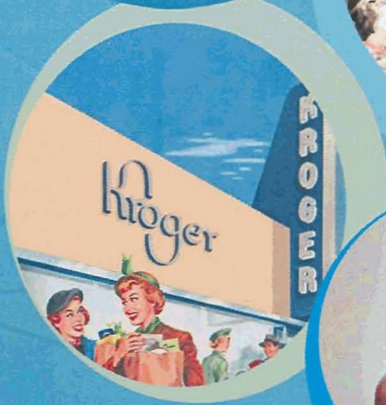
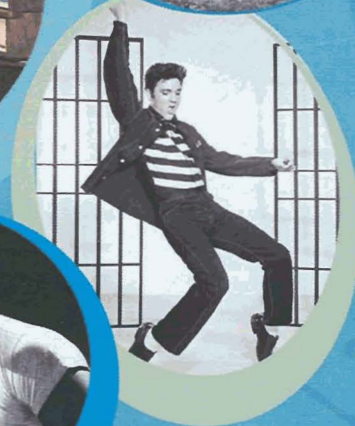


MACOMB COUNTY'S PLACE FOR DISCOVERY

THE 1950s: AFFLUENCE AND ANXIETY IN THE ATOMIC AGE

FEBRUARY 26–MAY 7, 2011



TEACHER RESOURCE GUIDE

THE ALBERT L. LORENZO

Cultural Center

AT MACOMB COMMUNITY COLLEGE

The 1950s:

Affluence and Anxiety in the Atomic Age

February 26 – May 7, 2011

TEACHER RESOURCE GUIDE

Exhibit Introduction

During a visit to *The 1950s: Affluence and Anxiety in the Atomic Age* at the Lorenzo Cultural Center students will discover both the universal and the unique about one of the most defining decades in our nation's history.

This packet of information is designed to assist teachers in making the most of their students' visit to the Lorenzo Cultural Center. Contained in this packet are:

1. An outline of the exhibit
2. Facts, information, and activities related to **The 1950s**
3. Lesson plans related to **The 1950s**
4. A resource list with websites, addresses and information

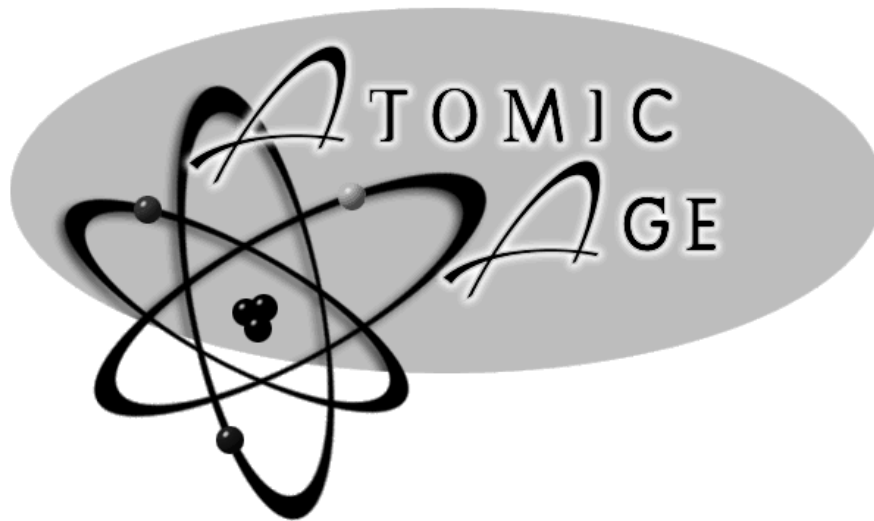


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PART I: EXHIBIT OUTLINE

Introduction

The Adventures of Ozzie and Harriet became synonymous with the 50s ideal of American family life. How well did the TV sitcom reflect life during the decade?

Join us at the Lorenzo Cultural Center to discover the many, often contradictory, facets of post WWII American society. We'll delve into the decade's pervasive affluence and drive for societal conformity, the emphasis on the nuclear family, Cold War fears and atomic anxiety, as well as the rise of suburbia.

Through exhibits, presentations, activities and performances, we'll explore the impact of key political figures, the influence of the nascent medium of television on American culture, the roots of feminism, civil rights activism, and rebellion against conformity, as well as the new face of international relations and war.

Exhibits

Affluence and Anxiety in the Atomic Age

A multimedia exploration, including photos, videos and artifacts, of the diverse facets of life, culture and politics in the 1950s.

Atoms for Peace

From the National Museum of Nuclear Science and History

Display of lithographs from the three series created by Erik Nitsche, Swiss-born American graphic designer considered to be a pioneer of modern design, for General Dynamics Corp. in the 1950s and 60s and designed to influence public perception about nuclear energy.

PART II: TIMELINE OF THE 1950s

1950

- First credit card issued by Diners Club
- First *Peanuts* comic strip published by Charles Schulz
- The Federal Communications Commission issues the first license to broadcast television in color to CBS
- Brinks robbery in Boston, almost \$3 million stolen
- Korean War begins when North Korean Communist forces invade South Korea
- Chinese troops enter the Korean War
- General Douglas MacArthur threatens to use nuclear weapons in Korea
- Senator Joseph McCarthy makes speech in Wheeling, West Virginia claiming that communists are in US government, begins campaign known as “McCarthyism”
- Alleged Communist spy Alger Hiss convicted of perjury
- Albert Einstein warns that nuclear war could lead to mutual destruction
- Congress passes the Internal Security Act which barred alleged communists from government jobs and provided for the deportation of allegedly subversive aliens
- US government issues National Security Memorandum 68 calling a new US policy toward communism and for increased defense spending
- President Truman orders construction of the hydrogen bomb
- President Truman offers aid to French in their war in Vietnam with the Viet Minh
- Assassination attempt on President Truman by Puerto Rican nationalists
- Zenith Radio Corporation develops the first remote control for televisions, called “Lazy Bones”
- “I Love Lucy” debuts on television
- David Riesman publishes *The Lonely Crowd*
- J.D. Salinger publishes *The Catcher in the Rye*
- Walt Disney releases *Cinderella*
- Legendary singer-actor Paul Robeson’s passport is revoked because of his alleged Communist affiliations
- The comic strip *Beetle Bailey* is created by Mort Walker

1951

- CBS introduces first TV program in color called *Premiere*
- CBC introduces *See It Now* hosted by Edward R. Murrow, one of the first and most significant public affairs shows on TV
- Railroad workers strike
- Truman relieves General Douglas MacArthur of command in Korea for insubordination
- Truman signs peace treaty with Japan, officially ending World War II
- Strategic Air Command (SAC) established
- Julius and Ethel Rosenberg are convicted of selling US atomic secrets to the Soviet Union
- Race riots in Cicero, Illinois, as white residents oppose residential integration
- UNIVAC I (Universal Automatic Computer) developed and used to count census data in 1951 and presidential election returns in 1952
- The new United Nations headquarters officially opens in New York City

- US begins nuclear testing at site near Las Vegas
- The Twenty-second Amendment to the United States Constitution, limiting Presidents to two terms, is ratified
- Rodgers and Hammerstein's *The King and I* opens on Broadway
- The soap opera *Search for Tomorrow* debuts on CBS
- US President Harry Truman declares an official end to war with Germany

1952

- Steelworkers strike
- US occupation of Japan ends
- CBS introduces *Father Knows Best*
- ABC introduces *Ozzie and Harriet*
- NBC introduces *Dragnet*
- *Today* show premieres on NBC
- President Truman announces that he will not seek reelection
- The US Supreme Court limits the power of the President to seize private business, after President Truman nationalizes all steel mills in the United States, just before the 1952 steel strike begins
- The United States B-52 Stratofortress flies for the first time
- *The Diary of Anne Frank* is published
- Puerto Rico becomes a self-governing commonwealth of the United States.
- Dr. Jonas Salk creates polio vaccine
- Dwight Eisenhower elected president
- Vice President Richard Nixon's *Checkers* speech airs on TV
- US successfully tests the first hydrogen bomb on Eniwetok Atoll in the Marshall Islands in the South Pacific
- Ralph Ellison publishes *Invisible Man*
- The first open-heart surgery is performed at the University of Minnesota.
- The first successful surgical separation of conjoined twins is conducted in Mount Sinai Hospital, Cleveland, Ohio

1953

- James Watson and Francis Crick publish their discovery of the molecular model of DNA
- CIA engineers coup against government of Mohammad Mossadegh in Iran and restores Shah Reza Pahlavi to power
- Joseph Stalin dies and Nikita Khrushchev assumes power
- Julius and Ethel Rosenberg executed for espionage
- Korean War ends
- President Eisenhower appoints Earl Warren as Chief Justice of the Supreme Court
- *The Crucible*, a drama by Arthur Miller, opens on Broadway
- Walt Disney's feature film *Peter Pan*, premieres
- Transsexual Christine Jorgenson returns to New York after successful sexual reassignment surgery in Denmark
- Georgia approves the first literature censorship board in the United States
- The Academy Awards ceremony is broadcast on TV for the first time

- Ian Fleming publishes his first James Bond novel, *Casino Royale*
- The first Chevrolet Corvette is built at Flint, Michigan
- The Internal Revenue Service is formed
- Kinsey Report, *Sexual Behavior in the Human Female*, is published.
- Hugh Hefner publishes the first issue of *Playboy* Magazine, 54,175 copies at \$.50 each
- Economic recession begins
- Edmund Hillary and Tenzing Norgay reach top of Mt. Everest
- Moscow announces successful explosion of hydrogen bomb
- President Eisenhower delivers his *Atoms for Peace* address to the UN
- The first color television sets go on sale for about \$1,175
- J. Robert Oppenheimer denied security clearance
- Ernest Hemingway wins Pulitzer for *The Old Man and the Sea*

1954

- US launches first atomic submarine *USS Nautilus*
- Five U.S. congressmen shot on floor of House of Representatives by Puerto Rican nationalists
- Marilyn Monroe marries baseball player Joe DiMaggio
- American journalists Edward Murrow and Fred W. Friendly produce documentary, entitled *A Report on Senator Joseph McCarthy*
- During hearing on Communism in the Army Joseph Welch, special counsel for the United States Army, lashes out at Senator Joseph McCarthy, saying, 'Have you, at long last, no decency?'
- RCA manufactures the first color TV set with a 12-inch screen for \$1,000
- The United States Air Force Academy is established
- Report says cigarettes cause cancer
- CBS introduces *Lassie*
- Dr. Jonas Salk starts inoculating children against polio
- Supreme Court unanimously bans racial segregation in public schools in the decision *Brown v. Board of Education of Topeka*
- The words "under God" are added to the United States Pledge of Allegiance.
- The United States Senate votes to condemn Joseph McCarthy for "conduct that tends to bring the Senate into dishonor and disrepute" for his four-year anti-communist witch-hunt
- CIA helps overthrow the democratically elected government of Guatemalan President Jacobo Arbenz
- President Eisenhower announces "domino theory" to explain US involvement in Vietnam
- French troops defeated at Dien Bien Phu by Viet Minh and France withdraws from Vietnam
- Geneva Accords create a divided Vietnam
- United States and allies organize a new defensive alliance, the Southeast Asia Treaty Organization (SEATO)
- President Eisenhower begins aid program to government of South Vietnam
- "Baby-boom" birthrate over 4 million per year

- US first announces the doctrine of Massive Retaliation which threatens full-scale nuclear attack on the Soviet Union in response to communist aggression anywhere in the world
- The first issue of *Sports Illustrated* magazine is published in the United States
- The Miss America Pageant is broadcast on television for the first time
- Texas Instruments announces the development of the first transistor radio
- The first kidney transplant is performed
- The Boy Scouts of America desegregates on the basis of race
- The TV dinner is introduced
- The production of *The Nutcracker* is staged for the first time in New York City

1955

- Walt Disney opens Disneyland near Los Angeles
- Marian Anderson is the first African American singer to perform at the Metropolitan Opera in New York City
- The game *Scrabble* debuts
- President Eisenhower sends the first US advisors to South Vietnam.
- Walt Disney's *Lady and the Tramp* premieres
- Emmett Till brutally murdered in Mississippi
- James Dean dies in car accident
- CBS introduces *Gunsmoke* and the *\$64,000 Question*
- First edition of the *Guinness Book of Records* is published
- *Alfred Hitchcock Presents* TV program debuts on NBC
- *The Mickey Mouse Club* TV program debuts on ABC
- Coco Chanel introduces her diamond-quilted handbag with interlocking C-clasp
- Tennessee Williams' *Cat on a Hot Tin Roof* wins Pulitzer Prize
- William H. Whyte, Jr. publishes *The Organization Man*
- AFL and CIO become one organization, AFL-CIO
- Rosa Parks refuses to sit at the back of the bus
- Bus boycott by African-Americans begins in Montgomery, Alabama, led by Martin Luther King, Jr.
- President Eisenhower and Premier Khrushchev hold summit meeting
- Soviet Union creates the Warsaw Pact
- Soviet Union successfully explodes hydrogen bomb

1956

- Elvis Presley appears on Ed Sullivan Show and creates controversy by gyrating his pelvis on TV
- The Broadway musical *My Fair Lady* opens in New York City.
- Actress Marilyn Monroe marries playwright Arthur Miller
- President Dwight D. Eisenhower and Congress authorize "In God We Trust" as the U.S. national motto
- The hard disk drive is invented by IBM
- The *Huntley-Brinkley Report* debuts on NBC
- NBC introduces *Twenty-One*, a quiz show at the center of a scandal in which some popular quiz shows are revealed to be corrupt

- CBS introduces *The Honeymooners*
- President Eisenhower re-elected in a landslide
- Congress passes Interstate Highway and Defense System Act providing federal funds for the construction of an interstate highway system
- Hungarian students stage protest against Communism and Soviet troops invade Hungary
- Premier Nikita Khrushchev denounces the policies of Stalin and calls for a doctrine of "peaceful coexistence" between capitalist and communist systems
- Egypt takes control of Suez Canal and French, British and Israeli troops invade Egypt and occupy the Suez Canal
- Velcro introduced
- H-bomb, equivalent to 10 million tons of TNT, tested at the Bikini Atoll in the South Pacific
- Allen Ginsberg publishes *Howl*, a poem expressing the rebelliousness of the Beat generation

1957

- Dr. Seuss publishes *The Cat in the Hat*
- Wham-O Company produces the first *Frisbee*
- *American Bandstand*, a local dance show produced in Philadelphia, joins ABC
- Ayn Rand's novel *Atlas Shrugged* is published
- The Mackinac Bridge, the world's longest suspension bridge at the time opens
- *The Music Man* debuts on Broadway
- Dr. Martin Luther King Jr. and others found the Southern Christian Leadership Conference to organize protests against segregation
- Jack Paar takes over from Steve Allen as the host of *The Tonight Show*
- Balenciaga introduces the chemise, dubbed "the sack" in the US
- Economic recession
- European Economic Community established
- US sets off its first underground nuclear test in a desert near Las Vegas
- Soviet Union successfully launches the first intercontinental ballistic missile (ICBM)
- Soviet Union launches the first artificial satellite, *Sputnik 1*, that orbits the Earth
- Soviet Union launches, *Sputnik 2*, which contains a living animal
- US successfully launches its first intercontinental ballistic missile (ICBM)
- Jack Kerouac publishes *On the Road*, a novel about the Beat generation
- Chinese Leader Mao Zedong launches the "Great Leap Forward"
- The "Little Rock Nine" integrate Central High School in Little Rock, Arkansas and President Eisenhower send troops to stop violent resistance to school integration
- CBS introduces *Leave It to Beaver*
- United States Senator Strom Thurmond (D-SC) sets the record for the longest filibuster with his 24-hour, 18-minute speech railing against a civil rights bill
- Congress passes first Civil Rights Act since Reconstruction which provided for federal efforts to protect the right to vote and establishes the Civil Right Commission
- President Eisenhower introduces the Eisenhower Doctrine which calls for military and economic aid to any Mideastern country fighting against Communist aggression and subversion

1958

- US launches first satellite, *Explorer 1*
- Elvis Presley inducted into US Army
- Unemployment in Detroit reaches 20%, marking the height of the 1958 Recession
- Van Cliburn wins the Tchaikovsky International Competition for pianists in Moscow
- The bodies of unidentified soldiers killed in action during World War II and the Korean War are buried at the Tomb of the Unknowns in Arlington National Cemetery
- The first International House of Pancakes (IHOP) opens in California
- Vladimir Nabokov's controversial novel *Lolita* is published in the United States.
- The right-wing John Birch Society is founded in the USA by Robert Welch, a retired candy manufacturer
- Based on birth rates, the post-war baby boom ends in the United States
- President Eisenhower orders U.S. Marines into Lebanon
- TV quiz show scandals
- National Defense Education Act passed by Congress which promoted instruction in science, math and foreign languages and offered loans and scholarships to college students
- 14-year-old Bobby Fischer wins the United States Chess Championship.
- Bertrand Russell launches the Campaign for Nuclear Disarmament.
- British artist, Gerald Holtom, creates the Peace Symbol for Campaign for Nuclear Disarmament
- Texas Instruments patents the first working integrated circuit
- US and Soviet Union voluntarily suspend nuclear testing

1959

- President Batista overthrown and Fidel Castro assumes power in Cuba
- Tibet's Dalai Lama escapes to India
- International treaty makes Antarctica a scientific preserve
- "Kitchen Debate" between Vice President Nixon and Premier Khrushchev at American National Exhibition in Moscow
- Soviet Union sends the first spacecraft around the moon, sending pictures back to Earth of the moon's far side
- Premier Khrushchev of the Soviet Union visits the US
- Rod Serling's *The Twilight Zone*, a science fiction series, premieres on CBS.
- Walt Disney releases his 16th animated film, *Sleeping Beauty*
- Buddy Holly, Ritchie Valens, and The Big Bopper die in an airplane crash in Iowa
- Lee Petty wins the first Daytona 500
- The Barbie doll debuts
- The first submarine to carry ballistic missiles is launched
- Pantyhose introduced by Glen Raven Mills
- *The Sound of Music* opens on Broadway
- St. Lawrence Seaway opens, allowing ships to reach Midwest
- Alaska and Hawaii become 49th and 50th states respectively
- The first skull of *Australopithecus boisei*, a hominid, is discovered by Louis and Mary Leakey in the Olduvai Gorge of Tanzania

PART III: BACKGROUND INFORMATION OF THE 50s

President Harry S. Truman

Truman was born in Lamar, Missouri, in 1884. He grew up in Independence, and for 12 years prospered as a Missouri farmer before becoming actively involved in politics and the Democratic Party. When he became President following the death of President Franklin D. Roosevelt on April 12, 1945, he told reporters:

I felt like the moon, the stars, and all the planets had fallen on me.

As President, Truman made some of the most crucial decisions in history. Soon after V-E Day, the war against Japan had reached its final stage. An urgent plea to Japan to surrender was rejected. Truman, after consultations with his advisers, ordered atomic bombs dropped on cities devoted to war work. Two were Hiroshima and Nagasaki. Japanese surrender quickly followed.

In June 1945 Truman witnessed the signing of the charter of the United Nations, hopefully established to preserve peace. Following that, he presented to Congress a 21-point program, proposing the expansion of Social Security, a full-employment program, a permanent Fair Employment Practices Act, and public housing and slum clearance. These programs became known as the Fair Deal, and symbolized the establishment of Truman as a president in his own right.

In 1947, in an effort to diffuse tensions between the Soviet Union and Turkey, he asked Congress to aid the two countries, enunciating the program that bears his name--the Truman Doctrine.

The Marshall Plan, named for his Secretary of State, stimulated spectacular economic recovery in war-torn Western Europe.



When the Russians blockaded the western sectors of Berlin in 1948, Truman created a massive airlift to supply Berliners until the Russians backed down. Meanwhile, he was negotiating a military alliance to protect Western nations, the North Atlantic Treaty Organization, established in 1949.

In June 1950, when the Communist government of North Korea attacked South Korea, the United States entered the conflict. A long, discouraging struggle ensued as U.N. forces held a line above the old boundary of South Korea. Truman kept the war a limited one, rather than risk a major conflict with China and perhaps Russia.

Married for 53 years to Elizabeth Virginia Wallace (“Bess”), Truman retired to Independence in 1953. He died in 1972 at age 88.

Source: <http://www.whitehouse.gov/about/presidents/harrystruman>

President Dwight D. Eisenhower

Dwight D. Eisenhower's success in the European Theater of Operations during World War II led to his appointment as Supreme Allied Commander in Europe—the organizer of the D-Day invasion of Normandy that helped bring about Germany's surrender. When the genial war hero ran for president on a promise to end the Korean War, the voting public made it clear that they did, in fact, like Ike.

The eight years Eisenhower spent in office were for the most part calm, prosperous years for the



country, with the healthiest economy since the 1920s. But there were volatile issues for the president to deal with, as well. Senator Joseph McCarthy of Wisconsin was so intent on ferreting out supposed communists within the State Department that he ruined the careers of many innocent people.

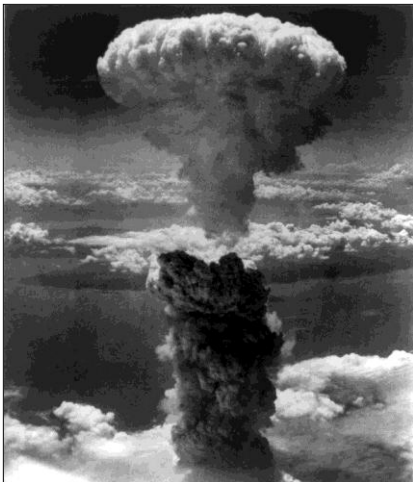
The president also had to handle intensifying civil rights issues, such as the South's defiant reaction to the Supreme Court-ordered desegregation of schools, causing him to send federal troops to escort the African American students to school. The space race began on Eisenhower's watch when the Soviet Union beat America into space with Sputnik I, the first satellite into space. In order to bring the American space

program up to speed, the president approved a new congressional program to bring talented young scientists into the field of space technology.

Source: <http://historywired.si.edu>

The Race for the Hydrogen Bomb

World War II's end signified the beginning of the race to develop a weapon even more potent than the atomic bomb: the hydrogen bomb. While many who had witnessed the destruction of



Hiroshima and Nagasaki caused by the atomic bomb opposed the H-bomb's development, others felt it was the only way to protect the lives of innocent people from another power's nuclear attack.

Amid secrecy and suspicions of espionage, the American and Soviet nuclear programs took root and grew, and the race for the hydrogen bomb was on.

After the atomic bombings of Japan, many scientists at Los Alamos rebelled against the notion of creating a weapon thousands of times more powerful than the first atomic bombs. For these scientists, the question was partly technical, partly moral. First, the weapon design was still quite uncertain and unworkable; second, they argued that such a weapon could only be used against large civilian populations and could thus only be used as a weapon of genocide. Many scientists urged that the United States should not develop such weapons and set an example towards the Soviet Union. On the other hand, promoters of the weapon, including Edward Teller, Ernest Lawrence and Luis

Alvarez, argued that such a development was inevitable, and to deny such protection to the people of the United States—especially when the Soviet Union was likely to create such a weapon themselves—was itself an immoral and unwise act.

Ultimately, plans to pursue the superbomb's development prevailed, and a few short months after World War II ended, the classical Super concept had become a cohesive reality.

Sputnik and the Birth of NASA

History changed on October 4, 1957, when the Soviet Union successfully launched Sputnik I.

The world's first artificial satellite was about the size of a beach ball (22.8 inches in diameter), weighed only 183.9 pounds, and took about 98 minutes to orbit the Earth on its elliptical path. That launch ushered in new political, military, technological, and scientific developments.



The Sputnik launch marked the start of the space age and the US-USSR space race. Sputnik caught the world's attention and the American public off-guard.

The public feared that the Soviets' ability to launch satellites also translated into the capability to launch ballistic missiles that could carry nuclear weapons from Europe to the U.S. Then the Soviets struck again; on November 3, Sputnik II was launched carrying a much heavier payload, including a dog named Laika.

On January 31, 1958, the tide changed, when the United States successfully launched Explorer I. This satellite carried a small scientific payload that eventually discovered the magnetic radiation belts around the Earth, named after principal investigator James Van Allen.

The Sputnik launch also led directly to the creation of National Aeronautics and Space Administration (NASA) on October 1, 1958.

Source: <http://history.nasa.gov/sputnik/index.html>

The Forgotten War

On June 25, 1950, the cold war turned hot. Soviet-supported North Korean leader Kim Il Sung launched an invasion of South Korea in an attempt to reunify the peninsula under Communism. President Truman committed American troops and rallied support in the United Nations (UN), establishing a coalition of sixteen nations to defend South Korea and contain Communist expansion.



When North Korean troops first crossed the 38th parallel—the two countries' dividing line—South Korean troops scattered in disarray. Then UN forces under the command of General Douglas MacArthur pursued the North Koreans all the way to the border with China. Then, their border threatened, the Communist Chinese joined the fight. They sent more than a million troops in a ferocious counteroffensive that drove UN armies south again.

Soon the line between the armies stagnated. Three years of brutal fighting left Americans divided over the war. An uneasy truce split the Korean peninsula into a Communist north and democratic south.

Even after the truce agreement was signed, the Korean peninsula remained contested terrain, a continuing flash point in the Cold War that shaped the entire decade of the 1950s and much of the rest of the 20th century.

Facts / Statistics

Dates: 1950-1953

Troops: 5,720,000

Deaths: 36,576

Sources: <http://americanhistory.si.edu> and "The Fifties Chronicles"

Senator Joe McCarthy

As an anti-communist crusader of the early 1950s Senator Joe McCarthy remains one of the most controversial and reviled American politicians of the 20th century. He was born in 1908 in a rural county in Wisconsin. He practiced law briefly before enlisting in the Marine Corps in 1942 and was first elected to the Senate in 1946.



His first three years as senator were lackluster, but this changed in 1950. Picking up on the anticommunist fervor begun by the House Un-American Activities Committee, McCarthy claimed during a public speech to "have in his hand" a list of known communist loyalists working in the State Department. Although his statement was false, McCarthy soon became one of the most powerful men in Washington. His bullying attacks and accusations, sneeringly anti-communist and anti-intellectual attitude, and tendency to brand anyone who disagreed with him as disloyal, un-American or a secret communist sympathizer would eventually be described as McCarthyism.

In 1954 McCarthy went after alleged communists in the Army. The Army-McCarthy hearings were televised and outraged Americans joined with the military to denounce McCarthyism. His fellow senators censured McCarthy in late 1954 though he remained in the Senate until his death in 1957.

Sources: *St. James Encyclopedia of Popular Culture*, *Encyclopedia Americana*
http://ea.grolier.com.proxy.lib.wayne.edu/profile_article?assetid=0264490-00

The Rosenberg Trials

The trial of Ethel and Julius Rosenberg for the espionage prosecution of the couple accused of selling nuclear secrets to the Russians took place March 6, 1951 (treason could not be charged because the United States was not at war with the Soviet Union). The Rosenbergs, and co-defendant, Morton Sobell, were defended by the father and son team of Emanuel and Alexander Bloch. The prosecution included the infamous Roy Cohn, best known for his association with Senator McCarthy.

David Greenglass was a machinist at Los Alamos, where America developed the atomic bomb. Julius Rosenberg, his brother-in-law, was a member of the American Communist Party and was fired from his government job during the Red Scare.

According to Greenglass, Rosenberg asked him to pass highly confidential instructions on making atomic weapons to the Soviet Union. These materials were transferred to the Russians by Harry Gold, an acquaintance of Greenglass. The Soviets exploded their first atomic bomb (and effectively started the Cold War) in September 1949 based on information they had obtained from spies, including that from Greenglass.

The only direct evidence of the Rosenberg's involvement was the confession of Greenglass. The left-wing community believed that the Rosenbergs were prosecuted because of their membership in the Communist Party. Their case became the cause celebre of leftists throughout the nation.

Reportedly, the Rosenbergs were offered a deal in which their death sentences would be commuted in return for an admission of their guilt. They refused and were executed, June 19, 1953.

Source: <http://www.history.com/this-day-in-history/the-rosenberg-trial-begins>



American Society and Culture During the Cold War

After World War II, the United States and Soviet Union faced off in a series of international conflicts known as the Cold War.

The Cold War touched many aspects of American social and cultural life, from the civil rights movement to survivalism, from Hollywood to the universities. The nuclear threat-and the Communist menace lurking behind it-brought the National Defense Education Act, the interstate highway system, and growing mistrust of government by both liberals and conservatives. In ways sometimes blatant, sometimes subtle, the Cold War left its mark on activities ranging from art and poetry to movies and comic books.



Sports events became particularly prominent venues for rivalry, beginning with the London Olympics in 1948 and peaking every fourth year thereafter. Visiting artists, traveling exhibitions, and other cultural exchanges, both formal and informal, sometimes helped ease Cold War tensions.

Source: <http://americanhistory.si.edu/subs/history/timeline/origins/index.html>

Civil Defense

As the Cold War between the US and the Soviet Union escalated, fear of the bomb and anxiety over the possibility of a nuclear war drove many Americans to dig deep into the earth in an effort to survive what seemed at the time the inevitable nuclear attack from our enemies. Ordinary Americans built bomb shelters in their backyards, often hiding them from their neighbors.

A nationwide Alert America campaign sought to reassure people that simple civil defense procedures would protect them. Booklets and films offered suggestions on how to survive an atomic attack.



Millions of comic books were distributed to school children featuring a cartoon turtle called Bert that urged them to "duck and cover" in the event of an atomic strike. Spotters were assigned to watch the skies for anything that looked suspicious or out of the ordinary.

Newspapers carried radiation readings beside daily weather reports and Popular Mechanics magazine published a fallout shelter blueprint for the do-it-yourselfer. While Congress debated the merits of evacuating large cities versus massive community shelters, homeowners improvised shelters from septic tanks, concrete tubing, steel sheds and discarded lumber.

Source: <http://apps.detnews.com>

Family Fallout Shelters

During the late 1950s, as Cold War fears became part of everyday life, one survey showed that 40 percent of American families were considering building a shelter in which to wait out the effects of a nuclear attack. With bomb shelters selling from \$100 for the basics to as much as \$5,000 for a deluxe model, Wall Street analysts predicted that the shelter industry could become a \$20 billion business.

The magazine Popular Mechanics published a blueprint for those who preferred to build their own, and civil defense films provided instructions for those who intended to seek protection in their basements. Shelters were stocked with survival kits that included fallout protection suits,



first-aid supplies, canned goods, flash lights, and water.

Nuclear war was a recurring theme in movies and on television, and air-raid drills in elementary schools taught "duck-and-cover" techniques. Fears peaked in 1962 with the Cuban missile crisis; afterward, as the

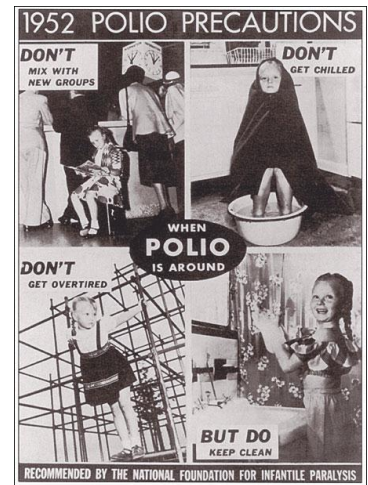
imminence of the nuclear threat began to fade, and there was some realization that backyard fallout shelters would provide little protection anyway, most people abandoned their shelters. An enlightened few converted them to wine cellars.

Source: <http://www.enotes.com/major-acts-congress/federal-civil-defense-act>

Polio

The polio virus struck primarily in July, August, and September and hit regardless of geographic region, economic status, or population density. Few people showed any symptoms and even fewer died or experienced paralysis, but the physical effects were dramatic. Communities reacted with dread because no one understood how or why people contracted the disease. Although polio (also called infantile paralysis) was most often associated with children, it affected teens and grown-ups as well.

The first known polio outbreak in the United States was in Vermont in 1894. In 1916, New York City experienced a large epidemic of polio, with over 9,000 cases and 2,343 deaths, causing intense fear among Americans. “Many inspectors...stationed themselves at the railroad stations, ferries, and boat landings along the Delaware River...to bar all children under 16 years of age who attempted to cross into (Pennsylvania) without certificates of health.” –Los Angeles Times, August 9, 1916



Epidemics worsened during the century: In 1952, a record 57,628 cases of polio were reported in the United States. Dr. Jonas Salk began trials of his polio vaccine in 1954, which showed that those vaccinated did not contract the disease.

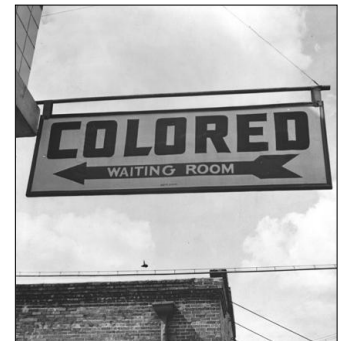
The government approved the vaccine in 1955, making it available to the public. The last cases of naturally occurring polio in the United States were in 1979 among Amish residents who had refused vaccination.

Source: <http://americanhistory.si.edu/polio/americanepi/communities.htm>

Segregation

After the abolition of slavery in the United States, three Constitutional amendments were passed to grant newly freed African Americans legal status: the Thirteenth Amendment abolished slavery, the Fourteenth provided citizenship, and the Fifteenth guaranteed the right to vote. In spite of these amendments and civil rights acts to enforce the amendments, between 1873 and 1883 the Supreme Court handed down a series of decisions that virtually nullified the work of Congress during Reconstruction.

Regarded by many as second-class citizens, blacks were separated from whites by law and by private action in transportation, public accommodations, recreational facilities, prisons, armed forces, and schools in both Northern and Southern states. In 1896 the Supreme Court sanctioned legal separation of the races by its ruling in *H.A. Plessy v. J.H. Ferguson*, which held that separate but equal facilities did not violate the U.S. Constitution's Fourteenth Amendment.



Source: <http://www.loc.gov/exhibits/brown/brown-segregation.html>

Rosa Parks, Civil Rights Pioneer

Most historians date the beginning of the modern civil rights movement in the United States to December 1, 1955. That was the day when an unknown seamstress in Montgomery, Alabama refused to give up her bus seat to a white passenger. This brave woman, Rosa Parks, was arrested and fined for violating a city ordinance, but her lonely act of defiance began a movement that ended legal segregation in America, and made her an inspiration to freedom-loving people everywhere.

"Back then," Mrs. Parks recalled, "we didn't have any civil rights. It was just a matter of survival, of existing from one day to the next. I remember going to sleep as a girl hearing the Klan ride at night and hearing a lynching and being afraid the house would burn down." In the same



interview, she cited her lifelong acquaintance with fear as the reason for her relative fearlessness in deciding to appeal her conviction during the bus boycott. "I didn't have any special fear," she said. "It was more of a relief to know that I wasn't alone."

The bus incident led to the formation of the Montgomery Improvement Association, led by the young pastor of the Dexter Avenue Baptist Church, Dr. Martin Luther King, Jr.

The association called for a boycott of the city-owned bus company. The boycott lasted 382 days and brought Mrs. Parks, Dr. King, and their cause to the attention of the world.

A Supreme Court decision struck down the Montgomery ordinance under which **Mrs. Parks** (photo) had been fined, and outlawed racial segregation on public transportation.

In 1957, Mrs. Parks and her husband moved to Detroit, Michigan where they lived until her death in 2005 at the age of 92. After her death, her casket was placed in the rotunda of the United States Capitol for two days, so the nation could pay its respects to the woman whose courage had changed the lives of so many. She is the only woman and second African American in American history to lie in state at the Capitol, an honor usually reserved for Presidents of the United States. *Source: <http://www.achievement.org/autodoc/page/par0bio-1>*

Separate Is Not Equal: Brown v. Board of Education

The US Supreme Court's decision in *Brown v. Board of Education* marked a turning point in the history of race relations in the United States.



On May 17, 1954, the Court stripped away constitutional sanctions for segregation by race, and made equal opportunity in education the law of the land.

Brown v. Board of Education reached the Supreme Court through the fearless efforts of lawyers, community activists, parents, and students.



Their struggle to fulfill the American dream set in motion sweeping changes in American society, and redefined the nation's ideals.

Source: <http://americanhistory.si.edu/brown/history/index.html>

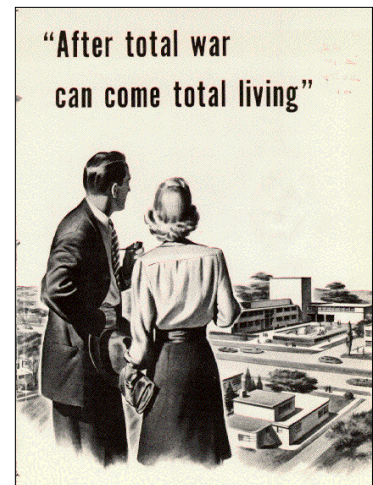
The Birth of Suburbia

By 1950 jobs were plentiful, and ex-servicemen who had educated themselves on the GI Bill were able to marry and save for homes of their own. A move to the suburbs changed more than one's surroundings.

The new suburbanites were in a sense pioneers, creating new communities and new rituals of family life. Suburban life made Americans much more reliant on automobiles, as men commuted to their jobs and women relied on cars to do their shopping.

Malls began to spring up—first Northland Mall (1954), Eastland (1957) and Wonderland (1959)—to support the growing consumerism.

Sources: *“The Fifties Chronicle;” “The Detroit Almanac”*



Automobile Industry

The number of cars on the road more than doubled between 1945 and 1955, with 52.1 million registered in 1955. While imported car sales grew in the 1950s, American manufacturers dominated the market, producing cars with chrome trim and extravagant fins, consistently making cars bigger, more powerful and glitzy.

Many factors in the 1950s led to a boom time for the automobile industry. Mass prosperity made car ownership possible to many for the first time. In addition, the growth of the suburbs made car ownership necessary, as new communities often did not offer public transportation and suburbanites used their cars for work and leisure. Other evidence of the growing car culture of the 1950s include the creation of a national highway system, the rise of family vacations and drive-in movie theatres, which increased from 1,700 in 1950 to 4,200 in 1955.

Also contributing to profits for car manufacturers was increased automation in factories. One scholar noted that before automation, *“it took four hundred workers forty minutes to machine an engine block; automated production required forty-eight workers and fewer than twenty minutes.”*



However, automation impacted factory workers with reductions in hours and the number of positions, leading to friction between unions and management.

Highways

Revitalizing our highways was a major goal for President Eisenhower. During his military service, he noted the poor conditions of roads in the US and admired Germany's Autobahn network, which reinforced his belief that the US needed first-class roads. Congress signed the Federal-Aid Highway Act in 1956, which allowed for the construction of a national system of highways, financed up to 90% by the federal government.

It was meant to reduce highway deaths and injuries, cut down on traffic delays, and allow efficient transportation of goods. Eisenhower also believed the system would address "the appalling inadequacies to meet the demands of catastrophe or defense, should an atomic war come." The web of superhighways has grown to 46,876 miles throughout the US.



In the Detroit area, I-75, I-96, I-94, the Davison and the Lodge were all partially constructed before 1950, but completed throughout the 1950s. The interchange between the Lodge and I-94, finished in 1953, was the first freeway-to-freeway interchange in the US. The freeways brought much change, both by displacing the families and businesses that lay in their paths, as well as allowing many families to establish homes in a growing suburbia while retaining jobs downtown.

Source: <http://www.fhwa.dot.gov/interstate/homepage.cfm>

The New Leisure

The decade of the 1950s was one of prosperity. Rising incomes and shorter work weeks gave Americans more leisure and more money to spend. Business was happy to supply this market with leisure-time products, from television sets to barbecue grills to paint-by-number kits. A new mass culture based on consumerism took shape.

Writing in *Life* magazine in the late 1950s, cultural critic Russell Lynes set out to describe the popular pastimes of the "new leisure." He observed that the usual markers of class-education, wealth, and breeding no longer applied. The one thing that mattered was something that everyone had. That something, was free time. In postwar America, class had become a matter of how one spent his or her free time.

Source: <http://americanhistory.si.edu/paint/newLeisure.html>

1950s: The Television Decade

In 1950, Americans had 4.4 million televisions. In 1951, 15 million sets were sold and by 1960, over 50 million were in households. The baby boomer generation grew up with television influencing what they wore, bought, talked about and did for leisure.



Characters from shows like *Father Knows Best*, *Gunsmoke*, *I Love Lucy* and *This Is Your Life* became part of their lives. Advertisers were delighted to show their products and toys, food, and every-day items made their way into television shows and ads.

Howdy Doody was the first popular network television show for children, running from 1947 to 1960. It featured Buffalo Bob Smith, the four-foot-tall Howdy Doody puppet and Clarabelle Hornblow Clown.

In the 1950s Michigan stations broadcast network shows and local productions. Milton Supman, a young slapstick comedian, took on the name Soupy Sales and won a huge following on Detroit's WXYZ-TV with *Lunch with Soupy*, a show for kids that began in 1953 and ran for seven years. Later, he added an evening show and became a nationally known comic, famous for throwing pies.

Douglas Edwards, Mike Wallace, and Jack Paar were all radio broadcasters at Michigan stations who moved to television. In 1948, Edwards started delivering *Douglas Edward with the News*. Wallace became known for his aggressive probing interviews. As host of NBC's *Tonight Show* Jack Paar added compelling conversation as well as humor to the program.

Source:

<http://www.hal.state.mi.us/mhc/museum/explore/museums/hismus/special/ontheair/tour50s.html>

Popular Music of the 1950s...something for everyone

The new genre Rock and Roll dominated the popular music scene in the 1950s. Fats Domino, Chuck Berry, Bo Diddley, Little Richard, and Jerry Lee Lewis were some of the decade's earliest and biggest sensations. The Platters and Coasters delivered such classics as "The Great Pretender" and "Yakety Yak." In the late '50s, Richie Valens, Buddy Holly, and The Big Bopper were all the rage until their tragic and untimely deaths in a plane crash in 1959.



The fifties was also the decade of the "teen idol," with Pat Boone as the first in that elite club. Following Boone were Paul Anka, whose early hits were mainstream ballads with mild rock and roll trimmings; and Ricky Nelson, whose success was guaranteed by his popular TV series. The Philadelphia teen idols-Bobby Rydell, Frankie Avalon, and Fabian-were launched into national success with regular appearances on TV's *American Bandstand*, hosted by Dick Clark. *Your Hit Parade*, sponsored by Lucky Strike Cigarettes, was another popular music program.

Music of the fifties was more than just rock 'n' roll. Crooners like Nat King Cole, Frank Sinatra, Perry Como, Dinah Shore, Dean Martin, Patti Page, Theresa Brewer, Eddie Fisher, Doris Day, and Tony Bennett were all popular and their songs are still being played around the world today. *The Grand Ole Opry* was also in full swing featuring stars like Johnny Cash and Kitty Wells.

Music on the Go

With more money, more two-car families and more radios stations geared to teenagers came "cruising" in the car with a radio playing a Top Forty station. Almost every city and village in Michigan in the 1950s and 60s had a place where teenagers cruised-driving up and down a strip of road, often the main street, sometimes between drive-in restaurants. Teenagers cruised hoping to see and be seen. Car radios had existed since 1927 and by the 1950s, over half the cars made came with them.



Also tiny battery-operated transistor radios could and did go anywhere. The transistor, developed in 1947, allowed radios to be made without bulky tubes that required warm-up time. The first all-transistor radio came on the market in 1954. It ran for many hours on small batteries.

Teenagers took these transistor radios, simply called transistors, to the beach, the woods, the yard and the streets, listening to Top Forty stations, where they heard songs like Brian Hyland's 1960 hit song "Itsy Bitsy Teeny Weeny Yellow Polka Dot Bikini."

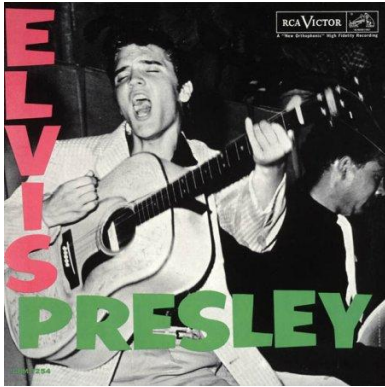
Adults, too, warmed to the portable radio, which gave them news, weather and farm reports-even without electricity.

Source: <http://www.hal.state.mi.us/mhc/museum/explore/museums/hismus/special/ontheair/tour50s.html>

The King of Rock and Roll

Elvis Aaron Presley (January 8, 1935 – August 16, 1977) was one of the most popular American singers of the 20th century. A cultural icon, he is widely known by the single name Elvis. He is often referred to as the "King of Rock and Roll" or simply "the King". Presley was one of the originators of rockabilly, an up-tempo, backbeat-driven fusion of country and rhythm and blues.

Presley's first RCA single, "Heartbreak Hotel", released in January 1956, was a number one hit. He became the leading figure of the newly popular sound of rock and roll with a series of



network television appearances and chart-topping records. His energized interpretations of songs, many from African American sources, and his uninhibited performance style made him enormously popular-and controversial. In November 1956, he made his film debut in *Love Me Tender*.

Presley is regarded as one of the most important figures of 20th-century popular culture. He had a versatile voice and unusually wide success encompassing many genres, including country, pop ballads, gospel, and blues.

He is the best-selling solo artist in the history of popular music. Nominated for 14 competitive Grammys, he won three, and received the Grammy Lifetime Achievement Award at age 36. He has been inducted into four music halls of fame.

Prescription drug abuse severely compromised his health, and he died suddenly in 1977 at the age of 42.

Radio during the 1950s

During the 1950s, television went from an urban novelty to a national force that took over radio's role in bringing drama and comedy into the American home.

As TV laid the foundation for its national communication role, advertisers flocked to the new medium. Radio literally had to reinvent itself to survive. Many radio stations survived by focusing on a single kind of music. They advertised products using creative jingles, writing and sound effects. They left their studios to broadcast from campuses, dances and store openings.

As radio lost sponsors to television, many stations dropped their ties with national networks and stopped offering drama, comedy and extensive news. Instead, radio stations employed disc jockeys, such as Casey Kasem (photo) who played recorded music.

This led to programming music such as rock 'n' roll, rhythm and blues, classical or jazz to target specific groups of listeners. Top Forty stations played the most popular records based on local or national record sales.

Source: <http://www.hal.state.mi.us/mhc/museum/explore/museums/hismus/special/ontheair/tour50s.html>

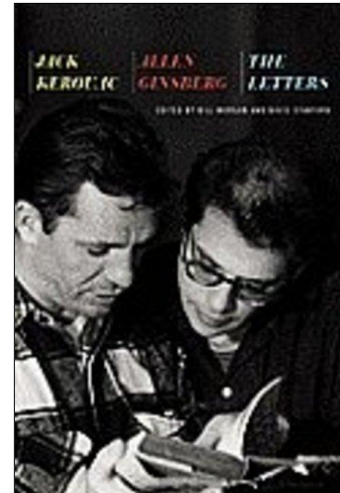
The Beat Generation

The 'Beat' movement can be traced to the mid-1940s, to a circle of friends associated with **Jack Kerouac and Allen Ginsberg** (photo). Kerouac first used the term 'beat' saying it signified, "*a weariness with all the forms, all the conventions of the world . . . you might say we're a beat generation.*" Later Kerouac also advocated for a spiritual connotation to the word, as in beatitude.

The beat movement is best known as a literary movement and its writers include Ginsberg and Kerouac as well as William S. Burroughs, Lawrence Ferlinghetti and Gary Snyder. Often associated with public readings featuring jazz accompaniment, the beats also advocated for a break from literary tradition. They aspired to write poetry free from rules and form and unstructured prose, published without revision, intended to convey the author's feelings of the moment. Kerouac's classic novel *On the Road*, is an example of this style.

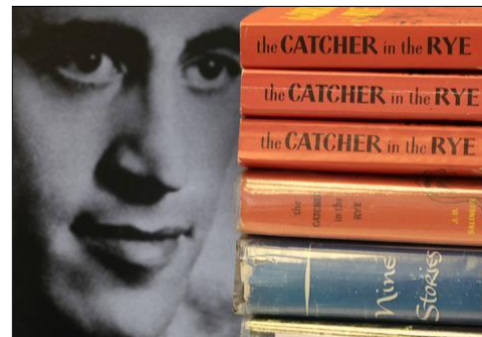
An obscenity trial in 1957 over Ginsberg's *Howl and Other Poems* attracted national attention to the beat movement. All were acquitted, but the word "beatnik" was coined in 1958 as a derisive term and was used by the media to connote a negative stereotype. The beat philosophy is thought to have inspired the hippie movement of the 1960s.

Sources: *Encyclopedia Americana, Twentieth-Century Literary Criticism, Merriam Webster's Encyclopedia of Literature*



Books and Literature of the 1950s

America had just begun her recovery from World War II, when suddenly the Korean Conflict developed. The USSR became a major enemy in the Cold War. Senator McCarthy claimed to know that Communists had infiltrated the United States government at the highest levels. Americans were feeling a sense of national anxiety. Was America the greatest country in the world? Was life in America the best it had ever been? As the decade passed, literature reflected the conflict of self-satisfaction with '50s happy days and cultural self-doubt about conformity and the true worth of American values.



Authors like Norman Vincent Peale, *The Power of Positive Thinking*, or Bishop Fulton J. Sheen, *Life is Worth Living*, indicate power of the individual to control his or her fate. The concern with conformity is reflected in David Riesman's *The Lonely Crowd*, John Kenneth Galbraith's *The Affluent Society*, William H. Whyte's *The Organization Man*, Ayn Rand's *Atlas Shrugged*, and Sloan Wilson's *The Man in the Gray Flannel Suit*.

A new group of authors appeared on the scene known as the Beats, or as some called them, Beatniks. Best known of these are Jack Kerouac (*On the Road, Dharma Bums*), Lawrence

Ferlinghetti (*A Coney Island of the Mind, Pictures of a Gone World*) and Allen Ginsberg (*Howl and other Poems*).

Science Fiction became more popular with the actual possibility of space travel. Ray Bradbury wrote *The Martian Chronicles*. Isaac Asimov wrote *I, Robot* and other books about worlds to be discovered.

Established authors continuing to write included Tennessee Williams (*The Roman Spring of Mrs. Stone*); Carl Sandberg (*Complete Poems*); Herman Wouk (*The Caine Mutiny*); **J. D. Salinger-*The Catcher in the Rye*** (photo); Truman Capote (*The Grass Harp*); John Steinbeck (*East of Eden*); Edna Ferber (*Giant*); James Michener (*The Bridges of Toko Ri, Hawaii*); Eudora Welty (*The Ponder Heart*); William Faulkner (*The Town*); Lorraine Hansbury (*A Raisin in the Sun*); Langston Hughes (*Laughing to Keep from Crying*); James Baldwin (*Go Tell It on the Mountain*).

Theater

In the 1950s, public demand, a booming economy and abundant creative talent kept Broadway hopping. The best new musicals offered characters singing chart-topping songs with wit and



heart – the Rodgers & Hammerstein formula. Rodgers and Hammerstein were musical theater's most prolific team. At one point, they had four musicals running simultaneously, and film versions of *Oklahoma*, *South Pacific*, and *Carousel* were also released in the 1950s. Other Broadway stars were Gwen Verdon, Ethel Merman, Mary Miller, and choreographers Bob Fosse and Jerome Robbins.

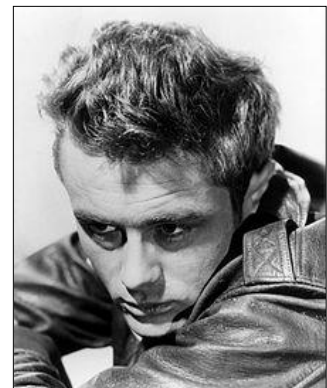
Shows of this era still form the core of the musical theatre repertory including *Guys and Dolls* (1950) *Brigadoon* (1950) *The King and I* (1951) *The Pirates of Penzance* (1952) *The Pajama Game* (1954) *Damn Yankees* (1955) ***My Fair Lady*** (1956-photo), *The Sound of Music* (1959) and *The Music Man*, which actually beat *West Side Story* for the Best Musical Tony in 1958.

While it is known as the Golden Age of Musical Theatre, the decade also gave us Theatre of the Absurd with writers Samuel Beckett and Eugene Ionesco. American playwrights of the 1950s include Tennessee Williams and Arthur Miller, whose work *The Crucible* (1953) was a controversial allegory treating the anti-communist fervor generated by McCarthyism.

Source: Adapted from *History of The Musical Stage The 1950s: Part I* by John Kenrick

Film

In the early 1950s, going to the movies was the most popular form of public entertainment, but the rapid rise of television caused large drops in ticket sales. To lure back movie-goers, the industry offered gimmicks like 3-D, Cinerama, CinemaScope and Aroma-rama.



However, movies remained popular, and films of the 1950s encompassed many different genres, including epics like *The Ten Commandments* (1956) and *Ben-Hur* (1959), science fiction films like *Invasion of the Body Snatchers* (1956) and *Forbidden Planet* (1956), musicals like *Singin' in the Rain* (1952) and *Gigi* (1958) and Hitchcock's thrillers. Westerns were also revitalized - with a twist - the hero no longer won the girl and rode off into the sunset (*Shane*, 1953, *The Searchers*, 1956).

Also, a new sense of social realism came into films as audiences demanded a deeper examination of important topics, for example: *I was a Communist for the FBI* (the red scare, 1951), *A Place in the Sun* (status/greed, 1951), *From Here to Eternity* (sexual themes, 1953), *On The Waterfront* (corruption, 1954), ***Rebel Without a Cause*** (youth revolt, 1955-photo), *The Man with the Golden Arm* (drugs, 1955), *The Defiant Ones* (race, 1958) and *On the Beach* (nuclear threat, 1959).

Sources: Professor Phil Barrons and <http://www.filmsite.org/50sintro.html>



Marilyn Monroe

Norma Jeane Baker was born in 1926 to a single mother; she spent most of her childhood in foster homes and orphanages. When her first husband deployed to WWII, Norma Jeane worked on an assembly line where she was discovered and became a model.

In 1946, Norma Jeane dyed her hair and changed her name to Marilyn Monroe. She divorced and signed her first contract, earning \$125 a week. She played small roles until 1953's *Niagara* delivered her to stardom. Next came leading roles in *Gentlemen Prefer Blondes* and *The Seven-Year Itch*. At 27 years old she was the best-loved bombshell in Hollywood.

Marilyn married Joe DiMaggio in 1954, but her image and fame haunted their marriage and nine months later they divorced. By 1955 Marilyn wanted to pursue serious acting and moved to New York to study at The Actors' Studio. There she met playwright Arthur Miller, who she married in 1956. In 1959 she won a Golden Globe for *Some Like It Hot*, despite reports of her hostility on set. *The Misfits* (her last film) was also plagued with stories of her health and mental problems. She and Miller divorced in early 1961.

On the morning of August 5, 1962, she was found dead in her California home. Though officially classified as a "probable suicide", other possibilities were never ruled out.

Marilyn Monroe's popularity has extended beyond star status to global icon.

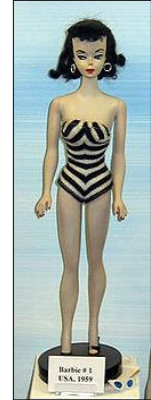
Source: <http://www.marilynmonroe.com/about/bio.html>

Toys and Games

Some of America's most beloved toys were invented in the 1950s. Although Silly Putty was invented in a scientific lab in the 1940's, it won popularity as a toy in the 1950s. Scrabble, Yahtzee and Play-Doh all have origins in the decade.

The Wham-O company found success with their Hula Hoops and Frisbees. Pez introduced fruity flavors and character dispensers, targeting them towards children. Mr. Potato Head found his way onto television sets as the first toy advertised there. He was distributed in 1952 and originally only came with the face pieces; children used a real potato as the body. Matchbox cars were introduced in 1953, and were sold in packages resembling real matchboxes.

The Ginny doll was popular with little girls, but in 1959, **Barbie** (photo) became the highest selling fashion doll in history.



The Cold War and the space race even had influence on children's toys such as Army Men, a mock atomic-bomb shelter, the Astro Base and Robby the Robot.

Fashion of the Fifties

Perhaps one of the things which most characterizes the 1950s was the strong element of conservatism and anticommunist feeling which ran throughout much of society. Fifties clothing was conservative. Men wore gray flannel suits and women wore dresses with pinched in waists and high heels.



French fashion designers such as Dior, Chanel and Givenchy were popular and copied in America.

Fashion successes were Bill Blass and his blue jeans, poodle skirts made of felt and decorated with sequins and poodle appliqués, pony tails for girls, and flat tops and crew cuts for guys. Saddle shoes and blue suede loafers were popular. Teenagers were defined as a separate generation and were represented by James Dean who wore blue jeans in *Rebel Without a Cause* and created a fashion and attitude sensation.

Women's Roles

During World War II, many American women took on traditional men's work in engineering, the sciences, manufacturing and more, but in the 1950s women faced social pressure to return to their responsibilities as wives and mothers.

In the 1950s, the average age of marriage was twenty, and the divorce rate was less than 1%. A common joke was that women only went to college to get a "Mrs." degree, meaning a husband. Advertisers and the media focused on a woman's role as a "happy homemaker" and the perfect housewife was exemplified in television shows such as *Leave it to Beaver* and *Ozzie and Harriet*.

First Lady Mamie Eisenhower was even praised for not attempting "to become an intellectual." Surprisingly, overall employment rates for women actually rose during the 1950s.

Even a stereotypical housewife (usually white, married, middle-class and suburban) sometimes worked part-time to supplement the family income, and many minorities, single or poor women had to work to help support their families.

The only positions open to women in the 1950s were clerical, assembly-line, or service professions such as nursing and teaching, and by the 1960s, women began to demand better pay and opportunities.

Source: www.pbs.org; *American Decades*, www.encyclopedia.com



PART IV: LESSON PLANS

Lesson Plan: Memorandum of a Conference with President Eisenhower after Sputnik

Grade Level: High School

Primary Subjects: History, Civic and Government

<http://www.archives.gov/education/lessons/sputnik-memo/activities.html#standards>

Pair this Activity with the following Lorenzo Cultural Center presentations:

- Elliott Meyrowitz, PhD, professor, Macomb Community College, “The Nuclear Arms Race: A New Destructive Reality,” on Saturday, March 5, at 1 pm
- Paul Boyer, PhD, “The 1950s: American Life in the Shadow of the Bomb,” on Thursday, March 10 at 7 pm. This is a ticketed event.
- Scott Young, Detroit Science Center, “The Space Race,” on Friday, March 25 at 11 am
- Chester Pach, PhD, professor, Ohio University “Duck and Cover: Eisenhower, the Cold War, and the Atomic Bomb in the 1950’s,” on Saturday, April 9, 2011 at 1 pm
- Susan Eisenhower, “The Russian are Coming! Eisenhower and the Cold War”, on Thursday, May 5, 2011 at 7 pm. This is a ticketed event.

Michigan Curriculum Content Standards:

USHG 8.1.2 Foreign Policy during the Cold War

Background

After World War II ended in 1945, the United States and the Soviet Union were the two dominant countries in the war-ravaged world. Each sought to maintain its supremacy by forging close economic, social, and military ties with neighbors and allies, and although some leaders had hoped to reduce arms levels, an arms race began after war ended. This constant pursuit for respect and supremacy was called the Cold War. President Dwight D. Eisenhower campaigned in 1952 for the Republican nomination for president, hoping his wartime service as the supreme allied commander in Europe would prove his ability to lead and defend America.

The outgoing president, Harry S. Truman, had been forced to recognize that the wartime alliance with the Soviets had collapsed, and conflicts between the two superpowers were growing worse. Events like the Berlin crisis, the Berlin airlift, the fall of Chiang Kai-shek in China, the Soviets' first atomic bomb tests, and the Korean War suggested more conflict lay ahead. Eisenhower was elected by a landslide, and he believed he could build upon the warm working relationship he had with the Soviets during World War II. Joseph Stalin, the Soviet leader, died in 1953, and the Eisenhower administration had hopes of improving relations with his successor, **Nikita Khrushchev**, especially after the Soviet Union withdrew their military forces from neutral Austria in May 1955 and a summit meeting was held in Geneva, Switzerland, that July.

The Soviet Union's brutal crackdown on Hungarian attempts to democratize in 1956 appalled the West. Further demonstrative pronouncements from Khrushchev, such as his threatening warning "We will bury you," did little to reassure moderates. The United States began to monitor the Soviet Union more carefully and used intelligence assets, such as the U-2 spy plane, to reconnoiter the Soviet buildup of military forces. Western military officials were greatly afraid of a "bomber gap" that they thought was allowing the Soviet Union to produce more nuclear-capable bombers than NATO, and especially the United States, possessed. Neither the United

States nor the USSR had yet launched a missile powerful enough to deliver a nuclear weapon to the other or to launch a satellite into Earth orbit. However, scientists were hard at work on both sides of the Iron Curtain trying to achieve the distinction of being the first to do so. U.S. military officials had two separate, competing programs trying to develop a missile with intercontinental capability.

The rivalry between the Army and Navy resulted in delays, and, unfortunately for the United States, a decision by the Department of Defense gave priority to the fledgling, untested Navy offering called Vanguard. Meanwhile, the Army's Redstone program conducted test flights but was not allowed to launch satellites or to advance development ahead of the Navy's program, which was tasked with deploying America's first satellite. In the Soviet Union, an announcement in May 1957 hinted to the Soviet people that a launch would come soon. The propaganda value and scientific respect gained from such a launch would be great. In 1954 Werner von Braun, the head of the Army's program, had written, "It would be a blow to US prestige if we did not do it first."

On October 4, 1957, the USSR launched the world's first intercontinental ballistic missile, with the first artificial Earth satellite, Sputnik, aboard. At first, some in the Eisenhower administration downplayed the satellite as a "useless hunk of iron." As David Halberstam wrote in *The Fifties*, "The success of Sputnik seemed to herald a kind of technological Pearl Harbor, which was exactly what Edward Teller said it was." Others in America and around the world saw Sputnik as an ominous leap ahead in prestige and military ability, whether or not the new missiles could actually hit a target with nuclear weapons.

President Eisenhower and some of his advisors, when they realized the significance of the Soviet achievement, met to discuss the alarming developments. A memo of that meeting preserved the initial reactions of those present. The launch of Sputnik gave the Soviet Union an enormous boost in world respect and influence. Politicians and average Americans reacted in shock, and demanded increases in military and science education spending. The eventual launch of Explorer I in January 1958 finally allowed the United States to enter the space race. However, it took later successes in the 1960s for the United States to surpass the propaganda coup achieved with the launch of Sputnik.

Resources

Beschloss, Michael. *Mayday, The U-2 Affair*. New York: Harper and Row, 1986.

Halberstam, David. *The Fifties*. New York: Fawcett Columbine, 1993

Primary Resources, Document:

Memorandum of Conference with President Eisenhower after Sputnik

October 8, 1957 at the Dwight D. Eisenhower Library, ARC Identifier: 186623

<http://www.archives.gov/global-pages/larger-image.html?i=/education/lessons/sputnik-memo/images/memo-page-1-1.gif&c=/education/lessons/sputnik-memo/images/memo-page-1.caption.html>

<http://www.eisenhower.archives.gov/>

Activities: Document Analysis, Research, and Class Discussion

1. Distribute copies of both pages of the document to your students. Ask one student to read the document aloud while the others follow along. Lead the class in a discussion of the following questions: What type of document is it? What is the date of the document? Who wrote the document? Why was the document written? Why is the document's date important? What was the IGY? What is the tone of this memorandum? Why do you think it was classified? When was it declassified?
2. Direct students to read the document and list excerpts from it that show how calmly officials in this particular meeting reacted to the launching of Sputnik. Next, direct students to research contemporary magazines and newspaper articles that describe how others reacted to the launch of the satellite. Lead a class discussion comparing the lists they generated with the information their research uncovered.
3. Lead a class discussion on how this document reveals the president's responsibility as commander-in-chief of the armed forces, his response to the launch, and his knowledge of the abilities of the U.S. military's space programs.

Writing Activity

4. Assign students to assume the identity of one of the president's advisors (perhaps one of the individuals who attended the October 8, 1957, meeting) and write a one-page memorandum to the president expressing his or her reaction to the launch of Sputnik.

Oral History

5. Arrange for staff members or community members who have memories of the Sputnik launch and American responses to come to your class. Assign students to write three questions they might ask participants prior to the session. Show your guests the document and ask them if their memories of the event seem as calm as shown here. Videotape the session for future use.

Create a Timeline

6. Divide the class into five groups. Assign each group one of the decades between 1950 and 2000. Direct student groups to research the U.S. and Soviet space programs during their assigned decade. Ask students to identify the most significant events that occurred and list them on the board (or on posted butcher paper) in chronological order, creating a timeline visible to the entire class. As an extension of this activity, direct students to research other major events that occurred during the same period between the two countries and discuss with students to what extent space-related activities were influenced by diplomatic activities.

Research Assignment and Essay

7. Assign students to research and write an essay about what the United States government did in response to the launch of Sputnik. Possible topics include the formation of NASA, the race to the moon, and the National Defense and Education Act.
8. The document included in this project is from the Dwight D. Eisenhower Library. Its two pages are available online through the Archival Research Catalog (ARC) Identifier.

Lesson Plan: The United States Enters the Korean Conflict

Grade Level: Middle School, High School

Primary Subjects: History, Civics and Government

<http://www.archives.gov/education/lessons/korean-conflict/>

Pair this activity with the following Lorenzo Cultural Center presentations:

- Major Ross Allan, “Canadian Experience During the Korean War,” on Sunday, March 13, at 2 pm
- Allan Millett, PhD, professor, University of New Orleans “Korea-1945-1954: Understanding the Unforgotten War,” on Friday, April 1, at 11 am
- A tribute to each of the branches of the military service and the veterans of the Korean War, including military honor guard and military band, on Saturday, May 7 at 2 pm

Michigan Curriculum Content Standards:

USHG 8.1.2: Foreign Policy during the Cold War

Student Activities:

1. Direct students to locate the Korea Peninsula on a world map. Provide them with information from the background essay about Korea's 20th-century history and ask them to locate Japan, the former U.S.S.R, the United States, China, and the 38th parallel.
2. Provide each student with a copy of the featured document (http://www.trumanlibrary.org/whistlestop/study_collections/koreanwar/index.php.) Ask them to read the document, and then lead a class discussion using the following questions: What type of document is it? When was it written? What was its purpose?
3. Divide students into two groups. Ask the first group to make a list of reasons why the United States entered the Korean conflict using the information provided in the document. Ask the second group to make a list of reasons why the United States entered the Korean conflict using the information provided in their textbooks. Lead a class discussion comparing the two lists.
4. Ask students to look closely at the language of Truman's statement of June 27. Ask them what Truman meant by "Communism has passed beyond the use of subversion to conquer independent nations." Ask them what "subversion" means and what it meant to people during the Cold War. Ask them to list other examples of fear of subversion in the 1950s.
5. Ask students to draft their own public statements announcing the entry of the United States into the Korean conflict in June 1950.
6. Tell students that in response to Truman's statement of June 27th, the Soviet newspaper Pravda blamed the Korean conflict on a "provocative attack by the troops of the puppet government of South Korea." Write the following excerpt from the Pravda editorial on an overlay and show it to the students: "Truman's statement and actions, unprecedented in the international relations of the post-war period, are just one more indication that the American ruling circles no longer limit themselves to preparation for aggression, but have gone over to direct acts of aggression... As is known, neither the United Nations nor any other international organ empowered the government of the USA to take those actions related to Korea and China that Truman announced yesterday. Undertaking their open aggressive act, the American government apparently intended to present the United Nations with a fait accompli."

7. Ask your students to write a paragraph comparing the language and argument of Pravda's editorial with that of Truman's statement.
8. Korea is still divided near the 38th parallel into two countries. Ask students to locate a recent news article (print or online) about tensions between North and South Korea, and use these articles as a starting point to talk about the origins of this division.

The document featured in this article comes from the Papers of George M. Elsey at the Harry S. Truman Library (<http://www.trumanlibrary.org/>.) It is available, with hundreds of others related to the Korean War, through Project Whistlestop. Project Whistlestop enables educators to work with the original source material of the Truman Library; to use technology and primary sources in project-based learning experiences in the classroom; and to develop an online resource of original Truman Library documents, photographs, records, cartoons, and other archival material for student research projects.

Sources:

Background

<http://www.archives.gov/education/lessons/korean-conflict/index.html#documents>

Documents

http://www.trumanlibrary.org/whistlestop/study_collections/koreanwar/index.php

Photos:

http://www.trumanlibrary.org/whistlestop/study_collections/koreanwar/index.php?action=photos

Lesson Plan: An Act of Courage, the Arrest Records of Rosa Parks

Grade Level: High School

Primary Subject: History

National Archives

<http://www.archives.gov/education/lessons/rosa-parks/index.html>

Pair This Activity with the following Lorenzo Cultural Center presentation:

- Steve Babson, labor educator and union activist, “The House UN-American Activities Committee (HUAC),” on Sunday, March 6 at 2 pm
- William Anderson, PhD, baseball historian, “Ozzie Virgil Breaks the Tigers’ Color Line,” on Wednesday, March 30 at 11 am
- Rosie Chapman, “Life and Times of Rosa Parks and the Civil Rights Movement,” on Friday, April 8 at 11 am
- Jocelyn Benson, professor, Wayne State University Law School “Preserving the Promise of Brown (vs. Board of Education),” on Wednesday, April 27 at 11 am
- Lila Cabbil, president emeritus, Rosa and Raymond Parks Institute for Self Development, “Rosa Parks: Next Generation Civic Literacy,” on Wednesday, May 4 at 11 am

Michigan Curriculum Content Standards:

USG 8.3.1. Civil Rights Movement

Background

On December 1, 1955, during a typical evening rush hour in Montgomery, Alabama, a 42-year-old woman took a seat on the bus on her way home from the Montgomery Fair department store where she worked as a seamstress. Before she reached her destination, she quietly set off a social revolution when the bus driver instructed her to move back, and she refused. Rosa Parks, an African American, was arrested that day for violating a city law requiring racial segregation of public buses. In police custody, Mrs. Parks was booked, fingerprinted, and briefly incarcerated. The police report shows that she was charged with "refusing to obey orders of bus driver."

After Mrs. Parks was convicted under city law, her lawyer filed a notice of appeal. While her appeal was tied up in the state court of appeals, a panel of three judges in the U.S. District Court for the region ruled in another case that racial segregation of public buses was unconstitutional.

That case, called *Browder v. Gayle*, (<http://www.rosaparksfacts.com/browder-vs-gayle.php>) was decided on June 4, 1956. The ruling was made by a three-judge panel that included Frank M. Johnson, Jr., and upheld by the United States Supreme court on November 13, 1956.

For a quiet act of defiance that resonated throughout the world, Rosa Parks is known and revered as the "*Mother of the Civil Rights Movement*."

List of Original Documents from the National Archives:

Rosa Park Police Report, page 1:

<http://www.archives.gov/education/lessons/rosa-parks/activities.html>

Rosa Park Police Report, page 2:

<http://www.archives.gov/education/lessons/rosa-parks/activities.html>

Fingerprint Card of Rosa Parks:

<http://www.archives.gov/education/lessons/rosa-parks/activities.html>

Illustration of bus where Rosa Parks sat

<http://www.archives.gov/education/lessons/rosa-parks/activities.html>

Analyzing the Documents:

1. Duplicate and distribute the featured documents. Ask students to study the documents and answer these questions:
 1. Who was arrested?
 2. Who arrested her?
 3. When and where was she arrested?
 4. Who signed the warrant for her arrest?
 5. What was the complaint?
 6. Does anything surprise you about the arrest? The arrest records?
 7. What else do you want to know about the arrest that the records don't tell you?
 8. Ask a student to look up the word "nationality" in a dictionary and read the definition aloud to the class. Direct the students to read again what was written on the police report for Rosa Parks's nationality. Ask them to compare the dictionary definition with the answer written on the police report. How do they differ? What explains this difference about the official view of black citizens of Montgomery, Alabama, at the time of Rosa Parks' arrest? Ask a volunteer to obtain a blank police report from a local police department. Allow time for a student to report to the class on any differences between the modern form and the report on Parks. Conclude this activity with a discussion of why they think information about race and nationality are collected on these and other forms. You might want to extend this discussion to the current controversy over ethnic data to be collected in the U.S. census for 2000.
 9. Ask a student to read the charges against Parks to the class. Then invite students to tell the class about any experiences they have had in refusing to obey an order from someone in authority. Encourage any student who answers to explain what motivated his or her refusal, and what the consequences were for the student and perhaps for other people

Assign students in groups to do one of the following activities:

1. Write and perform a one-act play based on information in the documents and the readings suggested below. Videotape the best performances and make them available for other classes to view.
2. Write interior monologues for Parks, the bus driver, a white passenger, or the police officer involved describing his or her thoughts and feelings during the incident that resulted in Rosa Parks's arrest.
3. Find out more about more about the life of Rosa Parks and try to determine what motivated her actions on the bus, and what the consequences were for her and others. Then write a brief essay on some aspect of this subject.
4. Assign students to search their textbooks, reference books, and other books on the history of the period, and to fill in the data retrieval chart for this and succeeding events in the black civil rights movement between 1955 and 1968. Follow with a class discussion of the data collected. Students could do further research on the forms of protest used in the civil right movement in terms of how they were chosen and how effective they were. This research should also be followed by class discussion.

Resources on Line:

Rosa Parks Interview at Academy of Achievement:

<http://www.achievement.org/autodoc/page/par0int-1>

Rosa Parks Buss at the Henry Ford

<http://www.thehenryford.org/exhibits/rosaparks/home.asp>

Rosa Parks at Gale Free Resources:

http://mlr.com/free_resources/bhm/bio/parks_r.htm

Lesson Plan: Thurgood Marshall Makes a Difference

Grade Level: 7-12

Primary Subject: Social Studies

<http://www.crayola.com/lesson-plans/detail/thurgood-marshall-makes-a-difference-lesson-plan>

Pair this activity with the following Lorenzo Cultural Center presentation:

- Jocelyn Benson, professor, Wayne State Law School, “Preserving the Promise of Brown (vs. Board of Education) in 2011 and Beyond,” on Wednesday, April 27, at 11 am

Michigan Curriculum Content Standards:

USHG 8.3.1 Civil Rights Movement

TIME

30 to 60 minutes; Multiple Sessions

BENEFITS

Students find information about the life and legal career of Thurgood Marshall, including the NAACP and its causes. Students understand the issues and context of the Brown v. Board of Education case that Marshall argued before the US Supreme Court and its role in the civil rights movement of the mid-1900s. Students visually depict an event in the distinguished career of Thurgood Marshall.

WHO WAS THURGOOD MARSHALL?

Find out how his legal career in civil rights shaped the lives of people in the United States.

1. Do you believe that one person can make a difference? Study the life and deeds of Thurgood Marshall to learn how this man changed the lives of African Americans and all people who live in the United States. Born in July of 1908, Thoroughgood Marshall was named after his grandfather, a freed slave. In second grade, he grew tired of writing such a long first name, so he shortened it to Thurgood. He came from a long line of people who had stood up for what they believed was right. Research the stories about Marshall's grandmother Annie Marshall, his grandfather Isaiah Williams, and his dad, William Marshall.
2. As a punishment in school, Thurgood was sent to the school basement to memorize the United States Constitution. He was confused because some of the ideas in the Constitution were not true in his life. His father said the Constitution was about the way things should be, not the way things were. What do you think---does the Constitution stand for what is, or what should be? Maybe this is where the seed of becoming a lawyer began to grow in Thurgood.
3. Marshall had a tough time as an attorney in the beginning of his practice because African Americans believed that they had a better chance of winning cases if their lawyers were white. So only low-income people used African American lawyers. Thurgood's cases, however, earned him recognition and ultimately a job with the NAACP (The National Association for the Advancement of Colored People). The NAACP was working hard fighting racial discrimination and segregation. Research some of the cases that Marshall and the NAACP fought concerning voting and housing rights, and especially those connected with people named Lyons, Lloyd Gaines, and Donald Gaines Murray.

4. Thurgood Marshall's most important case was argued in front of the United States Supreme Court during 1952 to 1954. It was a consolidation of five separate lawsuits challenging racial segregation in the public schools. The case was called *Brown v. Board of Education of Topeka, Kansas*. Marshall argued that in this case "separate was not equal." By separating African American students from others, the notion of equal education became impossible because African American school children were treated less well than other students.
5. In 1965, Thurgood Marshall was appointed as the U.S. Solicitor General and 2 years later, he was sworn in as a Supreme Court Justice.
6. Create a diorama to illustrate Thurgood Marshall's journey to become the first African American to serve on the highest court in the country, just 13 years after he had argued before it for the rights of African American school children. Cut off the top and one long side of a recycled box with Crayola® Scissors. Save the cut pieces for later use.
7. With Crayola Colored Pencils and Crayola Multicultural Markers, illustrate Marshall's argument before the Supreme Court (or any other scene from his life that you choose) on the bottom and sides of the box.
8. With the extra box pieces or recycled file folders, draw the Supreme Court Justices as they listen to Marshall. Cut out pieces as needed. With Crayola School Glue, attach judges to the box in front of Marshall. Then illustrate Marshall as a Supreme Court Justice. Cut the figure out and attach him to the foreground of the box to make it look like he is remembering his role in *Brown v. Board of Education*.

Adult supervision is required for any arts & crafts project. Observe children closely and intervene as necessary to prevent potential safety problems and ensure appropriate use of arts and crafts materials. Craft items such as scissors, push pins and chenille sticks may have sharp points or edges. Read all manufacturers' safety warnings before using arts and craft supplies.

Crayola supplies:

Colored Pencils

Multicultural Markers

No-Run School Glue

Pointed Tip Scissors

Household supplies

Recycled boxes

Recycled file folders (optional)

Lesson Plan: Building Suburbia: Highways and Housing in Postwar America

Grade Level: High School

Primary Subjects: History, Society and Culture

<http://edsitement.neh.gov/lesson-plan/building-suburbia-highways-and-housing-postwar-america>

Pair this activity with the following Lorenzo Cultural Center presentations:

- Mike Fornes, author, “Building the Mackinac,” on Friday, March 18 at 11 am
- Jack Lessenberry, Michigan radio commentator, professor Wayne State University, “Detroit in the 50’s Tail Fins, Freeways and Fears below the Surface,” on Saturday, April 2, at 1 pm
- Kenneth T. Jackson, PhD, professor Columbia University, “Crabgrass Frontier, The Past and Future of Metropolitan Detroit,” on Wednesday, April 13 at 11 am
- Robin Boyle, PhD, professor Wayne State University, “Separating Space: The Suburbanization of Detroit,” on Friday April 15, at 11 am

Michigan Curriculum Content Standard:

USHG 8.2.1: Demographic Changes

USHG 8.2.2: Policy Concerning Domestic Issues

Introduction

The postwar United States experienced a dramatic economic boom-and a dramatic reorientation of American ideals of the home. Prior to the war, Americans had lived predominantly in metropolitan areas where they could find jobs and housing. But in the post-war years, population growth occurred not in central cities, but in the suburban areas that ringed the urban core. Cities, long the heart of urban society and culture, lost jobs and population. By 1960, almost as many Americans lived in suburban areas as in city centers.

This lesson highlights the changing relationship between the city center and the suburbs in the postwar decades, especially in the 1950s. Students will look at the legislation leading up to and including the Federal Highway Act of 1956. They will also examine documents about the history of Levittown, the most famous and most important of the postwar suburban planned developments

Background at:

<http://edsitement.neh.gov/lesson-plan/building-suburbia-highways-and-housing-postwar-america#sect-background>

Guiding Questions

What were the opportunities and challenges which the growth of suburbs offered postwar Americans?

Learning Objectives

After completing this lesson, students should be able to:

- Understand the growth of suburbs in the 1950s and 1960s.
- Explain how changes in postwar governmental policies and popular ideology transformed residential patterns and family life in the center city and the suburbs of the 1950s.
- Explain how the car and highways transformed metropolitan life.

The following websites will provide additional background information for teachers or for student research projects:

- The PBS site for “The First Measured Century,” a link on the EDSITEment-reviewed Center for History and New Media, contains two useful interviews. Historian of suburbia Kenneth Jackson was interviewed for “How the Suburbs Changed America.” This site also includes an interview with feminist author Betty Friedan and historians William Chafe and Alice Kessler-Harris on the role of women in postwar life.
- The National Museum of American History has an excellent exhibit on America on the Move with several pages and objects devoted to City and Suburb. Its captions contain good background material and a study of Chicago and Park Forest, Illinois, a new suburb second in size only to Levittown, New York. There is detailed information on cars and other forms of transportation but also a social history on domestic life in the suburbs along with excerpts from *Leave it to Beaver*. The next section, entitled *On the Interstate*, explores the connection between transportation and post-war shifts.
- A collection of documents on the Interstate Highway System, focusing especially on the president’s role in the legislation, is available from The Dwight D. Eisenhower Presidential Library which is linked to Digital History, an EDSITEment-reviewed website. Another outstanding site related to transportation and the highway is the *Automobile in American Life and Society*, a link on the EDSITEment-reviewed History Matters.
- The National Park Service has a comprehensive overview of suburbanization from 1830 to 1960; this website is linked to the EDSITEment-reviewed National Geographic Society Xpeditions.
- On Levittown, NY, art historian Peter Hales has a comprehensive site and photographic archive at Levittown: Documents of an Ideal American Suburb. This site is linked to History Matters, an EDSITEment-reviewed website. The State Museum of Pennsylvania, a link on EDSITEment-reviewed Explore PA History, has an excellent exhibit on Levittown, Pennsylvania, called “Building the Suburban Dream.” EDSITEment reviewed Doc Heritage has documents on Levittown, Pennsylvania and struggles over integration.

Preparation Instructions

Review the lesson plan and the websites used throughout. Locate and bookmark suggested materials and websites. Download and print out documents you will use and duplicate copies as necessary for student viewing. .

Lesson Activities

How the Suburbs Changed America

Step 1. As homework or in class, students should read historian Kenneth Jackson’s interview on “How the Suburbs Changed America.” They should consider the following questions as they read:

- What did returning veterans want for their families?
- What social values facilitated suburban development after World War II?

Step 2. Hand out to students the following table from the U.S. Census: Population by Residence and Race: 1950-1970. Look at the first category: Total:

- How does the central city population change from 1950 to 1970?

•How does the suburban (outside central city) population change? You might want to ask students to construct a bar graph of the percentage of central city and suburban population. Source: Statistical Abstract of the United States. Washington, DC: Department of Commerce, 1973, p. 17, Govt. Pubs. A link on EDSITEment's Center for History and New Media Now look at the White and African-American populations; how do those two populations differ in rates of growth in the center city and the suburban areas during those two decades?

Step 3. Place the students in three groups and have them go to the Automobile in American Life and Society website. Have them examine one of the sections of the exhibit—environment, race, or gender, reading the particular sections listed below.

- Environment: Martin Melosi, *The Automobile Shapes the City: Suburban Communities*
- Race: Thomas Sugrue, *Building the Motor Metropolis: Automobiles, Highways, and Sprawl*
- Gender: Margaret Walsh, *Gender and Automobility: Consumerism and the Great Economic Boom* (skip first two paragraphs)

As they read their section, and carefully examine at the accompanying images (larger versions with captions appear when the user clicks on the image), they should consider the following questions in their group:

- What is the effect of the automobile on the city? On the suburb?
- What is the role of government (local, state, and federal) in developing suburban communities?
- In old and new communities (center city and suburb), how did family life change?
- What was liberating about the new suburban region?
- What sorts of problems were created and for whom?

Step 4. Each group should choose one image from their section and write a short paragraph explaining what this image reveals about the auto, city and suburb in postwar life.

Step 5. Each group should present their image and paragraph to the entire class. A class discussion should compare each of the three readings.

- What was the role of space, race, and gender in changing urban and suburban life?
- How did the relationship between the city and suburb change in the 1950s and 1960s? Why?
- Who benefited? Who lost?

Preparation Instructions

- Review the lesson plan and the websites used throughout.
- Locate and bookmark suggested materials and websites.
- Download and print out documents you will use and duplicate copies as necessary for student viewing.
- What were the experiences of postwar Americans in your community? Why did people move or stay? What was family life like? How did the population vary by gender, class, race, or ethnicity?
- What opportunities did urban or suburban life offer to American families in the postwar era? What sorts of problems cropped up? What sorts of solutions were available for those problems?

Assessment

Students could write an opinion column or letter to the editor for a community newspaper for a particular community, one that they studied in Step 3 of Activity Two above. They could choose

a role such as a newcomer to the community, a long term resident, someone who just moved from the central city, or a suburban real estate developer. Their piece should reflect on the growth of the suburbs, perhaps responding to contemporary debates on the issue. Some of the issues that they might deal with in their piece would be: What are the opportunities made possible by their new suburban community? What sorts of problems might they be facing? Where could they look for solutions? What role could the local, state, or federal government play in helping them?

Lesson Plan: Fifties Musical Playwriting Workshop

Grade Level: Middle School, High School

Primary Subject: Performing Arts

Rock and Roll Hall of Fame

<http://rockhall.com/education/resources/lesson-plans/sti-lesson-3/>

Pair this activity with the following presentations:

- Macomb Cultural Center for the Performing Arts: THE PLATTERS & CORNELL GUNTER'S COASTERS, on Friday, March 18 at 8 pm. This is a ticketed event.
- Lorenzo Cultural Center: Jim Gallert and Lars Bjorn, "Jazz, Rhythm, Blues and Rock'n Roll," on Sunday, March 27 at 2 pm
- Larry Zdeb, radio historian and collector, "The History of the Lone Ranger and the Detroit Connection," Sunday, April 10, at 2 pm

Michigan Curriculum Content Standards:

Strand II: Perform/Present (P): Strand III: Respond (R)

Rationale

This unit appeals to multiple intelligences, encourages interdisciplinary learning, reinforces self-confidence, and stimulates creativity, co-operation and critical thinking. Using songs with a strong narrative, students are asked to imagine scenes that might take place immediately before and after the events of the song. Students develop these ideas into a script and then rehearse and perform it. Throughout the process students work in groups and critique each other.

Objectives

The student will be able to:

1. Demonstrate an appreciation for and understanding of the music and values of the period.
2. Write a coherent script based on characterization, theme, conflict and emotional tone as found in the songs' lyrics.
3. Develop an understanding of the enjoyment that comes through the discipline and hard work leading toward a polished performance.

Materials

CDs, tapes, records of selected songs; lyrics to selected songs (students can also copy out lyrics); videos of example musicals; sheet music (if available); costume materials (as simple or elaborate as you wish).

Time Frame

8-12 class periods for high school; middle school students may require more time.

Audience

Suggested for middle or high school drama and/or music classes. Selection of songs may vary with level of students.

Procedures

The ideal way to complete this project is through a collaboration of drama and music specialists. The unit can also be done as part of an English writing class using the “lip-synch” method for performing the music. Actual classroom procedures will vary from teacher to teacher.

Lesson 1: View examples of lead-in scenes and blocking from such musicals as “Fiddler on the Roof,” “Little Shop of Horrors,” “Grease,” “The Night Before Christmas,” “Bye Bye Birdie.” Students take notes and discuss elements to include in their scenes.

Lessons 2-4: Students listen to a variety of songs chosen by the teachers involved. Then they break into groups of 5 or 6 and choose a song. (It is helpful to meet with the music teacher in advance and create groups so that those with strong singing talents can be spread out among the groups.)

Lesson 5-6: Optional scene writing exercises. If students require playwriting experience, teacher can use lesson 5 and 6 to work on these skills, concentrating on dialogue, unity and characterization.

Lesson 7: Brainstorming. Groups compile list of ideas around which to write scenes. By the end of the class each group should have arrived at one unified idea and perhaps a rough draft of scene.

Lesson 8: Listening to songs and analyzing lyrics. Students take their chosen song and listen for clues regarding theme, major conflict, emotions and characterizations. They are encouraged to add their own ideas to the possible types of characters they want to play. At this point, the music specialist begins teaching the songs, rehearsing the blocking and polishing for final performance. If there is no music specialist, the drama or English specialist takes on this responsibility, possibly using lip-sync and tape recorders.

Lesson 9-12: Writing and rehearsing scenes and music.

Evaluation

At the end of the unit of study, the students will perform scenes and chosen songs. Teachers will evaluate both performance elements and the scripts, judging the writing on flow, coherence, etc.

Selected Recordings

Songs from other periods may be used equally successfully.

“Splish, Splash” by Bobby Darin (1958)

“Mr. Sandman” by Chordettes (1954)

“Rock Around the Clock” by Bill Haley and His Comets (1955)

“Yakety Yak” by The Coasters (1958)

“Get a Job” by The Silhouettes (1958)

“Love Me Tender” by Elvis Presley (1956)

Lesson Plan: The Polio Crusade

Grade Level: High School

Primary Subjects: Science and History

PBS, American Experience, The Polio Crusade Movie

<http://www->

[tc.pbs.org/wgbh/americanexperience/media/uploads/special_features/download_files/polio_tg.pdf](http://www-tc.pbs.org/wgbh/americanexperience/media/uploads/special_features/download_files/polio_tg.pdf)

Pair this activity with the following Lorenzo Cultural Center presentation:

- David Oshinsky, Pulitzer Prize winning author, will present on his book: *Polio: An American Story*, “Polio: A Look Back at American’s Most Successful Public Health Crusade,” on Thursday, March 31 at 7 pm. This is a ticketed event.

Michigan Curriculum Content Standard:

USHG 6.2.2 Understanding Science and History Questions

The teacher’s resources section includes three elements:

1. A comprehension section for use with the program
2. Classroom activities
3. Suggestions for completing the activities

1. Comprehension

Answer the following questions as you view the film (PBS, American Experience, *The Polio Crusade Movie*-see the link above)

1. What is another name for infantile paralysis?
2. In what season did polio tend to strike?
3. What rising young politician was stricken by polio in 1921?
4. What was the goal of the Georgia Warm Springs Foundation?
5. Who was chosen to head the foundation? Why did he take the job?
6. Why did polio become a bigger rather than a smaller problem after the adoption of modern sanitation systems?
7. How was polio spread?
8. What was the March of Dimes?
9. How did the March of Dimes spread its message among movie audiences?
10. Why did many towns use pesticides against polio? Was this effective?
11. What researcher committed to developing a polio vaccine did O’Connor meet on a ship in 1951?
12. How was this researcher’s planned vaccine different from other vaccines?
13. What researcher was the main opponent of this approach?
14. From O’Connor’s point of view, what was the main advantage of Salk’s approach?
15. What was the iron lung?
16. In what year was a major field test conducted of Salk’s vaccine? What were the results?
17. Why did the surgeon general suddenly halt the vaccine program?
18. What happened to the number of polio cases in the years after vaccines were widely distributed?
19. When was Sabin’s vaccine ready? What advantages did it have over Salk’s?
20. In what year was polio declared eradicated in the United States?

2. Classroom Activities

Polio in Your Community

Objective

To learn how polio affected your community in the years before an effective vaccine was developed.

Activity

View the Introduction to the film, which describes how polio ravaged the small town of Wytheville, VA. As a class, prepare an oral history of the impact of polio on people in your community. Begin by brainstorming a list of questions concerning people's experiences with polio. For example, Did you or someone you knew suffer from polio? How did it affect him or her, as well as other family members? Do you remember being afraid that you would get polio? Then have each member of the class find two people who had a personal experience with polio, either directly or through a family member or friend, and ask them the questions developed above. Write down their complete answers. After the interviews, edit the answers as needed to make them read smoothly (but do not change their meaning). Circulate these answers among the members of the class and select the ones you find most interesting. Then assemble them into a booklet, organizing them either chronologically or by theme. (For example, you might want to group together all passages dealing with people's fear of polio, or the types of treatments polio sufferers received, or people's reactions to the development of a vaccine.)

Assessment

Distribute a copy of the oral history to each person interviewed for the project and ask for their reactions. Do they think it provides a sense of what life was like before polio was conquered? You might also ask your school librarian to make it available in the library for other interested students.

For a Good Cause

Objective

To learn about the many charities operating in your community and in the United States as a whole.

Activity

View the film chapter The March of Dimes. As a class, see how many examples you can find of fundraising activities by charities, either in your community or across the country. These activities could include walkathons and telethons, car washes, bake sales, and sales of items like t-shirts. Make a list on the board of the different charities running these fundraisers. Then have students research these charities to find out their mission and the kinds of activities they perform in your area and report this information back to the class.

Assessment

When you are done, discuss the following questions as a class:

1. Which of these organizations were you already familiar with? Which had you not heard of before doing this activity?
2. How would you describe the missions of most of the charities – for example, do most of them focus on helping children, or improving medical care, or aiding the poor?

3. Do you think charities should have to raise money themselves, or should they be supported by taxpayer dollars from the government? For example, would you favor the creation of a special 1 percent sales tax to fund various charities? What would be the arguments for and against such a proposal?

The First “Disabled” President

Objective

To examine how polio affects Franklin Roosevelt’s legacy as President.

Activity

View the film chapter “The March of Dimes.” When a national memorial was dedicated to Franklin Roosevelt in Washington, DC, in 1997, controversy arose over whether it should include a statue of FDR in a wheelchair. Hold a mock hearing to address this controversy. For background, have students read the excerpts below from FDR, one of the films in *American Experience*’s “The Presidents” series.

Alistair Cooke: *I don’t believe five Americans in a hundred knew he was paralyzed. I think if it had been absolutely common knowledge, it would have been very difficult to elect him.*

Hugh Gallagher, Biographer: *The country just simply didn’t perceive Roosevelt as being handicapped and they would look and they just would not see what they were seeing. People wanted him to be president, he wanted to be president. There was this little matter of being crippled in the way. . . .He’s appearing in public. It’s politically important that he not look helpless. He’s got to plan how will he enter a room? How will he move across to the chair? Who will help him sit down? How will he do it? Who will take the cane? How – do they know? Is the chair stable?*

Milton Lipson, Secret Service: *We became experts at designing ramps, and there would be ramps that would be erected either on a permanent or temporary basis to allow for the wheelchair. Of course, there were times when he would be helped by a couple of agents in a fireman’s carry, and all he would do was drape his arms around us and we’d form a fireman’s carry and carry him.*

Hugh Gallagher: *For large crowds, they would build a ramp for the car, so the car would come into the stadiums, drive up on the ramp and then the President, still seated, would address the public. And they had the braces painted black, even though they were shiny steel. He wore black shoes, black socks, black trousers— black trousers cut long so that the braces all but disappeared if you weren’t looking closely.*

Chalmers Roberts, Reporter: *Most of the pictures you see of him, he’s either standing up and if you look carefully he’s holding onto somebody’s arm or he’s setting in a chair. There are very few pictures of him in a wheelchair. This was not exactly a conspiracy, but it was a conspiracy of consent between photographers and the White House, something that could never exist today.*

Hugh Gallagher: *At Hyde Park, they have something like more than 40,000 still photos of Franklin Roosevelt and of those 40,000, there are only two of him in a wheelchair, and they were family photos. And there was never a cartoon of him being handicapped or being in a wheelchair or otherwise. He was always running and jumping or in a boxing ring, hitting – knocking a Republican out of the ring or something like that. People were more polite back then. . . .*

Now, assign some students to represent the committee that will decide how to resolve the issue, and assign other students to act as “concerned citizens” to give testimony to the committee. The concerned citizens could include a member of Roosevelt’s family, a person who suffered from

polio, a historian who has written a biography of FDR, an activist who works on behalf of rights for disabled persons, and a reporter who covered FDR as President, among others.

The concerned citizens should prepare brief statements for the committee on whether they think the FDR memorial should show Roosevelt in a wheelchair and why (or why not). After hearing the testimony, the committee should meet and make its decision.

Assessment

Have students find out how the controversy over the FDR memorial was ultimately resolved. Is this the same solution your “committee” chose? Do you think that Americans should take into account FDR’s disability in judging his accomplishments as President? Why or why not?

The Polio Panic of 1952

Objective

To learn how Americans in 1952 reacted to the latest polio outbreak and the prospect of a vaccine.

Activity

View the film chapter “Iron Lung.” In 1952, even as Jonas Salk was testing what he hoped would be an effective vaccine against polio, the United States suffered the largest polio attack in its history. Working with a partner, find a primary source from 1952 that describes Americans’ reaction to the latest polio outbreak and/or the prospect of a vaccine.

Examples of primary sources include an article on polio from a local newspaper or weekly news magazine, a first-person account from someone who was stricken by polio that year or knew someone who was, or a photograph or poster from that year related to polio. Assemble these primary sources into a bulletin-board display entitled “The Polio Panic of 1952.”

Assessment

Using the information from the display, list the kinds of emotions Americans were feeling in 1952 as a result of the polio threat. Have any recent events had a similar impact on Americans?

Protecting the Nation's Schoolchildren

Objective

To learn basic facts about the diseases against which children must be vaccinated in order to attend school.

Activity

View the film chapter “Eradication.” Polio isn’t the only disease against which children must be vaccinated. Ask your school nurse to provide the class with a list of the vaccinations the school requires of all students, and list these vaccinations on the board. Then divide the class into groups and have each group research one of these items — how that particular disease affects the body, how the vaccination prevents the disease, and how (and how often) the vaccination is provided. Have groups report their findings to the class.

Assessment

After groups have made their reports, discuss these questions as a class:

1. Which of these vaccinations were you already familiar with? Which were new to you?

2. What are the benefits of requiring certain vaccinations of all entering students?
3. What might be some drawbacks of requiring certain vaccinations?

3. Hints for Completing Classroom Activities

1. Before conducting any interviews, students should explain the oral history project to their potential subjects and obtain each subject's permission to include his or her answers in the final product. For examples of first-person accounts of polio, students might want to read these stories at the March of Dimes' website or these accounts from the Iowa Polio Stories Oral History Project.
2. Students should note that following the victory over polio, the March of Dimes broadened its mission to improving the health of babies, and it remains one of the nation's most prominent charities. In discussing whether charities should receive government support, students should consider not only the impact on taxpayers, but also issues such as which charities government should support and whether government support might affect charities' independence.
3. For further background on the controversy, you might want to have students read this article from PBS's Online NewsHour. As an extension activity, you might ask students if a politician today would think it was necessary to conceal a disability — and if the news media would allow him or her to conceal it.
4. Students may want to check with your local library to see what newspapers, periodicals, or other documents from 1952 it may have available. Some periodicals' archives can also be searched online. For instance, *Time Magazine's* archive is searchable for free and includes articles like this one on a 1948 polio scare.
5. As a follow-up activity, you might have students read and then discuss this story from PBS's Online NewsHour regarding some parents' fear that vaccinations could harm their children.

Part V: OTHER RESOURCES

MUSEUMS & EXHIBITS

The 1950's: Affluence and Anxiety in the Atomic Age, February 26-May 7, 2011

A multimedia exploration, including photos, videos and artifacts, of the diverse facets of life, culture and politics of the 1950s.

Through exhibits, presentations, activities and performances, we'll explore the impact of key political figures, the influence of the nascent medium of television on American culture, the roots of feminism, civil rights activism, and rebellion against conformity, the new face of international relations and war, as well as the rise of suburbia.

Atoms for Peace

A traveling exhibit from The National Museum of Nuclear Science & History, "Atoms for Peace" contains portions of several lithographic public-relations-oriented fine art print programs created by Erik Nitsche for the General Dynamics Corp. in the 1950's and 1960's.
<https://www.nuclearmuseum.org/exhibits-to-rent/detail/atoms-for-peace/>

Korea: the Forgotten War

A posters exhibit by the US Army TACOM

Detroit Historical Museum

5401 Woodward Avenue
Detroit, Michigan 48202
313-833-7935
<http://www.detroithistorical.org/>

The Henry Ford Museum

20900 Oakwood Boulevard
Dearborn, MI 48124
313-982-6001
<http://www.hfmgv.org/museum>

Michigan State University Museum

West Circle Drive
East Lansing, MI 48824
517-355-2370
<http://museum.msu.edu/>

The National Museum of Nuclear Science & History

601 Eubank Blvd.
Albuquerque, New Mexico, 87123
505-245-2137
<http://www.nuclearmuseum.org/general-information/>

The Rosa and Raymond Parks Institute for Self Development

65 Cadillac Square, Suite 2200
Detroit, Michigan 48226
Email: general@rosaparks.org
313-965-0606
<http://www.rosaparks.org/>

Smithsonian

National Museum of American History

1400 Constitution Ave NW
Washington, DC 20004
202-633-1000
<http://americanhistory.si.edu/index.cfm>

US Army TACOM

6501E. 11 Mile Road
Warren, MI 48397
586-282-5000
<http://www.tacom.army.mil/main/index.html>

PART VI: SUGGESTED READING LIST

Hear these authors speak at the Lorenzo Cultural Center. Dates and times of presentations are listed after book titles below.

Newscast for the Masses/ Tim Kiska. WSU Press, 2009

<http://wsupress.wayne.edu/books/855/A-Newscast-for-the-Masses>

- Saturday, February 26, 2011 at 1 pm

Images of America: Detroit Television/ Tim Kiska. Arcadia Publishing, 2010

<http://www.amazon.com/Detroit-Television-Images-America-Kiska/dp/0738577073>

- Saturday, February 26, 2011 at 1 pm

Ernie Goodman: The Color of Law/ Steve Babson. WSU Press, 2010

<http://wsupress.wayne.edu/books/1214/Color-of-Law>

- Sunday, March 6 at 2pm

To Strike at a King: The Turning Point in the McCarthy Witch Hunts/ Mike Ranville. Momentum Books, LCC, 1996

<http://www.amazon.com/Strike-King-Turning-McCarthy-Witch-Hunt/dp/1879094533>

- Wednesday, March 16th at 11 am

Mackinaw Bridge, A 50-Year Chronicle/ Mike Fornes. Cheboygan Tribune Printing Co, 2007

<http://www.absolutemichigan.com/dig/michigan/michigan-books-mackinac-bridge-a-50-year-chronicle-1957-2007-by-mike-fornes/>

- Friday, March 18th at 11 am

Mackinaw Bridge, Images of America/ Mike Fornes. Arcadia Publishing, 2007

<http://www.amazon.com/Mackinac-Bridge-MI-Images-America/dp/0738550698#>

- Friday, March 18th at 11 am

Hudson's: Detroit's Legendary Department Store/ Mike Hauser. Arcadia Publishing, 2004

http://www.arcadiapublishing.com/mm5/merchant.mvc?Screen=PROD&Store_Code=arcadia&Product_Code=9780738533551

- Wednesday, March 23 at 11 am & 1 pm

20th Century Retailing in Downtown Detroit/ Mike Hauser. Arcadia Publishing, 2008

http://www.arcadiapublishing.com/mm5/merchant.mvc?Screen=PROD&Product_Code=9780738561905

- Wednesday, March 23 at 11 am & 1 pm

Detroit's Downtown Movie Palaces/ Mike Hauser. Arcadia Publishing, 2006
<http://www.amazon.com/Detroits-Downtown-Palaces-Images-America/dp/0738541028>

- Wednesday, March 23 at 11 am & 1 pm

Michigan at the Millennium/ Charley Ballard. MSU Press, 2003
<http://msupress.msu.edu/bookTemplate.php?bookID=3100>

- Thursday, March 24 at 11 am

Michigan's Economic Future/ Charley Ballard. MSU Press, 2010
<http://msupress.msu.edu/bookTemplate.php?bookID=3100>

- Thursday, March 24 at 11 am

What Women Watched: Daytime Television in the 1950s/ Marsha Cassidy. University of Texas Press, 2005.
<http://www.utexas.edu/utpress/books/caswha.html>

- Saturday, March 26, 2011 at 1 pm

Before Motown: A History of Jazz in Detroit/ Jim Gallert and Lars Bjorn. U Mich Press, 2001
<http://press.umich.edu/titleDetailDesc.do?id=11388>

- Sunday, March 27 at 2 pm

The Detroit Tigers: A Pictorial Celebration of the Greatest Players and Moments in Tigers History/ Bill Anderson. WSU Press, 2008
<http://wsupress.wayne.edu/books/991/Detroit-Tigers>

- Wednesday, March 30, 2011 at 11 am

View from the Dugout: The Journals of Red Rolfe/ Bill Anderson. U Mich Press, 2006
<http://press.umich.edu/titleDetailDesc.do?id=173913>

- Wednesday, March 30, 2011 at 11 am

Polio: An American Story/ David Oshinsky. Oxford University Press, 2006
<http://www.amazon.com/Polio-American-David-M-Oshinsky/dp/0195307143#>

- Thursday, March 31 at 7 pm

A Conspiracy So Immense: The World of Joe McCarthy/ David Oshinsky. Oxford University Press, 2005
<http://www.amazon.com/Conspiracy-So-Immense-World-McCarthy/dp/019515424X>

- Thursday, March 31 at 7 pm

Worse Than Slavery: Parchman Farm and the Ordeal of Jim Crow Justice/ David Oshinsky. Free Press, 1997

<http://www.h-net.org/reviews/showrev.php?id=931>

- Thursday, March 31 at 7 pm

The War for Korea, 1950-1951: They came from the North/ Allan Millett. Kansas Press, 2010

<http://www.kansaspress.ku.edu/book5.html>

- Friday, April 1st at 11 am

The War for Korea, 1945-1950: A House Burning/ Allan Millett. Kansas Press, 2005

<http://www.kansaspress.ku.edu/milwar.html>

- Friday, April 1st at 11 am

Soapy: A Biography of G Mennen Williams/ Tom Noer. U Mich Press, 2006

<http://www.amazon.com/Soapy-Biography-G-Mennen-Williams/dp/0472115081>

- Sunday, April 3rd at 2 pm

The Presidency of Dwight D. Eisenhower/ Chester Pach. Univ Press of Kansas, 1991

<http://www.amazon.com/Presidency-Dwight-D-Eisenhower-American/dp/0700604375#>

- Saturday, April 9, 2011 at 1 pm

Crabgrass Frontier: The Suburbanization of the United States/ Kenneth Jackson. Oxford University Press, 1985

<http://www.oup.com/us/catalog/general/subject/HistoryAmerican/Cultural/?view=usa&ci=978019504931>

- Wednesday, April 13th at 11 am

The Age of Anxiety: McCarthyism to Terrorism/ Haynes Johnson. Houghten Mifflin, 2006

<http://www.amazon.com/Age-Anxiety-McCarthyism-Terrorism/dp/0151010625#>

- Thursday, April 14th at 7 pm

Gidgets and Women Warriors: Images of Women in the 1950s/ Cathy Gourley. Twenty first Century Books, 2007

<http://www.amazon.com/Gidgets-Women-Warriors-Perceptions-Twentieth/dp/0822568055#>

- Thursday, April 28, 2011 at 11 am

Rosie and Mrs. America: Perceptions of Women in the 1930s and 40s/ Cathy Gourley. Twenty first Century Books, 2007

<http://www.amazon.com/Rosie-Mrs-America-Perceptions-Twentieth/dp/0822568047#>

- Thursday, April 28, 2011 at 11 am

The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit/ Tom Sugrue. Princeton University Press, 1998

<http://www.amazon.com/Origins-Urban-Crisis-Inequality-Princeton/dp/0691058881>

- Friday, April 29, 2011 at 11 am

Sweet Land of Liberty: The forgotten struggle for Civil Rights in the North/ Tom Sugrue. Random House, 2008

<http://www.amazon.com/Sweet-Land-Liberty-Forgotten-Struggle/dp/0679643036>

- Friday, April 29, 2011 at 11 am

Mrs. Ike: Portrait of a Marriage/ Susan Eisenhower. Capital Books, 2002

<http://www.amazon.com/Mrs-Ike-Portrait-Marriage-Classics/dp/1931868042>

- Thursday, May 5th at 7 pm

