure and a stalled war in Korea contributed to Truman’s loss of popularity. He chose not to seek the 1952 Democratic nomination. His reputation, however, has improved through the years. Today, many historians applaud candidates do, and how did they affect the race? Where were third-party candidates the strongest? Students should explain the results and trends, referring to the text and additional information located through research. Have students present their reviews in the form of an analysis that a political reporter would give as returns are coming in after an election.

Candidate (Party) | Electoral Vote | Popular Vote | % Electoral Vote | % Popular Vote
--- | --- | --- | --- | ---
Truman (Democratic) | 18,305,182 | 24,105,182 | 57 | 50
Dewey (Republican) | 169 | 21,970,063 | 36 | 46
Thurmond (States’ Rights) | 169 | 1,169,063 | 7 | 2
Wallace (Progressive) | — | 1,157,172 | — | 2

*One of Tennessee’s electoral votes voted for Truman.

Electoral Vote

Popular Vote

% Electoral Vote

% Popular Vote

Answer

Caption  Sample answer: The media should accurately and fairly report the candidates’ positions on issues to help the public make decisions about the candidate they want to support.

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him for his common-sense approach, as the first President to challenge public
discrimination and as a determined opponent of communist expansion.

**Checkpoint** Why were workers dissatisfied during the postwar
period?

**Eisenhower Charts a Middle Path**

The 1952 election was hardly a contest. The Republican candidate, Dwight
Eisenhower, was so popular that both the Democratic and Republican parties
had wanted him as their presidential candidate. Eisenhower, whose nickname
was Ike, charmed the public with his friendly smile, reassuring personality,
and record of service and honesty. The Democratic candidate, Adlai Stevenson,
a senator from Illinois, failed to catch the popular imagination the way
Eisenhower did.

Dwight Eisenhower had spent nearly his entire adult life in the military and
had never held a political office before 1952. Thus, Americans could not know for
certain which way he would guide the nation upon taking office. However, most
Americans believed that Eisenhower’s calm personality mirrored his political
views and that he would keep to the “middle road,” achieving a balance between
liberal and conservative positions.

Eisenhower charted a middle course as President. While he shared the con-
servative view that the federal government had grown too strong, he did not
repeal existing New Deal programs, such as Social Security and the minimum
wage. Federal spending actually increased during his presidency. Eisenhower
even introduced several large new programs. For example, he created an inter-
state highway system and began to spend federal dollars for education, speci-
cally to train more scientists.

One reason for Eisenhower’s popularity was the strength of the American
economy during the 1950s. His presidency was one of the most prosperous,
peaceful, and politically tranquil in the twentieth century.

**Checkpoint** Why did federal spending increase during Eisenhower’s
presidency?

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**Assess and Reteach**

**Assess Progress**
- Have students complete the Section Assessment.
- Administer the Section Quiz.

**Teaching Resources, p. 20**
- To further assess student understanding, use Progress Monitoring Transparencies, 119.

**Reteach**
- If students need more instruction, have them read the section summary.

**Reading and Note Taking Study Guide**
- Spanish Reading and Note Taking Study Guide

**Extend**
- Ask students to write a paragraph drawing conclusions about why Con-

President Truman after his election in 1948 than it had been with Roosevelt during the
beginning of his presidency.

**Answers**
- Many workers worried that their wages were not keeping pace with inflation.
- Eisenhower introduced several large and expensive federal initiatives, such as building the interstate highway sys-
tem and funding education programs to train students in science.

**For additional assessment, have students access Progress Monitoring Online at Web Code nea-1302.**
**Prepare to Read**

**Background Knowledge**
Students have just analyzed the economic changes of the postwar years. Ask students to predict the way those changes affected the everyday lives of Americans.

**Set a Purpose**
- **WITNESS HISTORY** Read the selection aloud, or play the audio.
- **Audio** Witness History Audio CD, Homes for Veterans

**Ask** How did Levitt make it possible for many people to become homeowners? (He constructed homes in a way that allowed him to sell them fairly cheaply.)

**Focus** Point out the Section Focus Question, and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 2 Assessment answers.)

**Preview** Have students preview the Section Objectives and the list of Terms and People.

**Reading Skill** Have students use the Reading Strategy: Identify Main Ideas and Supporting Details worksheet. *Teaching Resources*, p. 12

**Note Taking** Using the Paragraph Shifting strategy (TE, p. T20), have students read this section. As they read, have students record the section’s main ideas. *Reading and Note Taking Study Guide*

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**SECTION 2**

**Objectives**
As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Examine the rise of the suburbs and the growth of the Sunbelt.
- Describe changes in the U.S. economy and education in the postwar period.

**A Society on the Move**

**Objectives**
- Examine the rise of the suburbs and the growth of the Sunbelt.
- Describe changes in the U.S. economy and education in the postwar period.

**Terms and People**
- Interstate Highway Act
- Sunbelt
- service sector
- multinational corporation
- AFL-CIO
- California Master Plan
- information industry
- franchise business

**Why It Matters** Since the first colonists arrived in Jamestown, Virginia, Americans have been on the move. In the years following World War II, mobility became especially important. People moved to the suburbs and to the Sunbelt. They also moved into white-collar jobs. At the same time, the American economy was changing. The impact of those changes still affects us today. **Section Focus Question:** What social and economic factors changed American life during the 1950s?

**Americans Move to the Suburbs**
Between 1940 and 1960, more than 40 million Americans moved to the suburbs, one of the largest mass migrations in history. Rural regions suffered the most dramatic decline in population, but people also came by the thousands from older industrial cities, seeking, as one father put it, a place where “a kid could grow up with grass stains on his pants.” During the same time period, many older industrial cities lost population.

**Suburbs Attract Young Americans** People flocked to the suburbs in part because the nation suffered from a severe shortage of urban housing. During the depression and World War II, new housing construction had come to a near standstill. At war’s end, as Americans married and formed families, they went in search of a place they could call their own.

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**Vocabulary Builder**

Use the information below and the following resource to teach students the high-use words from this section. *Teaching Resources*, Vocabulary Builder, p. 11

**High-Use Word**
- **undertake** v. to take upon oneself; agree to do
  - The nation prepared to **undertake** the building of a new highway system.

- **frustrate** v. to annoy; disappoint
  - Skyrocketing prices after World War II **frustrated** many Americans.
Fortunately, at this time of peak demand, developers figured out how to build affordable housing in a hurry. William Levitt became a leader in mass-producing suburban homes. Entire rows of houses in Levittown were built using the same plan. This method enabled workers to build houses in weeks rather than in months. On the installment plan, buyers could pay $58 a month toward the cost of a home. Demand for the homes was so great that Levitt built two other Levittowns—one outside Philadelphia, Pennsylvania, and the other in New Jersey. These houses were ideal for young couples starting out because they were affordable and comfortable. Other developers adopted Levitt’s techniques, and suburbs were soon springing up across the country.

Suburban development depended on help from the government. State and federal governments constructed thousands of miles of highways that linked the suburbs to cities. New home buyers benefited from the GI bill and the Federal Housing Administration (FHA), which provided low-interest loans. FHA-backed loans allowed home buyers to pay as little as 5 to 10 percent of the purchase price and to pay off their mortgages over 30 years.

Residents of new suburbs faced the challenge of establishing new towns with churches and schools and police and fire departments. Through these institutions, the suburbanites forged a sense of community. During the 1950s, the suburbs became increasingly self-contained. While suburban residents of earlier generations had depended on the city for entertainment and shopping, the postwar suburban dweller could find a vast array of goods and services in nearby shopping centers.

The “Car Culture” Takes Over During the 1920s, automobile ownership had soared in the United States. With the explosion of suburban growth in the 1950s, Americans grew even more dependent upon their cars. The number of registered automobiles jumped from 26 million in 1945 to 60 million in 1960.
As more families moved into the suburbs, a new way of life emerged. Suburban communities blossomed as all the services and conveniences of city life, including hospitals, entertainment, and shopping centers, became available. Schools were usually nearby, and children, as shown here, could easily walk to one. Suburban dwellers greatly depended on the automobile. Shopping malls were built with large parking lots to accommodate shoppers' cars. In time, most suburban families owned two cars.

These new automobiles tended to have big engines and enormous horsepower. They came with the newest technology, such as power steering and brakes and automatic transmission. Harley Earl of the Ford Motor Company captured the mood of the 1950s by designing cars with lots of chrome that reminded people of jet planes.

While some suburbanites rode the train or other forms of mass transportation, Americans increasingly depended upon their cars to commute to work. Suburbanites also needed their cars to shop at suburban shopping malls. Entrepreneurs opened fast-food restaurants and drive-in movie theaters, both of which catered to the car culture. While these businesses flourished, many older businesses, often located in older city neighborhoods, struggled to survive.

Checkpoint How did Americans living in the suburbs benefit from the "car culture"?

Eisenhower Interstate Highway System

The scale of suburban growth would not have been remotely possible without a massive federal program of highway building. Committed to the idea of easing automobile travel, President Eisenhower authorized the first funding of the interstate system in 1951. Further legislation passed by Congress in 1956 resulted in the Interstate Highway Act, which authorized funds to build 41,000 miles of highway consisting of multilane expressways that would connect the nation’s major cities. This represented the biggest expenditure on public works in history, bigger by far than any project undertaken during the New Deal. In 1990, further recognition of President Eisenhower’s role in establishing the massive highway system led to a renaming of the highways. It became the Dwight D. Eisenhower System of Interstate and Defense Highways.

Vocabulary Builder

undertake—(uhn der TAYK) v. to take upon oneself, agree to do

Differentiated Instruction Solutions for All Learners

1 Special Needs Students
2 English Language Learners
3 Less Proficient Readers

Answer

✓ Many new businesses opened in the suburbs—shopping malls, fast-food restaurants, drive-in movie theaters—that people could reach easily only by car.

Postwar Confidence and Anxiety
Suburban dwellers began to spend more time taking care of their lawns and gardens. As a result, lawn mowers became increasingly popular. The young man here is using his new lawn mower.

Families tended to spend more time together. Backyard cookouts were popular pastimes. Usually, hamburgers or frankfurters were prepared on outdoor grills.

Thinking Critically
1. Recognize Cause and Effect How did the growth of the suburbs affect Americans?
2. Draw Conclusions One author described suburban living as “a life of dreariness.” Do you agree? Explain.

History Interactive
For: More about suburban life in the 1950s
Web Code: wpx-1150

Besides easing commutes from suburbs to cities, the new highways boosted the travel and vacation industries. Families traveled to national and state parks, to the beach, and to new destinations, such as Las Vegas. With more money and more children, American families avidly sought entertainment and leisure activity. Walt Disney met this demand by building an extraordinary amusement park in Southern California. Disneyland exhibits excited the imagination with spectacular visions of the future, including make-believe rides in space and a special exhibit based on the movie 20,000 Leagues Under the Sea.

Checkpoint How did the Interstate Highway System spur the growth of the suburbs?

Migrating to the Sunbelt

In 1958, the Brooklyn Dodgers and the New York Giants, two well-known baseball teams, moved from New York City to Los Angeles and San Francisco, respectively. Their move reflected another crucial trend of the postwar era, the growth of the Sunbelt, the name given to the southern and western states. By the mid-1960s, California passed New York as the state with the largest population. The migration to Sunbelt cities, such as Houston, Texas, and Los Angeles, California, continued for the rest of the twentieth century.

Seeking the Benefits of the Sunbelt

Many factors played a role in attracting so many people to the Sunbelt. California, which added more than 5 million new residents in the 1940s and 1950s, had both an appealing climate and a large number of jobs in defense industries. The explosive growth of the aerospace and electronics industries also attracted newcomers to the Sunbelt. The booming petrochemical industry boosted Houston’s population. The development of air conditioning made it easier to live in hotter climates, too.

Eisenhower Interstate Highway System

Instruct

- Introduce Display Color Transparency: The Interstate Highway System. Then, have students analyze the photograph. Ask students to discuss the image of America that the photograph conveys. Color Transparencies A-114

- Teach Ask: What was the Interstate Highway Act? (It was legislation that authorized the spending of billions of dollars to build a system of thousands of miles of interstate highways in the United States.)

- How did the new highways affect the economy? (They allowed people and goods to travel more easily between cities and suburbs, and they aided the growth of the travel and tourism industries.)

- Would political leaders from cities or suburbs have been more supportive of the new highways? Why? (Leaders from the suburbs would have been more supportive because the new highways benefited their constituents.)

Independent Practice

Instruct students to complete the worksheet Outline Map: Interstate Highways. Teaching Resources, p. 17

Monitor Progress

As students complete their worksheets, circulate to make sure that they are completing the map properly.

Answers

- The new highways made it easier for people to live in the suburbs but still use cars to commute to jobs in the cities.

Thinking Critically
1. Possible response: As the population increased, city-life services became available in the suburbs. Also, people depended more on their cars.
2. Possible response: No, because suburbs have more open space in which to enjoy outdoor activities.

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Migrating to the Sunbelt

Instruct
- **Introduce:** Key Term Ask students to locate the key term *Sunbelt* (in bold) in the text and define it. Discuss why the southern and western states would have been given the name “Sunbelt.”
- **Teach** Ask Why did many people migrate to the Sunbelt during the postwar years? (There were many jobs available and the climate also appealed to many people.) Where in the Sunbelt did various groups of Latino immigrants live? (Many Cubans went to Miami, and most Mexicans and Mexican Americans lived in cities such as Los Angeles, El Paso, and Phoenix.) How did migration to the Sunbelt affect the balance of political power in the United States? (Urban areas of the Northeast and Midwest suffered losses of political power, and areas in the Sunbelt gained political power.)

Independent Practice
- Have students access Web Code nep-1303 to use the Geography Interactive map and then answer the map skills questions in the text.
- **Note Taking** Have students complete the graphic organizer identifying the causes of the migration to the Sunbelt and the effects of the population shift. Reading and Note Taking Study Guide

Monitor Progress
As students complete their graphic organizers, circulate to make sure that they understand the causes and the effects of the population shift. For a completed version of the graphic organizer, see Note Taking Transparencies, B-124b.

Answers

**Map Skills**
1. Review locations with students.
2. Possible response: Nevada, California, Arizona
3. Sample answer: Population probably decreased because people were moving to the suburbs and to Sunbelt states.

**Sunbelt Migration** Warm weather attracted large numbers of people to the Sunbelt states. Still, there is a good chance that the population of this area would not have grown as large or as quickly as it did without help from the federal government and one important invention. The growth of cities and farms in the West is dependent on the availability of water. A system of dams, aqueducts, water tunnels, and other infrastructure brings water to this region, much of which is desert. Many of these projects were built with federal funds. For example, federal and state money paid for a system to bring water to the Central Valley and Los Angeles. The federally funded Hoover Dam provides electricity and a reliable water supply to Las Vegas—a city located in a dry region that is among the fastest-growing areas in the nation. Also contributing to Sunbelt growth, the window air conditioner became largely affordable in the 1950s. As a result, life in the deserts of the Southwest or the summer heat of Florida became possible for people who otherwise would not have considered Sunbelt homes.
Latinos contributed to the growth of the Sunbelt. In the late 1950s and early 1960s, many Cubans, who were escaping the new regime of Fidel Castro, made Miami, Florida, their new home. Prior to World War II, most Mexican Americans lived in rural areas. However, by the 1960s, the majority of them migrated to urban areas, such as Los Angeles, El Paso, and Phoenix.

**Impact of Migration**
The shift to the suburbs and the Sunbelt had a momentous impact on American society. As people moved, their political power went with them. Thus, suburbs and the Sunbelt gained representation. Urbanites in the Northeast and Midwest lost political power. California's representation in the House of Representatives, for example, more than doubled between 1948 and 1948.

Urban and suburban growth created environmental concerns, ranging from traffic jams and smog to water shortages. In the 1960s and 1970s, environmental groups would begin to grapple with some of the byproducts of this growth.

**Checkpoint** What motivated so many Americans to migrate to the Sunbelt?

### The American Economy Changes Focus

These important postwar population shifts were matched by equally groundbreaking structural changes in the American economy. For the first time in American history, more people found employment in the service sector, businesses that provide services, such as healthcare, law, retail, banking, or insurance, than in the manufacturing sector. These shifts led some to describe the United States as a postindustrial society.

**The Service Sector Grows**
Between 1947 and 1957, the percentage of the American workforce employed in industrial or blue-collar jobs declined 4 percent. During the same time period, employment in the service sector, or white-collar jobs, rapidly grew. The new workforce included many who worked in information industries, including those who built or operated the first computers. These computers were enormous. One of the first, named ENIAC, short for Electronic Numerical Integrator and Computer, took up roughly 18,000 square feet, or the size of three basketball courts! Despite its size, it was still, ENIAC was a remarkable advance. By the 1960s, the government and private industry had found many uses for the computer. Hotels used computers to help make reservations, and banks used them to keep track of accounts. Industries started using computers to automate work or perform jobs once done by people.

Meanwhile, the number of women in the labor force continued to grow, doubling between 1940 and 1960. Many of these women worked part time. Few pursued long-term careers and most remained underpaid. Yet, without their paychecks, their families would have found it difficult to remain in the middle class.

While the service sector grew rapidly, both the number and percentage of Americans who made a living by farming continued to decline. In 1935, one fourth of the nation’s families lived on farms. By 1960, less than one in ten families did. At the same time, the number of white-collar workers, such as the office workers shown here, greatly increased in the 1950s.

**White-Collar Jobs**
The number of white-collar workers, such as the office workers shown here, greatly increased in the 1950s.

**The American Economy Changes Focus**

### Instruct

- **Introduce:** Key Term Have students find the key term *service sector* (in bold) in the text and define it. Tell students that, for the first time, more people found jobs in the *service sector* than in manufacturing. Have students list some *service sector* businesses. Discuss why these businesses grew in the 1950s.

- **Teach**
  
  Direct students to look at the image on the bottom of this page. Ask Do you think these people work in the service sector or in manufacturing? Why? (The service sector, they are in an office, which probably provides a service such as insurance or accounting, rather than in a factory, which manufactures goods.) How did the introduction of computers increase productivity? (Computers could quickly do the work once done by people.) How did new technology affect farmers? (It allowed them to grow more food per acre but also resulted in fewer family farms.) Why would the new AFL-CIO have had more power than the two unions did separately? (Sample response: With more members, the union would have had more power because of its ability to call strikes that could disrupt more industries.)

- **Quick Activity**
  
  Have each student write a question about the U.S. economy on one side of a note card and the answer on the other. Have students exchange note cards with a partner and write the answer. Students should check their answers.

### Independent Practice

Have students write paragraphs explaining why the United States emerged as a world economic power following World War II.

### Monitor Progress

As students write their responses, circulate to make sure that they understand the factors that led to U.S. economic dominance after the war.

### Answer

- Appealing climate, new highways, and jobs in industries such as electronics and petrochemicals. Air conditioning also made it easier for people to live in the Sunbelt.

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**Differentiated Instruction Solutions for All Learners**

- **Advanced Readers**
  
  The first computer, ENIAC, was originally developed in the 1940s. Have interested students research the development of this early computer. Who developed it? Why was it developed? How was it first used? Have students look for interesting photographs and information on the earliest computers as well as comparisons with the computers of today. Then, have students use the information they find to make a design for a Web page devoted to the subject.

- **Gifted and Talented Students**
  
  Have students list some service sector businesses. Discuss why these businesses grew in the 1950s.
Postwar Confidence and Anxiety

Educational Opportunities Expand

**Instruct**
- **Introduce** Note that the number of people graduating from high school and college soared in the postwar years. Have students discuss why many people believed that this was important for continued improvement of the U.S. economy.
- **Teach** Ask Why was the National Defense Education Act passed? (Its goal was to produce more scientists and science teachers.) Why was this an important national goal? (The U.S. government felt threatened by Soviet advances in space and did not want to fall behind.) Why did the U.S. government try to make education more accessible in the postwar years? (Sample answer: Higher education increased productivity. It also allowed workers to increase their standard of living, which helped the economy.)
- **Analyzing the Visuals** Have students look at the image on the next page. Ask What do you notice about this classroom? (Sample response: Classes were full, desks are in rows and look different from desks used today.) Why did the U.S. government greatly increase education funds to states during this decade? (to meet the demands of growing classrooms and to stay in the space race with the Soviet Union)

**Independent Practice**
The postwar period was a time of growth for organized labor. Ask students to form small groups and create a brochure either encouraging people to join a union or discouraging people from joining.

**Monitor Progress**
As students complete their brochures, circulate to make sure that they understand the benefits and issues surrounding unions in the 1950s.

**Answer**
- ✓ More people began to find jobs in the service sector of the economy rather than in manufacturing or farming. Information industries grew, as did franchises. Many companies also became multinational, doing business throughout the world instead of only in the United States.

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**Checkpoint** In what ways did American businesses change during the postwar period?

**Differentiated Instruction**

- **Special Needs Students**
  - Have students choose one person, event, or trend featured in this section. Then have them create an illustration of that person, event, or trend. Students should then write a caption under the illustration to clearly explain it. Illustrations can be anything from descriptive drawings to political cartoons.

- **English Language Learners**
  - Encourage students to use creativity as well as humor. Ask English-speaking students to help students learning English with composing simple captions for their illustrations.

- **Less Proficient Readers**
  - [Image for visual aid]

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**Vocabulary Builder**

- **Fracture** (frak tūr') v. to annoy, disappoint

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**Labor Leader**

George Meany served as the first president of the AFL-CIO.
1940s (and thereafter),” wrote historian James Patterson, “seemed yet another sign that the American Dream was well and alive.”

Government Provides Funding for Education Large sums of money were needed to meet the education needs of the baby-boom generation. In the 1950s and early 1960s, California opened a new school every once a week. Most of the funding for education came from local and state governments, but after the Soviet Union launched Sputnik 1 in 1957, many Americans called for more federal funds for education.

In a mood of crisis, Congress quickly approved the National Defense Education Act. Its $1 billion program was aimed at producing more scientists and science teachers. The act authorized money for loans to high school and college graduates to continue their scientific education.

Education Is “Democratized” The postwar era saw the stirrings of a movement to make education more accessible. Many states poured funds into their public universities, making it easier for ordinary Americans to attend college. California, for example, established a California Master Plan, which called for three tiers of higher education: research universities, state colleges, and community colleges. All of them were to be accessible to all of the state’s citizens. Other states also built or expanded their college systems. On another front, in 1954, the Supreme Court ruled in Brown v. Board of Education of Topeka that segregated schools were unconstitutional. However, it would be years before many schools were actually integrated.

Checkpoint How did American education change in the years following World War II?

Assess and Reteach

Assess Progress
- Have students complete the Section Assessment.
- Administer the Section Quiz.
- To further assess student understanding, use Progress Monitoring Transparencies, 120.

Reteach
If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide
Adapted Reading and Note Taking Study Guide
Spanish Reading and Note Taking Study Guide

Extend
Have students review the headings and visuals in the section. Instruct them to write critical thinking questions such as “How did the growth of suburbs change urban areas?” and share their questions with the class.

Answer
More Americans finished high school and attended college. The federal government increased its funding for education. Education also became more accessible to ordinary citizens when states built new universities or expanded old public universities.

Section 2 Assessment
1. Responses should show students’ understanding of the way in which each term is connected to postwar social and economic changes in the United States.
2. Factors include the growth of the suburbs and the car culture, migration to the Sunbelt, the growth of new service industries rather than manufacturing, the decline in the number of farm workers, increased business and agricultural productivity because of new technologies, and the expansion of educational opportunities.
3. Responses should show students’ ability to evaluate Internet and library sources.
4. Possible response: Some benefits were increased suburban growth and increased travel and vacation industries. Some disadvantages were city businesses’ loss of customers and increased traffic jams and smog.
5. Sample response: It would not have been easy unless people acquired training for the new jobs in the service sector.
6. These regions probably did not grow because they had cooler climates and people wanted to live in the Sunbelt. Also, the manufacturing jobs there were declining, so people were moving to places where they could get jobs in the growing service sector.

For additional assessment, have students access Progress Monitoring Online at Web Code nea-1303.
Mass Culture and Family Life

Objectives
- Explain why consumer spending increased.
- Discuss postwar changes in family life.
- Describe the rise of new forms of mass culture.

Why It Matters During the 1950s, the ideal family was one in which men worked and supported their families and women stayed home and raised their children. Television and other forms of mass culture suggested that this ideal was the norm. Whether most Americans actually lived like the ones they saw on prime-time television, however, remains unclear. The family values of the 1950s still affect who we are and who we want to be. Section Focus Question: How did popular culture and family life change during the 1950s?

The Culture of Consumerism
For much of our history, Americans had been taught to save their money. “A penny saved is a penny earned,” advised Benjamin Franklin. However, as the U.S. economy began to boom in the postwar era, Americans were caught up in a wave of consumerism, buying as much as they could, much of it on credit. What accounted for this spending spree?

Spending Is Easy One reason Americans spent more was that they had more money to spend. During the 1950s, median family income, or average family income, rose from $3,317 to $5,417. The average American family now had twice as much real income as the average family had during the prosperous years of the 1920s. Consumer-oriented companies found new and innovative ways to encourage buying on credit. For example, General Motors advertised...
its cars with the slogan “Buy Now, Pay Later.” The Diner’s Club introduced the first credit card.

**Buying New Conveniences** Home appliances topped the list of the goods that Americans bought. Families purchased electric washing machines and dryers, refrigerators and ranges. These labor-saving appliances helped transform housework, lessening the physical demands of everything from washing clothes to preserving foods. With money to spend, easy credit, and new goods to buy, shopping became a new pastime for Americans. Supermarkets, where customers could buy everything from milk to mops, appeared. Shopping centers sprouted all over suburbia. One product that Americans bought in record numbers was a television. In 1946, manufacturers produced fewer than 6,000 TV sets. Seven years later, Americans purchased 7 million sets and by the end of the decade, 90 percent of all households owned a television.

**Checkpoint** What were some reasons why consumer spending skyrocketed in the postwar era?

**Family Life in the Fifties**

During World War II, many women—including married women with children—had gone off to work in factories. In 1943, women made up 25 percent of the workers in the wartime auto industry. With the war’s end, however, most of the women who had entered the workforce returned to being homemakers. Now, a more traditional image of the family took hold, one in which women stayed home and men served as “breadwinners.” Women who wanted a career outside the home faced social pressures to rethink their decisions.

**Portraying the “Ideal” Family** In the popular magazines of the postwar era, social scientists and other opinion makers described the nuclear family, or a household consisting of a mother and father and their children, as the backbone of American society. For the nuclear family to function smoothly, experts claimed, women had to accept their role as homemakers. Television shows and movies made similar assertions. For example, in the 1955 Hollywood movie *The Tender Trap*, actress Debbie Reynolds declared, “A woman isn’t a woman unless she’s married and has children.”

As the 1950s progressed, however, more women were willing to challenge the view that a woman could not have a career outside the home. By 1960, women held one third of the nation’s jobs. Approximately half of these women workers were married.

**Children Are the Focus** More so than in the past, family life revolved around children. Not surprisingly, the best-selling book of the era was Dr. Benjamin Spock’s *Common Sense Book of Baby and Child Care*. Parents bought and read his book because they wanted expert advice on how to raise their children. Spock emphasized the importance of nurturing children, from their earliest days as infants through their teen years. Mothers, Spock suggested, should not

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**Teach**

**The Culture of Consumerism**

**Instruct**

- **Introduce:** Key Term Direct students’ attention to the key term *consumerism* (in bold), and discuss the values it suggests were important in 1950s America. Ask students to determine what a “culture of consumerism” might be.

- **Teach** Using the Numbered Heads strategy (TE, p. T23), have students analyze the effects of consumerism. Ask *How do you think buying on credit changed the habits of American consumers in the 1950s?* (Sample answer: It led people of ordinary means to buy expensive items that probably could not have afforded otherwise.) How did this affect the American economy? (It led to growth as the purchase of more goods caused factories to hire more people to make the goods.)

- **Quick Activity** Tell students to choose a product and write the script for a radio ad that would promote it. Instruct students to pay attention to the benefits of owning or using the product. If possible, have students record their ads. Play the ads in class, and have students evaluate their effectiveness.

**Independent Practice**

Have students debate the effects of consumerism on American society in the 1950s. Include effects on businesses, workers, and family finances in the discussion.

**Monitor Progress**

As students complete their outlines, circulate to make sure that they understand the ways in which daily life and popular culture changed during the postwar years. For a completed version of the outline, see *Note Taking Transparencies, B-125*.

**Answer**

Incomes rose, and Americans had more money to spend. People wanted to buy new labor-saving appliances, cars, and other goods, which were increasingly available to buy on credit.
Family Life in the Fifties

Instruct

- Introduce Discuss what “family life” means to students. Ask them whether they think family life changes from one period in history to another.
- Teach Ask What was the ideal family of the 1950s like? (a married couple with children, in which the man worked and the woman stayed at home caring for the home and the children) How does the ideal family of the 1950s compare with the family of today? (Answers should contain the idea that people have many types of families today.) Discuss with students the HISTORY MAKERS feature on this page and the effects of improved health care. How did the emphasis on children contribute to the growth of the American economy in the 1950s? (Parents indulged their children, spending a great deal of money on them for goods and services, which boosted the economy.) Was indulging children positive for their development? (Accept either point of view. Some students will say it spoiled children, and others will say it nurtured them.)
- Quick Activity Tell students to recall the WITNESS HISTORY at the start of the section. Also, have students examine the Primary Source quotation on this page. Have them write a brief paragraph identifying a fact they once were (or are) part of and what attracted them to the fashion, activity, food, or other thing that had gained popularity.

Independent Practice

Have students look at the Infographic on the next page and answer the Thinking Critically questions.

Monitor Progress

As students write their paragraphs, circulate to make sure that they understand what a fact is and what contributes to creating one.

Answer

✔️ American families spent a great deal of money on children and were advised by child-rearing experts to indulge children as much as possible. Women were encouraged to stay at home to take care of the house and raise the children.

Vocabulary Builder

nevertheless—in spite of that, however

recruit—(rih KUHR) n. to happen or occur again, especially after some lapse of time

worry about spoiling their children because children could not get too much comfort and love. Some criticized Spock for promoting what they called “a permissive culture.” Nevertheless, Spock’s book remained extremely popular for several decades.

Another sign of the degree to which family life revolved around children was the amount of money parents spent on their children. Some parents even defended their spending by arguing that such spending guaranteed against the recurrence of another depression.

As baby boomers became teens, their impact on the economy and American culture became even more noticeable. While as children they received toys, such as Davy Crockett caps and Barbie dolls, as teens they purchased very expensive items. As LIFE magazine observed:

“‘The time is past when a boy’s chief possession was his bike and a girl’s party wardrobe consisted of a fancy dress worn with a string of dime-store pearls. . . . Today’s teenagers surround themselves with a fantastic array of garish and often expensive baubles and amusements. They own 10 million phonographs, over a million TV sets, 13 million cameras.’”

—LIFE, August 31, 1959

Celebrating a Religious Revival The 1950s also witnessed a revival of religion in the United States. Organized religious groups became more powerful and more church buildings were built. Regular church attendance rose from about 50 million in 1940 to about 80 million in 1958. The increased number of churches in suburban communities across the country helped to strengthen community ties. The evangelist Billy Graham attracted millions to religious revivals that he held around the nation. Roman Catholic bishop Fulton Sheen effectively used television to reach audiences estimated at 10 million a week. During the 1950s, Congress added the words “In God We Trust” to the dollar bill and “under God,” to the Pledge of Allegiance. These additions were aimed at making clear the contrast between the centrality of religion in American society and the atheist basis of communist societies.

Improved Healthcare Benefits Baby Boomers During the 1950s, American families benefited from numerous advances in medicine. In 1954, Dr. Jonas Salk developed a vaccine against polio, the disease that had struck down Franklin Roosevelt and that, in 1952 alone, had crippled tens of thousands and killed 1,400, mostly children. By 1960, the widespread distribution of Salk’s new vaccine and an oral vaccine developed by Albert Sabin had nearly eliminated the disease. At the same time, antibiotics, such as penicillin, came into widespread use. The antibiotics helped control numerous infectious diseases caused by bacteria, such as whooping cough and tuberculosis. As a result of these medical advances and a better understanding of the importance of diet, children born after 1946 had a longer life expectancy than those born before 1946.

Checkpoint In what ways did family life revolve around children during the 1950s?

Jonas Salk and Albert Sabin both developed polio vaccines that are used today. The vaccines are different, with each having certain advantages and disadvantages. Have interested students research the development of the Salk and Sabin polio vaccines. Then have them produce a chart with the heading “Salk Vaccine” in one column and the heading “Sabin Vaccine” in the other. Students will fill out this compare-and-contrast chart with data that shows the differences in the vaccines. For example, rows in the chart might compare the date in which a successful version of each vaccine was introduced, whether it used a live or killed virus, whether children are given this vaccine in the United States today, and so on.
Television Takes Center Stage
In 1938, when television was still just a curiosity, E. B. White, author of Charlotte’s Web, wrote that it “is going to be the test of the modern world. … We shall stand or fall by the television.” While White’s view may have been exaggerated, clearly television has had an enormous impact on American society.

Between 1945 and 1960, Americans purchased television sets at a faster pace than they had bought either radios or cars during the 1920s. The popularity of this new technology threatened the movie industry because families stayed home to watch TV rather than go out to watch movies at the theater.

Television Takes Center Stage

Like families in past generations where children were supposed to be seen but not heard, many baby-boom families centered around the children. Dr. Benjamin Spock advised parents to “trust themselves” and not to spank or scold their children. The economy responded to the needs of growing families for housing, clothing, food, and child-friendly entertainment.

Captain Kangaroo was a popular children’s television program, while a vacation at Disneyland was a treat for the whole family.

First published in 1946, Dr. Spock’s book on child care is still available.

Toy sales rose during the 1950s.

These parents happily cater to the needs of their child.

Thinking Critically
1. Analyze Information Why do you think the book by Dr. Spock was a bestseller in the 1950s?
2. Draw Conclusions How did the baby boom affect American society and economy?

Connect to Your World

African Americans on Television: Although African Americans were an important part of American society in the 1950s, images of African American families were rare on TV. Most shows featured all-white casts living in cities or suburban neighborhoods with a lack of racial or ethnic diversity. The first nationally broadcast show with an African American lead was “Beulah,” which ran from 1950–1953. The sitcom centered on the life of an African American maid working for a white family. “Beulah” was joined in 1951 by “Amos ‘n’ Andy,” another sitcom. Some African Americans widely criticized both shows for portraying them in a negative light. “Amos ‘n’ Andy” ended its short run in 1953. Fifteen years later, another show with an African American lead finally hit the airwaves. “Julia,” a half-hour comedy about a widowed nurse and her young son, ran from 1968 to 1971. Today, weekly comedies with mainly African American casts are common. However, there are few African American drama series.

Answers

Thinking Critically
1. Because many families centered around children, parents wanted expert advice on raising them.
2. The baby boom benefited the economy because parents spent a lot of money on their children. Society changed because it became more centered on families and children.
Rock-and-Roll Shakes the Nation

Instruct

- **Introduce** Tell students that often teens like and listen to music that some people of older generations do not accept as readily. In the 1950s, it was rock-and-roll. Have students identify types of music today that are accepted more by younger people than by their parents.

- **Teach** Ask: What is the origin of rock music? (African American musical traditions such as gospel and rhythm and blues.) Why were the earliest forms of rock-and-roll known more to African Americans than to whites? (Jim Crow laws kept the races separate, and many whites were not exposed to the music that many African Americans listened to.) How did Elvis Presley’s music make white teens aware of African American-influenced rock-and-roll? (Presley was a white performer who incorporated African American musical traditions into his music. Because he was white, Presley’s music had the type of exposure to a white audience that the music of African American performers did not.)

- **Quick Activity** Families all across America sat down together to watch Ed Sullivan every Sunday night. Have students write an introduction that Ed Sullivan might have used when introducing Presley on stage for the first time. Tell students that the introduction has to capture who Presley was, why his music was important, and why Sullivan wanted to present him to the American public.

Independent Practice

Have students read the worksheet, Biography: Rock-and-Roll Musicians and answer the questions. Teaching Resources, p. 18

Monitor Progress

To ensure comprehension of the material in this section, have students write one sentence that summarizes the main idea of each blue heading within it.

Answer

- **TV sitcoms often portrayed idealized families living in the suburbs. Seeing these images reinforced this idea of the nuclear family in the minds of Americans.**

A New Entertainment

Each week, families gathered to watch their favorite television shows. Viewers followed the adventures of a masked Lone Ranger and his Indian companion Tonto. The beloved sitcom “I Love Lucy,” starring Lucille Ball, ran for nearly six years. “Beat the Clock,” a popular game show, challenged participants to engage in unusual stunts. Ads such as the one below urged Americans to keep buying televisions.

Although television attracted viewers of all ages, it had a special influence on children. Baby boom children rushed home from school to watch the Howdy Doody Show or the Mickey Mouse Club. Children also watched hours of cartoons and shows featuring their favorite superheroes, such as the Lone Ranger. Westerns were especially popular during the 1950s and early 1960s. Among the most memorable shows were sitcoms about families. Fifty million Americans tuned in each week to watch the I Love Lucy show, starring the comedic actress Lucille Ball. Other popular family sitcoms included Leave It to Beaver, The Adventures of Ozzie and Harriet, and Father Knows Best.

These shows reflected and reinforced the ideal of the 1950s family. None of the family sitcoms had important African American characters. None of the major characters got divorced. Major real-life problems, such as mental illness, alcoholism, and personal depression, rarely, if ever, appeared. Writes David Halberstam, “No family problem was so great that it could not be cleared up within the allotted twenty-two minutes.”

Even before television emerged in the 1950s, a mass national culture had begun to develop in the United States. Nationally broadcast radio programs, Hollywood films, and other forms of popular culture had helped erode distinct regional and ethnic cultures. Television sped up and reinforced this process. Americans in every region of the country watched the same shows and bought the same goods they saw advertised.

Television changed political campaigns. During the 1952 presidential campaign, Americans could see the candidates in action. Usually, candidates with more money could buy more advertising time. The impact of television on elections continues today.

**Checkpoint** How did television reflect and reinforce the ideal of the nuclear family in the postwar period?

Differentiated Instruction

- **Special Needs Students**
  - Instruct students to make a web diagram that shows information about rock-and-roll. Have them start by rereading the text under the blue heading “Rock-and-Roll Shakes the Nation.” Students can then write the word “rock-and-roll” in the middle of a circle and start to connect details to it, such as “gospel and blues origins.” Tell students to take as much detail about rock-and-roll out of the text as they can to flesh out their web diagrams. Have them share and compare their web diagrams with a partner when they are finished.

- **English Language Learners**

- **Less Proficient Readers**
Rock-and-Roll Shakes the Nation

In the summer of 1954, a relatively unknown white disc jockey named Alan Freed began broadcasting what commonly had been called “race” music to listeners across the Midwest. Renaming the music rock-and-roll, Freed planted the seed for a cultural revolution that would blossom in the mid-1950s.

Drawing on African American Roots Rock music originated in the rhythm and blues traditions of African Americans. As African Americans began to move north, they brought their musical traditions with them. Independent recording companies began recording rhythm and blues (R&B) music. Rock-and-roll borrowed heavily from rhythm and blues. As Chuck Berry, known as the pioneer of rock-and-roll, put it, “It used to be called boogie-woogie, it used to be called blues, used to be called rhythm and blues. . . . It’s called rock now.”

Attracting a Wider Audience Live performances of rhythm and blues music were long kept separate from whites by Jim Crow laws in the South or by more subtle forms of segregation in the North. Through the radio, it began to attract a wider white audience in the postwar era. For example, a young Elvis Presley listened to a Memphis radio station that played African American gospel tunes. He began to integrate those tunes into the music he played. Meanwhile, in the early 1950s, Sam Phillips set up a recording studio in Memphis to record and play the music of some of Memphis’s best African American blues performers, such as B. B. King. One day Phillips heard Presley and almost immediately recognized that he had found the person he had been looking for. Presley’s arrival set off the new rock craze. His first hit, “Heartbreak Hotel,” sold in the millions and his success sparked popularity for rock music. Yet, not everyone liked Elvis or the new rock craze. When Ed Sullivan, the host of a famous TV variety show, invited Elvis to sing on his show, he directed cameramen to show Elvis only from the waist up, because many parents objected to Elvis’s gyrating hips and tight pants. Ministers complained about the passions that rock music seemed to unleash among so many youngsters. Congress held hearings on the subversive nature of rock music. Nonetheless, it became a symbol of the emerging youth culture and of the growing power of youth on mass culture.

**Checkpoint** How did rock-and-roll gain popularity?

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**Assess and Reteach**

**Assess Progress**
- Have students complete the Section Assessment.
- Administer the Section Quiz.
- Teaching Resources, p. 22
- To further assess student understanding, use Progress Monitoring Transparencies, 121.

**Reteach**
If students need more instruction, have them read the section summary.

**Reading and Note Taking**
- Study Guide

**Adapted Reading and Note Taking Study Guide**

**Spanish Reading and Note Taking Study Guide**

**Extend**
See this chapter’s Professional Development pages for the Extend online activity on the roots of rock-and-roll.

**Answer**
- Rock-and-roll gained popularity as many African Americans moved North and brought their music. Also, white performers who performed music inspired by rhythm and blues attracted a wider audience.

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**Section 3 Assessment**

**Comprehension**

1. Terms and People For each item below, write two or three sentences explaining its significance.
   - consumerism
   - median family income
   - Benjamin Spock
   - Elvis Presley

2. Note-Taking Reading Skill: Identify Main Ideas Use your outline about changes in daily life and popular culture to answer the Section Focus Question: How did popular culture and family life change during the 1950s?

**Writing About History**

3. Quick Write: Create an Annotated Bibliography Choose one topic from this section, such as family life in the 1950s or the impact of suburban growth on the nation. Using the library or the Internet, find three or more sources on your chosen topic. Use these sources to prepare an annotated bibliography in which you record the information each source provides.

**Critical Thinking**

4. Make Comparisons In what ways was the mood of the 1950s different from the mood of the 1930s?

5. Identify Point of View Why do you think the nuclear family became more important during the 1950s?

6. Identify Central Issues Why was television a better medium than radio for consumerism?

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For additional assessment, have students access Progress Monitoring Online at Web Code nea-1304.
Rock-and-Roll

Objectives
- Describe the origins of rock-and-roll.
- Explain the importance of rock-and-roll in the popular culture of the 1950s.

Background Knowledge
- Have students discuss what they have learned about the postwar period of the 1950s. Tell students to use that knowledge to draw conclusions about why rock-and-roll was popular at the time.

Instruct
- Ask: Why do you think rock-and-roll became so popular with teens? (Sample answer: The music was upbeat and easy to dance to.)
- Rock-and-roll is still popular today, but with people of all ages. Why has this change come about? (Sample response: The music is more mainstream, plus many of the teens who listened to it still enjoy it today as adults.)
- To enrich and extend the feature content, have students access the History Interactive material at Web Code: nep-1305.

Monitor Progress
- Play a rock-and-roll song of the period for students, possibly a tune by Elvis Presley. Have students write a brief essay on how this music reflected the times they have been learning about.

Answers

Thinking Critically
1. During a time when African Americans experienced a great deal of discrimination, a white singer would have been accepted more readily, even if he were playing the same music as an African American performer.
2. Sample answer: There are some types of music today that are popular with teens (such as hip-hop) but are generally rejected by parents.

Teens and Rock-and-Roll
- The music teens listened to in the 1950s was different from the music of earlier decades, but the teens of the 1950s were different as well.
- Teens of the depression and war years had adult responsibilities. Teen boys were expected to work or join the military. Teen girls were to get married and have children. Few teens went to college. Most had little of their own money. Furthermore, parents controlled many decisions about family life, including entertainment.

With the hard times of depression and war in the past, many parents indulged their teenage children. Teenagers of this decade had more leisure time and were given money to spend on items they wanted. With radios of their own, teens began to listen to music that was different from the music that their parents listened to. They were attracted to the energy of rock-and-roll, and an increasing number of stations began to play it. The fact that most parents did not like rock music only increased its appeal to teens.
Why It Matters Despite the prosperity of the 1950s, not all people benefited. Some, such as Claude Brown, were left out and had little hope of deliverance. Others, who had benefited, wondered whether all of the material things they acquired had actually led to a better life. The discontents of the 1950s would manifest the first signs of the dissent that would dominate the 1960s. Section Focus Question: Why were some groups of Americans dissatisfied with conditions in postwar America?

Critics Reject the Fifties Culture

The failure of society to provide equal opportunities to minorities was one source of discontent during the postwar era. Another was the belief that while material conditions were better in the 1950s, the quality of life had not improved. Many intellectuals and artists did not consider homes in the suburbs, shopping centers, and an unending supply of new gadgets as representing a better life.

Objecting to Conformity Many social critics complained about an emphasis on conformity. In a book called The Lonely Crowd, sociologists David Riesman and Nathan Glazer lamented that Americans had sacrificed their individualism in order to fit into the larger community. They also criticized the power of advertising to mold public tastes. The theme of alienation, or the feeling of being cut off from mainstream society, dominated a number of the most popular novels of the era. The bestseller The Man in the Gray Flannel Suit, by Sloan Wilson, study of more middle class people owning homes continued throughout the 1950s.

Why were some groups of Americans dissatisfied with conditions in postwar America? (Many had moved from the rural cities in the West and South to the North, expecting a better life, but they found that they still faced many of the same problems.)

Focus Point out the Section Focus Question, and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 4 Assessment answers.)

Preview Have students preview the Section Objectives and the list of Terms and People.

NoteTaking Using the Structured Read Aloud strategy (TE, p. T20), have students read this section. As they read, have students record the section’s main ideas and supporting details. Reading and Note Taking Study Guide
Critics Reject the Fifties Culture

Instruct

- **Teach** Ask What were the main arguments of groups who rejected the culture of the 1950s? (They rejected what they saw as conformity and lack of individualism and runaway materialism.) Why was J. D. Salinger’s *Catcher in the Rye* so popular with teens? (It mocked the phaminess of adult society.) How did the actions of the beats show their contempt for mainstream culture? (The way that they dressed, spoke, acted, and thought was not acceptable to mainstream society.)

- **Teaching Tip** If your students have not seen *Rebel Without a Cause*, a movie about an80 suburban young man who is angry at the traditional 1950s culture around him, you might show segments to enhance your lesson.

- **Teaching Tip** If your students are familiar with the Beat generation’s *On the Road*, by Jack Kerouac, you might wish to show this film to go along with your discussion of the Beats’ perspectives.

- **Teaching Tip** Ask students to write a paragraph that explains how the group the Beats lambasted what the Beatles and other artists called *beats*, or the beats. The beats refused to conform to accepted ways of dressing, thinking, and acting. Conformity, they insisted, stifled individualism. They displayed their dislike of American society by careless dress and colorful jargon.

- **Teaching Tip** In their poems, such as Allen Ginsberg’s “Howl,” and novels, such as Jack Kerouac’s *On the Road*, the beats lambasted what they saw as crass materialism and conformity of the American middle class. Many Americans, in turn, were outraged by their behavior.

- **Checkpoint** Why did many intellectuals and artists criticize American culture during the 1950s?

**Rural and Urban Poverty**

Hidden behind the new household appliances, the spreading suburbs, the burgeoning shopping malls, and the ribbons of highways was a very different United States. It was a nation of urban slums, desperate rural poverty, and discrimination. People who were poor and dispossessed were well hidden.

In an influential 1962 book entitled *The Other America*, Michael Harrington shocked many Americans by arguing that poverty was widespread in the United States. Harrington claimed that 50 million Americans, one fourth of the nation, lived in poverty. Despite American affluence, Harrington said, poverty plagued African Americans in the inner cities, rural whites in areas such as Appalachia, and Hispanics in migrant farm labor camps and urban barrios.

Harrington argued that Americans could not afford to ignore the existence of the poor:

> The poor live in a culture of poverty. [They] get sick more than anyone else in the society. . . . Because they are sick more often and longer than anyone else, they lose wages and work and find it difficult to hold a steady job. And because of this, . . . their prospect is to move to an even lower level . . . toward even more suffering.

—Michael Harrington, *The Other America*, 1962

**Cities Suffer a Decline**

During the decades that followed World War II, African Americans and other nonwhite minorities moved in great numbers from rural areas to cities. Most migrated in search of better economic opportunities.

In the same period, however, American cities were suffering a severe decline as middle-class white families moved to the suburbs.

The loss of the middle class hurt cities economically because the middle class paid a large share of the taxes. It hurt them politically, as well, because as the suburbs gained population, they also gained representation in state legislatures and the national government. This combination of declining economic and political power put a serious strain on cities, leading to a deterioration of services, such as garbage removal and street repair. In turn, as the conditions...
worsened and crime increased in what was now called the inner city, more of the middle class decided to move to the suburbs. Inner city refers to the older, central part of a city with crowded neighborhoods in which low-income, usually minority, groups live. Inner cities are often plagued with problems such as inadequate housing and schools, as well as crime.

Federal, state, and local governments tried to reverse the downward trend in American cities by developing urban renewal projects. With these projects, the government cleared large tracts of older housing and built freeways and developments which, it was hoped, would “revitalize” downtown areas. Unfortunately, the projects often backfired. Urban renewal drove people from their homes to make room for the new projects and highways. The poor were forced to seek housing in neighborhoods that were already overcrowded and overburdened. One resident of East Harlem, New York, who lost his home to an urban renewal project observed:

"Nobody cared what we wanted when they built this place. They threw our houses down and pushed us there and pushed our friends somewhere else. We don’t have a place around here to get a cup of coffee or a newspaper even, or borrow fifty cents.” —America's History Since 1865

The federal government tried to ease the shortage of affordable housing by constructing public housing. At the time, these housing projects seemed a godsend to those who lived there. Rent was cheap and the residents often enjoyed certain services, like hot running water, for the first time in their lives. Yet, since the public housing was often built in poor neighborhoods, the projects led to an even greater concentration of poverty. This, in turn led to other problems, such as crime.

The Rural Poor Also Suffer The plight of the rural poor was just as bad if not worse than that of the urban poor. Mississippi Delta sharecroppers, coal

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**Rural and Urban Poverty**

**Instruct**

- **Introduce** Ask students to preview the visuals in this section. In a class discussion, have them describe the content of the images and graphs. Ask them how this information contrasts with the America they learned about in previous sections of the chapter.

- **Teach** Ask Why was Michael Harrington’s book *The Other America* such a shock to many Americans? (It opened the eyes of many Americans for the first time to the poverty that still existed in the United States.) What transformation occurred in cities during the 1950s? (African Americans and other minorities moved to cities; many middle class whites moved to the suburbs.) Using the Idea Wave strategy (TE, p. T22), have students analyze the impact of public housing. Ask How did federally subsidized housing for low-income people both help and hurt urban areas? (Sample responses: It provided good, affordable housing for people with low incomes, but it also concentrated the poor and all the problems associated with poverty in some urban areas.) Discuss how rural poverty compared with urban poverty.

- **Quick Activity** Have students review the Primary Source quotations on this spread and discuss the ways they illustrate the effects of urban poverty.

**Independent Practice**

Have students read the worksheet *Reading a Chart: Suburban Growth and Urban Decline.* Have students analyze the chart and write a brief paragraph that explains how suburban growth and urban decline were linked. *Teaching Resources, p. 19*

**Monitor Progress**

As students work on their paragraphs, circulate to make sure that they have properly interpreted the graphs.

**Vocabulary Builder**

**trend** - n. general or prevailing course, as of events, a discussion, etc.
“Other Americans” Face Injustice

**Instruct**
- **Introduce** Have students brainstorm the types of things that would be an injustice to someone. Ask students to predict whether any of the injustices listed would have been common in the United States in the 1950s.
- **Teach** Note that groups such as Puerto Ricans, Mexicans, and Native Americans faced many of the same problems of poverty and discrimination that African Americans faced. Ask **Why do you think the government did little to deal with the problems of these groups?**  
  (Sample answer: These groups had little political power, so their problems were not a priority.)
- **Quick Activity** Have students read the HISTORY MAKERS feature about Ernesto Galarza on the next page. Ask them to write short obituaries for Galarza, in their own words, about who he was, what he did, and why his work was important.

**Independent Practice**
Have students work with a partner to create a graphic organizer that shows the types of injustices faced by each of the groups highlighted in this subsection. When they have finished, have students share and compare their work.

**Monitor Progress**
As students create their graphic organizers, circulate to make sure that they understand the injustices many groups faced.

**Answers**
- **Caption** about 20%; Sample answer: Because minorities probably faced discrimination at work and in schools, they were prevented from being as successful as many whites.
- **Checkmark** It developed urban renewal projects and built new developments and highways. The government also built public housing.

**Connect to Your World**

**Native Americans Today** According to the 2004 estimates, approximately 4.4 million Native Americans make up 1.5 percent of the U.S. population. California has the greatest Native American population, with 687,400 people. The state with the largest percentage of Native American population is Alaska, where one in five people is of Native American or Alaska Native ancestry.

Some 381,000 Native Americans speak a Native American language at home. Of those, nearly half speak Navajo. While more than three fourths of Native Americans have at least a high school diploma and about 14 percent have at least a college degree, these numbers are still less than the national percentages. Native American families also battle poverty. This poverty is due in part to many reservations’ rural locations and insufficient resources to encourage economic development. The poverty rate for the nation’s people as a whole is about 12.7 percent, but it is twice as high among Native Americans. However, this situation is improving. The median income for Native American households is about $33,000, and about six in ten Native Americans own their own homes.

**Graph Skills** The number of people living below the poverty line decreased between 1955 and 2006. However, many Americans continue to struggle to find the steady jobs and decent housing that will help them break through the poverty cycle. What percentage of Americans lived below the poverty line in 1965? Why do you think the poverty rate remains higher among minorities?

**Checkpoint** How did the federal government respond to the decline of American cities?

**“Other Americans” Face Injustice**

During the postwar years, the battle for civil rights in the South began to gain headlines. Yet, in the same time period, African Americans and other minorities also fought for equality in the urban north and west. Central to their struggles were efforts to overcome housing and employment discrimination.

**Puerto Ricans** Latinos from Puerto Rico and Mexico and Native Americans faced many of the same problems that African Americans encountered in the years following World War II. Puerto Rican migrants to New York City, for example, often found themselves clustered together in many of the poorest inner-city neighborhoods with employment opportunities limited by both formal and informal forms of discrimination. As newcomers whose native language was not English, they enjoyed little political power. Thus, they received little help from city governments in getting better services, education, or an end to discriminatory practices.
Both Mexicans and Mexican Americans faced a similar situation in the United States. During World War II, the U.S. government had established the bracero program as a means to address the shortage of agricultural workers. Braceros were a term for Mexican migrant farmworkers in the United States. The program gave temporary visas to Mexican immigrants. By 1964, 3 million Mexicans had worked in the United States under the program, most of them as farm laborers. Many were exploited and cheated by their employers. Mexican workers followed crops from state to state. Often, children worked alongside their parents. The migrants had little power to oppose the exploitation, for if they complained about conditions, employers threatened to deport them back to Mexico. One U.S. Department of Labor official called the program “legalized slavery.”

One champion of the rights of Mexican migrant workers, Ernesto Galarza, joined the effort to organize unions for Mexican farm laborers.

Native Americans In 1953, the federal government enacted the termination policy, a major change in the rules governing Native Americans. The law sought to end tribal government and to relocate Native Americans to the nation’s cities. It also terminated federal responsibility for the health and welfare of Native Americans. Proponents of the policy argued that it would free American Indians to assimilate, or merge, into American society. While some Native Americans praised the intent of the program, most came to agree with Senator Mark Hatfield of Oregon who argued that it made things worse for them. “[The social and economic devastation which these policies have wrought upon many groups has been enormous. . . . While these problems were already severe among Indian societies generally, they have become epidemic among terminated Indians.”

Checkpoint What were some of the problems that minorities had to overcome in the postwar era?

Assess and Reteach
Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.

Teaching Resources, p. 23

To further assess student understanding, use Progress Monitoring Transparencies, 122.

Reteach

If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide

Adapted Reading and Note Taking Study Guide

Spanish Reading and Note Taking Study Guide

Extend

Have students read and complete the Enrichment worksheet Urban Renewal: Connection to Economics. Teaching Resources, pp. 13–14

Answer

Many African Americans and Latinos faced employment discrimination and segregation. Mexican migrant farm laborers were often exploited and lived in substandard conditions. U.S. government policy sought to destroy Native American tribal governments and cut off aid for healthcare and other services.
Quick Study Guide

- Have students use the Quick Study Guide to prepare for the chapter test. Students may wish to refer to the following sections as they review:
  - The Postwar Years
    - Section 1
    - Section 2
    - Section 3
    - Section 2
  - Life in America, 1950s
    - Section 1
    - Section 2
    - Section 3
    - Section 4
  - Causes of Discontent
    - Section 4
  - For additional review, remind students to refer to the Reading and Note Taking Study Guide Section Note Taking
  - Section Summaries
  - Have students access Web Code nep-1309 for this chapter’s History Interactive timeline, which includes expanded entries and additional events.
  - If students need more instruction on analyzing graphic data, have them read the Skills Handbook, p. SH21.

**The Postwar Years**
- Worker productivity improves.
- Wages increase.
- Consumerism rises.
- GI Bill helps veterans.
- Government spending increases.

- Loss to 5% gain
- 6–20% gain
- 21–30% gain
- 31–50% gain
- More than 50% gain

**Life in America, 1950s**
- Suburban migration
- Baby boom
- Seeds of discontent
- Car culture
- Mass media
- Importance of family
- Consumption

**Causes of Discontent**
- Farmers suffer hardships and begin to migrate to cities.
- Cities experience political and economic decline.
- African Americans, Latinos, and Native Americans continue to suffer discrimination.
- Poverty is widespread among Americans in urban and rural areas.
- Writers and artists protest values of life in the 1950s.

**Quick Study Timeline**

**In America**
- 1944: GI Bill helps returning veterans
- 1947: Truman limits power of unions
- 1951: Levittown, the first postwar suburb, is built on Long Island

**Around the World**
- 1945: World War II ends
- 1950: Korean War begins

**Differentiated Instruction**

1. **Special Needs Students**
   - Use the following study guide resources to help students acquiring basic skills:
     - Adapted Reading and Note Taking Study Guide
     - Section Note Taking
     - Section Summaries

2. **Less Proficient Readers**
   - Use the following study guide resources to help Spanish-speaking students:
     - Spanish Reading and Note Taking Study Guide
     - Section Note Taking
     - Section Summaries

3. **English Language Learners**
   - Use the following study guide resources to help Spanish-speaking students:
     - Spanish Reading and Note Taking Study Guide
     - Section Note Taking
     - Section Summaries

For Progress Monitoring Online, refer students to the Self-test with vocabulary practice at Web Code nea-1307.
American Issues Connector

By connecting prior knowledge with what you have learned in this chapter, you can gradually build your understanding of enduring questions that still affect America today. Answer the questions below. Then, use your American Issues Connector study guide (or go online: www.PHSchool.com Web Code: neh-8602).

Issues You Learned About

- Poverty and Prosperity Not all Americans have shared in the nation’s more prosperous times.
  1. In the postwar decades, some Americans enjoyed new prosperity while others sank deeper into poverty. Write a paragraph contrasting the haves and have nots in American postwar society.

- Technology and Society New technological advances impact American cultural life.
  2. How did technology change American society in the 1950s? What were the effects of these inventions?
  3. What view of American society did television programs of the 1950s present? How accurate was this view?
  4. How did Elvis Presley’s appearance on Ed Sullivan’s TV variety show reflect the clash of values among Americans in the 1950s?

- Migration and Urbanization Americans are constantly moving, leading to the rise and fall of populations in cities, states, and regions.
  5. In the 1950s and 1960s, more and more Americans moved to the Sunbelt. Describe another specific migration movement in the United States.
  6. Why might the Brooklyn Dodgers have made the decision to relocate to Los Angeles in 1958?

Activity

Education and American Society Today, Americans are debating how public education in the United States can best provide a solid academic background for all students. Some feel that our education system is doing a great job already. Some say more money is needed. Other Americans believe that public education needs a complete overhaul and that spending more on the existing system is useless. Still others bypass the public education system and do not want their tax dollars supporting a system they do not use. Go online or to your local library and find out more about the debate over public education in the United States today. Write a few paragraphs explaining the different views.

Connect to Your World

- Paragraphs should demonstrate an understanding of the way in which the lives of suburban Americans contrasted with the lives of Americans living in urban and rural poverty.
- Sample answer: Advances such as computers, automobiles, and television led to better productivity, the development of suburbs, and a rise in consumerism.
- Television showed prosperous, suburban families. Although many people lived this way, the society shown on television did not include non-white families, nor did it touch on family or societal problems.
- Elvis Presley’s appearance showed that many people enjoyed rock-and-roll music. However, Sullivan’s direction that Elvis only be shown from the waist up shows that society was worried over his possible “subversive” influence.
- Sample response: African Americans and members of other nonwhite groups moved from rural areas to cities after World War II.
- Sample answers: The team probably thought that it could develop a large fan base among the people who were pouring into the sunbelt.

Connect to Your World

Paraphrased from a summary of the background for this chapter, students are asked to write a few paragraphs explaining how public education in the United States can best provide a solid academic background for all students. Some feel that our education system is doing a great job already. Some say more money is needed. Other Americans believe that public education needs a complete overhaul and that spending more on the existing system is useless. Still others bypass the public education system and do not want their tax dollars supporting a system they do not use. Go online or to your local library and find out more about the debate over public education in the United States today. Write a few paragraphs explaining the different views.

History Interactive

- Dwight D. Eisenhower 1953–1961
- 1956 Interstate Highway Act expands highway construction
- 1955 1960
- 1962 Michael Harrington’s The Other America defines poverty in America
- 1965
- 1954 Salk develops polio vaccine
- 1966
- 1963 Military coup ends Diem government in South Vietnam
- 1959 Fidel Castro gains power in Cuba
- 1955 Soviet Union establishes Warsaw Pact

American Issues Connector

Tell students that the main issues for this chapter are Poverty and Prosperity, Technology and Society, and Migration and Urbanization, and then ask them to answer the Issues You Learned About questions on this page. Discuss the Connect to Your World topic(s), and ask students to complete the project that follows.
Chapter Assessment

Terms and People
1. Define baby boom. Explain the effect of the baby boom on American life.
2. What was the Interstate Highway Act? How did it help boost the postwar economy?
3. Who was Benjamin Spock? What different ideas did he have than people's views?
4. Define beatnik. Why was such a person dissatisfied?

Focus Questions
The focus question for this chapter is How did social and economic changes after World War II affect Americans? Build an answer to this big question by answering the focus questions for Sections 1 through 4 and the Critical Thinking questions that follow.

Section 1
5. How did the nation experience recovery and economic prosperity after World War II?

Section 2
6. What social and economic factors changed American life during the 1950s?

Section 3
7. How did popular culture and family life change during the 1950s?

Section 4
8. Why were some groups of Americans dissatisfied with conditions in postwar America?

Writing About History
Writing a Research Report: Musicians were not the only artists who responded to the changing culture of the postwar years. Painters experimented and began to record their vision of the post war culture. Write a research report in which you choose two artists and explain the significance of their works. Here are some possible choices: Jackson Pollock, Romare Bearden, Willem de Kooning, Mark Rothko, Robert Rauchenberg, John T. Biggers.

Prewriting
• Do online research to read about the artists.
• Choose two artists. Gather information about the artists and their works.
• Create a set of questions about the artists you have chosen. Gather any additional information you need.

Critical Thinking
9. Analyze Information. How did the development of the interstate highway contribute to postwar prosperity?
10. Synthesize Information. What measures did the government take to spark the economy after the war?
11. Explain Effects. How did automobile production affect the economy?
12. Draw Conclusions. How did technology both help and harm the farming industry?
13. Analyzing Visuals. Study the visual below. In which election was this campaign button used? What voters would have supported these candidates and political party? Why?
14. Identify Point of View. When describing company workers during the 1950s, one sociologist said, "When white-collar people get jobs, they sell not only their time and energy but their personalities as well." Why do you think some people agreed with this point of view?
15. Analyze Information. Do you think life in the suburbs became the model for the American dream? Explain.

Drafting
• Develop a working thesis, and choose supporting information to support the thesis.
• Make an outline to organize the report.
• Write an introduction that explains why the topic is interesting, and then write a body and a conclusion.

Revising
• Use the guidelines on page SH14 of the Writing Handbook to revise your report.

Chapter
Musicians were not the only people...
Document-Based Assessment

Impact of the Suburbs
During the postwar era, the population began to shift from the cities to the suburbs. What impact did this population shift have on American life? What impact did it have on the economy? Use your knowledge of the postwar era and Documents A, B, C, and D to answer questions 1 through 4.

Document A

Documents B

Document C

Document D

"William Levitt . . . looked upon a green expanse of woods . . . in . . . Bucks County, Pa., and dreamed of instant suburbia . . . When he marketed his mass-produced homes in beautiful color brochures, thousands of young families wanted to buy . . . They came to escape crowded cities like Trenton . . . or Philadelphia . . . They came to own their own home, cook with their own appliances, move their own lawn. They had GI loans in hand, babies on the way, and a '50s brand of pioneering spirit . . . "We were young, all of us who moved to Levittown, and we thought Bill Levitt was the greatest man in the world. Imagine it—$10 deposit, $90 at settlement, and you had a house of your own! . . . Levittown was a fresh marvel of modern planning to a Northeast corridor bursting at its seams in the early 1950s . . . It took only $100 . . . to make a down payment on a Levittown home. Levitt, . . . said . . . 'that every family in the United States is entitled to decent shelter.'"

"1951: American dream houses, all in a row"—by Jon Blackwell, The Trentonian, June 20, 1999

1. According to Document D, what caused the shift of population from the cities to the suburbs?
   A. The availability of affordable housing.
   B. Fewer apartment buildings were built.
   C. People saved more money to buy a home.
   D. Cities provided good public transportation.

2. Which document most clearly explains the impact of housing on the natural environment?
   A. Document A
   B. Document C
   C. Document C
   D. Document B

3. What can you conclude about life in the postwar era from Documents A and C?
   A. Most people wanted homes close to the city.
   B. People looked at cheap houses as a way to escape crowded cities.
   C. Most Americans could afford new houses.
   D. Cities were attractive and affordable places to live.

4. Writing Task What role did home ownership play in the population shift from cities to suburbs? What impact did it have on the economy? Use your knowledge of the chapter content and specific evidence from the primary sources above to support your opinion.

TIP When analyzing photographs as primary sources, determine the photographer’s purpose in taking the photo.

To provide students with further practice in answering document-based questions, go to Test Prep With Document-Based Assessment.

If students need more instruction on analyzing primary sources, have them read the Skills Handbook, p. SH24.

Answers

4. Responses should demonstrate students’ grasp of chapter content and ability to interpret primary sources.

Writing About History
As students begin the assignment, refer them to page SH12 of the Writing Handbook for help in writing a research report. Remind them of the steps they should take to complete their assignment, including prewriting, drafting, and revising.

Students’ research reports should have a clear thesis with supporting details and should contain an introduction, a body, and a conclusion. They should show evidence of thoughtful and thorough research and be free of spelling and grammatical errors. They also should relate the work of the two artists they chose to the historical era in which they lived and worked. For scoring rubrics, see Assessment Rubrics.

12. Technology made agriculture more productive so that fewer farmers and farm workers could grow more food. However, the number of family farms continued to decline during this time, with many farm families forced off their land.

13. 1948 Presidential election; Southern Democrats; They were angry at Truman’s support for civil rights.

14. Sample response: Some people complained that America was becoming a nation of people who conformed to the values spread by mass media and corporations.

15. Sample response: Yes; having a well-paying job, a house in the suburbs, modern conveniences, income to spend on luxuries and vacations, and a nuclear family seemed to be realized in the suburban life that became popular in America in the 1950s. This is, in large part, the American dream.

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