

# Unit 10: Prosperity, Conformity and Growing Discontent (1945-1963)

<b>Unit #:</b>	APSDO-00022887	<b>Duration:</b>	3.0 Week(s)	<b>Date(s):</b>	
----------------	----------------	------------------	-------------	-----------------	--

**Team:**  
Donna Nestler-Rusack (Author), John Czepiel, Kyle Kramek, Colin McDermott, John McLaughlin, Louis Pellegrino, Elizabeth Sanborn

**Grades:**  
11

**Subjects:**  
Social Studies

### Unit Focus

In this unit, students will understand the social challenges that emerged with the development of American prosperity. The students will examine the causes and outcomes of post-war prosperity on American society, the return to traditional middle-class values and growing discontent with those values. In addition to a unit test, students will develop a historical argument regarding the accuracy of stereotypes of conformity and consensus in post-war America. Primary instructional materials for this unit will include primary and secondary sources as well as a U.S. History textbook *The American Pageant or The Americans*, maps and or artifacts.

### Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p><b>Common Core</b> <i>History/Social Studies: 11</i></p> <ul style="list-style-type: none"> <li>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <i>CCSS.ELA-LITERACY.RH.11-12.1</i></li> <li>Write arguments focused on discipline-specific content. <i>CCSS.ELA-LITERACY.WHST.11-12.1</i></li> <li>Conduct short as well as more sustained research projects to answer a question</li> </ul>	<p><b>T1</b> (T2) Create question(s) or statement(s) that advance research and analysis.  <b>T2</b> (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.  <b>T3</b> (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language.</p>	
	Meaning	
	Understandings	Essential Questions
	<p><b>U1</b> (U103) Governments allow individuals and groups varying access to participation and power.  <b>U2</b> (U600) Groups, cultures, societies and nations are influenced by the actions, ideas</p>	<p><b>Q1</b> To what extent are the stereotypes of a conservative, complacent and conforming post-war American society accurate?</p>

<p>(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <i>CCSS.ELA-LITERACY.WHST.11-12.7</i></p> <ul style="list-style-type: none"> <li>• Draw evidence from informational texts to support analysis, reflection, and research. <i>CCSS.ELA-LITERACY.WHST.11-12.9</i></li> </ul>	<p>and goods of others.  <b>U3</b> (U801) When people`s basic needs are not met, they seek change.</p>	<p><b>Q2</b>          What is there an American way of life and should it be protected?</p> <p><b>Q3</b> (Q602) How can conflict be beneficial or detrimental?</p> <p><b>Q4</b> (Q903) How does one`s own perspective affect the compassion you have for others?</p>
<b>Acquisition of Knowledge and Skill</b>		
<p><b>Connecticut Goals and Standards</b>  <i>Social Studies : 11</i></p> <ul style="list-style-type: none"> <li>• Analyze change and continuity in historical eras. <i>HIST.9-12.2</i></li> <li>• Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. <i>HIST.9-12.4</i></li> <li>• Analyze how historical contexts shaped and continue to shape people`s perspectives. <i>HIST.9-12.5</i></li> <li>• Assess options for individual and collective action to address local, regional and global problems by engaging in self-reflection, strategy identification and complex causal reasoning. <i>INQ.9-12.16</i></li> <li>• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources. <i>INQ.9-12.5</i></li> <li>• Distinguish between long-term causes and triggering events in developing a historical argument. <i>HIST.9-12.15</i></li> <li>• Use questions generated about individuals and groups to assess how the</li> </ul>	<p><b>Knowledge</b></p> <p><b>K1</b>          America's fears regarding the spread of communism led to civil rights abuses at home</p> <p><b>K2</b>          The modern Civil Rights Movement begins as Jim Crow policies are increasingly challenged</p> <p><b>K3</b>          The prosperity of the post-war economic boom corresponded with a return to traditional gender roles and views of the family</p> <p><b>K4</b>          Within a culture of conservatism and conformity, the rumblings of increasingly permissiveness and dissent are evident in American society</p> <p><b>K5</b>          Essential Concepts/Terms: GI Bill of Rights; Taft-Hartley Act; baby boom; suburbanization, Levitt, and redlining; Dixiecrats; presidential campaign and election of 1948; the Fair Deal; Eisenhower;</p>	<p><b>Skills</b></p> <p><b>S1</b>          Conduct short research task to answer a question or solve a problem</p> <p><b>S2</b>          Gather and integrate relevant information from multiple sources</p> <p><b>S3</b>          Respond to counterclaims and evidence that attempts to disprove a point of view</p> <p><b>S4</b>          Determine and locate types of sources that help to answer a question</p> <p><b>S5</b>          Gather and integrate relevant information from multiple sources (e.g., quantitative and qualitative information)</p>

<p>significance of their actions changes over time and is shaped by the historical context. <i>HIST.9-12.3</i></p>	<p>the military-industrial complex; atomic civil defense; redbaiting; Alger Hiss, and Julius and Ethel Rosenberg; McCarthyism and the Red Scare; the desegregation of the armed forces; Jackie Robinson; <i>Brown v. The Board of Education</i>; Rosa Parks, Martin Luther King, Jr., and the Montgomery Bus Boycott; the growing civil rights movement (Emmitt Till, Little Rock crisis, Southern Christian Leadership Conference, Civil Rights Act of 1957); consumer culture; gender roles in families in the 1950s; growing permissiveness and dissent (Alfred Kinsey, Hugh Hefner, "youth culture," rock n' roll and Elvis Presley, the Beat movement, Silent Spring)</p>	
--	--	--

14.