

WDSE Lost 50's United States History

Title

Lost 50's

Intended Grade Level

Grades 9-12

Subject Area(s) Integrated

United States History

MN State Curriculum Standards Grade 9-12

Strand 4 History, Sub strand 4 United States History

Standard 22 Post-World War II United States was shaped by an economic boom. Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous people.

9.4.4.22.1 analyze the technologies and societal changes that affected popular culture in post WWII era.

I. Instructional Objective

Select three themes from the 1950's to show the connectedness of them to societal changes.

II. Concept/Main Idea of Lesson

Students will develop a concrete bases for the changes in American society in the 1950's as influenced by post WWII and the Cold War. Students will describe the changes in popular culture.

III. Learning Activities Sequence

a. Set Induction/Lesson Initiating Behavior:

Trivia Quiz:

List three inventions from the 1950's.

What is the Cold War? When did it start?

What is a suburb?

Where do we use steel?

Where did the Steel Industry start?

Name three famous performers from the 1950's.

When did WWII end?

List three technologies of the 1950's.

b. Learning Activities:

1. After taking the trivia quiz, watch the video “Lost 50’s.” Students will correct their information during the video.
2. Students will select three topics from the Lost 50’s and describe the connection among how all three impacted changes to society in Duluth, MN.

Examples:

Good paying jobs	automobiles
TV	Radio Shows
Suburbs	Nuclear Bombs
Clothing Sales through mail	Rock -n- Roll
Teen Age Dances	Drive in Movies
Drive in Restaurants	Ore Mining
Ore Mining Technology	SAGE

3. Student present information about the three chosen topics and the interrelationship of the topics impacting changes to society.
4. Students will include how these changes impacted life today for themselves and their families
Example: How mining made possible for auto ownership. Auto ownership provided convenience, suburban living and vacations.
5. Students will present their findings and turn in their papers.

c. Closure:

1. Evaluation: Students demonstrate understanding of how change is interrelated to technology and societal change through their writing.
2. Final Evaluation: Students share their previous answers after viewing the “Lost 50’s” video

IV. Materials and Resources

Lost 50’s Video by WDSE/WPRT
Minnesota K-12 Academic Standards