

**Civil Rights in The Fifties:
Writing The Decade**

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NARRATIVE

This unit is designed to be used in a seventh grade Language Arts class in an Urban Creative and Performing Arts school. This study provides the background information necessary for students to gain an understanding of the struggle for civil rights during the 1950s. When students have completed this unit, they will have developed an understanding of the events of the 1950s that contributed to the struggle for civil rights. This unit will give students an opportunity to conduct research and show that research in a different form than the customary "research paper". Students will have to "apply" the information gained, by creating process-drama tableaux, visual projects, and narrative writings. The students with whom this curriculum will be used are students in a Creative and Performing Arts School and, therefore, may have an enhanced sense of creativity, but I believe this unit can be used with any group of students in a variety of grade levels and/or settings.

To teach this unit several prerequisites are necessary. The following topics should have been previously covered:

- ◆ The Writing Process
- ◆ Composing open ended interview questions
- ◆ Literary elements and structure
- ◆ Elements of narrative writing
- ◆ Genres of Historical Fiction
- ◆ Writing a Bibliography

As an approach to the subject, students will work in cooperative groups to research topics, discuss literature, complete projects, and provide peer help and encouragement in the creative writing stage of this project. Students will work in these cooperative teams in the same ways that the adult world uses teams to complete projects in the workplace thus, adding the dimension of learning to work as a team as part of the objectives of this unit. Although students are working in cooperative groups for this unit, each student will produce his/her own short story.

Each team will be responsible for researching an assigned topic on the issue of civil rights or related issues during the fifties and presenting their research as a team to the whole class. Students will maintain a research journal and a bibliography list. The research journal will contain notes on all the research done by the student's team as well as notes on the research given by other teams, by the teacher, and by watching any videos shown. This log will be used later to help with the various projects. The areas of

exploration may include (1) Plessy vs. Ferguson/Brown vs. Board of Education; (2) Montgomery Bus Boycott; (3) Reverend Martin Luther King, Jr. (4) Little Rock Nine (5) Greensboro sit-in (6) Church Bombing in Birmingham (7) Communism and Blacklisting (how they affected the 1950's Civil Rights Movement). Teachers may wish to shorten or add to this list depending on time and or size of class. Other possible topics could include The March on Washington, The murder of Emmett Till, The Freedom Rides, The murder of Medger Evers, etc. In researching these topics, students will be expected to use both primary sources, including the interviewing of a family member or other adult, autobiographies and diaries, and secondary sources, including both traditional books, encyclopedias, and other print materials, and internet sources.

As part of the information about the 50's to be garnered, students will be responsible for interviewing a family or community member who lived during the fifties. Students will develop interview questions that will help them gain information that sheds light on what life was really like during that time period. This interview is viewed as part of the interviewee's oral history and is an important primary source. The interview information and a summary of the interview are to be entered as part of the research log. It will be shared within each small group and later used as a part of the overall research to complete the projects.

In addition to the traditional historical research being done, students will read literature which depicts the aspects of the Civil Rights Struggle during the fifties and early 1960's. There are 2 different novels that I will be using for the unit (Life Is Not Fair and Watsons Go to Birmingham, 1963), although any novel that pertains to the issue of Civil Rights in the Fifties could be used. Each group will read one of the novels independently, assigned at random, and discuss it in a Literature Circle format. Students in the group decide the pace that their group will use to complete the novel but the novel must be completed within 3-4 weeks. At the end of the time, the group is responsible for conducting a book talk on their novel for the whole class. Students keep a log on their reading of the book and on the discussions that took place in their groups. Prior to the meeting, students must have read the pages agreed upon and made their notes in their literature journals. Each member of the group has a different job to do during the discussions and the jobs rotate each Literature Circle meeting. These jobs include: (1) Discussion Director (facilitates the discussion and makes sure it keeps on track including understanding how the events in the novel pertain to the unit); (2) Vocabulary Director (finds vocabulary words and obtains their definitions to add to the group's ongoing vocabulary list); (3) Passage Chooser (Chooses one or more passage to read to the group for their discussion and also looks for examples of figurative language); (4) Literary Elements Coordinator (makes sure that the session includes discussion about the literary elements of: plot, character, setting, point of view, theme, and/or conflict); (5) Recorder - records the notes from the literature circle meeting and fills out the forms. When all groups have completed the novels, they will present a book talk discussing the book and its relevance to the unit. Book talks can be as simple as students discussing the book or can take on creative aspects such as students dressing in character and taking on the persona of the characters in the book, the author of the book, or even other people who

might have been in the lives of the characters but who are not specifically mentioned by the author.

There are several culminating activities to this unit. Students will be asked to take their research and apply it. They have researched the Civil Rights struggle of 1950s by reading nonfiction, novels, short stories, and by interviewing family or community members. Instead of taking all of the research and putting it into the standard research paper, each student will be asked to demonstrate his or her understanding of the information by writing his/her own original short story or play using the genre of historical fiction (incorporating real 1950's people, places, and events mixed in with fictional characters and events).

As part of the prewriting phase, students will use some process drama activities as outlined in Anita Manley and Cecily O'Neill's book, Dreamseekers: Creative Approaches to the African American Heritage. To assist students in becoming immersed the unit, students will be asked to assume personas of fictional characters and respond to actual historical events. This exercise will allow students to approximate how people might have reacted to events in the fifties as well as assisting them in dialogue writing for their own stories. Students will develop characters, role play the situation, and then discuss how those characters might have reacted to the event.

Students will also use tableaux (a frozen living picture) to show scenes, bring the picture to life for a few lines of dialogue, and then freeze again. After everyone has had a chance to show his/her tableau, each cooperative group will choose a tableau that they liked. Each member of the group writes a line of dialogue that might come next from either of the characters in the tableau. They pass those lines to a third group who reads all of the dialogue lines and put them in the proper sequence by numbering them. They then pass them on to the fourth group who will take them, and assign them to actors to act out a new version of the scene. Another process drama activity includes writing a diary in response to scenes and tableaux performed. All dialogue is improvisational.

The teacher can help students to dig deeper into the persona of particularly interesting characters by making suggestions to the student actors and having them improvise additional dialogue. Other students can also make suggestions and even come up and take on the role of the character or even add new characters to the scene. The teacher will need to facilitate this or even take on certain roles himself/herself so that students stay on track.

From this point on, students will begin to write their own short stories either based on any of the tableaux and/or improvisations done or on completely new ideas. Students will use the writing process (prewriting, drafting, peer helping, revising, editing, and publishing) to compose and revise their fictional works. Now, the team becomes a support group for its members as each create their own literary worlds. The peer helpers assist by making suggestions and keeping writers on track. Further improvisation of characters or plot can be used to help facilitate the short stories.

Student groups or teams will also show their understanding of the era a time capsule. In the time capsule, groups will include: a list of approximately 5-8 artifacts that they would include from the 1950's with a description of the artifact and a reason why it should be included and an art project that symbolizes or represents the Civil Rights struggle of the 1950s. This art project could be a collage, a mural, or a 3- dimensional representation. A written explanation should also be included with the project. Additionally students may choose to also include a timeline or a poem in response to this unit.

BACKGROUND INFORMATION

It is important that students obtain their own research information, but I have included an overview of the period that students will be researching mainly for the teacher. This overview is exactly that, an overview, and in no way an attempt to completely cover one of the most significant aspects of American History, the struggle for equality during the 1950's. This unit covers some but not all of the events during that struggle. Individual teachers may choose to include additional events if time allows. They are encouraged to refer to the bibliography, especially Harvard Sitkoff's The Struggle For Black Equality (Revised Edition. New York: Hill and Wang, 1993), to augment their understanding of the period. It is from this source that most of the following information has been gathered. Since this is an era in which I lived, I have also used my own personal knowledge of the time period.

The 1950s is sometimes called a "golden age" but was it really? It was a truly multi-faceted era, which segued from the end World War II and was shattered by the untimely death of a President. For the purposes of this unit, it is understood that the 1950s extend from the end of the war until the assassination of President John F. Kennedy.

"There is a difference in knowing you are black and in understanding what it means to be black in America. Before I was ten I knew what it was to step off a sidewalk to let a white man pass" - Margaret Walker¹

To truly understand what happened during the 1950s, it is important to understand the plight and status of most African Americans before 1950. During the latter half of the nineteenth century and the beginning of the twentieth century, African Americans had limited gains on achieving racial equality. With the 1896 Plessy vs. Ferguson ruling, "separate but equal," segregation began. "Separate But Equal" was separate but it definitely was not equal. Congress permitted the states, southern states in particular, to disregard the civil rights of black individuals and encourage belief of white superiority. This belief was based primarily on prejudice, fear, and ignorance. Poll taxes and literacy tests were used for black voting registration and therefore only a fraction of black

¹ Harvard Sitkoff, *The Struggle For Black Equality* (New York: Hill and wang, 1993) p.3

residents in southern states were permitted to vote. Because African Americans had no say in the politics of their region, they had no say in the laws or how they were enforced. Thousands of black Americans were beaten and lynched in the early part of this century. In most southern states, blacks and whites were born separately, educated separately, lived and worked separately, and then buried separately. Most blacks, still plagued by poverty, could not fight the battle for equality. Even the formation of The National Association for the Advancement of Colored People in 1910 did not help the cause to promote racial equality.

It was during the Second World War with armed service training program integration that African Americans seemed to begin to make some gains. Even though World War II brought gains, it also hampered the cause. It was more important to win the war than to fight for civil rights. African Americans hoped that things would begin to change when soldiers returned from the war. But other events such as the rise of communism and the blacklisting of alleged communist sympathizers would put the Civil Rights struggle on the back burner and even make individuals who believed in the cause suspect. White supremacists tried to argue that any change in the status quo was "un-American."

Near the end of World War II, an uneasy alliance was made. It was an alliance that would affect the struggle for racial equality in numerous ways. Even from the start, many felt an apprehension of our joining forces with the Russian Government to beat Hitler's Germany. Nonetheless, this alliance was made. Soon after the war though, the Russians began trying to spread their political doctrine of Communism to other areas of the world. In Asia, Mao Tse-Tung, who was communist, won a Chinese civil war over Chiang Kai-shek, a non-communist. The non-communist followers of Chiang Kai-shek moved and took refuge on the island of Formosa (Taiwan). Then at the end of World War II, The Russians would not allow Korea to be reunited and so North Korea to the 38th parallel remained communist. As the 1940's came to an end, the USA and the USSR became involved in a "Cold War" between communism and democracy. A Cold War that would permeate almost all aspects of the 50's and beyond and become the overwhelming issue of the 1950s.

The Cold War became a hot one when The North Korean Forces crossed the 38th parallel on June 25, 1950. The United States quickly sent troops to help defend the non-communist South Korea. The war lasted from 1950-1953 with about two million people being killed or wounded.

The government began to take steps to protect the United States from Communism. In 1950, congress passed an internal security act that made it unlawful to help the communist cause. All federal employees had their backgrounds checked. The threat of being called a communist sympathizer prevented many from voicing unpopular views or controversial statements. Loyalty oaths were often required before a person could be hired for a job, even jobs that had nothing to do with national security.

The House Un-American Activities Committee was created. Joe McCarthy, a Wisconsin Senator, quickly saw a way to gain power and notoriety and seized its head position. This committee accused many individuals including a number of politicians, educators, and Hollywood writers and actors of having communist sympathies. When they refused to testify or to name others who might be communist sympathizers, they were cited for contempt and sent to jail.

Senator McCarthy charged many people with being communists. Many of the charges were unfounded and based on little or no evidence. However, many Americans applauded Joe McCarthy because of their own fears of the communists and indeed of anything that was not mainstream white America. This publicity gave much notoriety to a little known and undistinguished senator from Wisconsin. He damaged the reputation of many innocent people.

At no time in its history had the United States experienced such prosperity as it did in the 1950s. Stock market prices reached an all time high and the average family income climbed steadily. New industries and new technology entered the marketplace and automation replaced the drudgery of many chores but also threw many unskilled persons out of work.

The suburbs became the neighborhood of choice. People left the cities and moved to the suburbs for reasons of cleaner air, more room, newer housing, better schools, less crime, etc. The Highway Act gave millions of dollars for new highways and with new highways came the Americans' fascination and love for the automobile. The production of new cars during the Fifties broke all existing records. With the move to the suburbs, Americans began to drive everywhere. Not only were people driving places, they were also taking airplanes. The invention of the jet engine revolutionized air travel.

There were also tremendous advances in medicine such as the Salk polio vaccine, kidney transplants, heart surgery, and cancer research. African states were gaining their own independence. Two new states, Alaska and Hawaii, were added to the United States during the fifties. All in all, the fifties was a marvelous time to live with so many new advances and life just getting better and better day after day. Except that numerous black Americans were not afforded the same opportunities as white Americans. By the end of the 1950s, whites outnumbered blacks in the suburban communities by 35 to 1, and 3 out of 4 blacks in the South still could not vote. However, this economic growth did allow for a number of African Americans to enter new job markets making it possible for them to become part of the growing middle class. Because of this new prosperity, many whites also became less resistant to racial equality and even joined the cause realizing the unjustness of segregation.

Many African Americans believed the route to racial equality for their children was through a good education and that meant integrated schools. Segregated schools were definitely not equal. The amount of per pupil spending was much less in all-black schools than in the all-white schools. In 1951, Thurgood Marshall began to initiate numerous lawsuits arguing this point. In Topeka, Kansas, Oliver Brown, with the

backing of the NAACP, brought suit against the Topeka Board of Education because his daughter was bused one mile to reach an all-black school when there was another elementary school only 3 blocks away that admitted only white students. In 1952, the Supreme Court decided to hear these cases. Finally in May of 1954, the Supreme Court ruled that segregated state supported schools were unconstitutional. Many states immediately and peacefully integrated their schools, but some states refused. Even in states where schools were integrated, black students were harassed to the extent that many black parents moved or re-enrolled their children in segregated schools.

In 1957 in Little Rock, Arkansas, Governor Faubus, facing re-election decided to side with his white-supremacist voters and declared through the media that he expected trouble when school opened that year because of integration. The truth of the matter was that no one really expected any trouble. The Governor ordered National Guard units to the High School to supposedly control violence even though none was expected. Instead of controlling violence, the National Guardsmen prevented the nine black students, later called The Little Rock Nine, from entering the school by order of Governor Faubus. The court ordered him to allow the integration. This time when the students tried to enter the building, there was an angry white mob, and the guardsmen again barred their entrance to the building. Finally, after the court reiterated its order, Governor Faubus withdrew the National Guard and left the state. However, he did leave individuals there whom he knew would continue to mobilize the anti-black sentiment. President Eisenhower was forced to send federal troops into Little Rock to allow the students to enter the school to attend classes. In that same year, Congress enacted Civil Rights legislation that made the disenfranchisement of African Americans illegal and established a Civil Rights Commission. Many felt that the de-segregation of America's public schools would end the Jim Crow laws of the South, but it did not. African Americans still could not eat in the same restaurants as whites, use the same restrooms, or even drink out of the same water fountains. Many still attended segregated schools. Moreover, blacks still had to remain at the back of the bus.

Then on December 1, 1955 in Montgomery, Alabama, a middle aged black seamstress, Rosa Parks, tired after her day's work, refused to give up her seat to a white man on the crowded bus. The bus driver told her that if she did not give up her seat, she would be arrested. So on that day, Rosa Parks was arrested for challenging the Jim Crow laws. News of her arrest circulated quickly and the black community decided that this was the incident, the case, that they had been waiting for to organize and mobilize black citizens. Although this was not the first time that this had happened, black leaders felt that Mrs. Parks was the perfect symbol. They had decided to stage a one-day bus boycott on the same day as her trial to draw attention to the mistreatment of African Americans. African American ministers gave sermons in their churches and black taxicab companies offered to transport people who were boycotting the buses for the same price as bus fare. On December 5th, 90 percent of the blacks that rode on buses did not. E. D. Nixon, president of Alabama's NAACP, suggested that the boycott continue until blacks were hired as bus drivers in black neighborhoods, all bus drivers treated African Americans with respect, and seating was treated on a first come- first served basis. What they now

needed was a leader for this movement. Nixon recommended Martin Luther King, Jr., minister at Dexter Avenue Baptist Church.

Martin Luther King, Jr. had grown up in Atlanta. Both his father and grandfather had both been ministers in Atlanta. He had attended Morehouse College and Crozer Theological Seminary in Pennsylvania. While studying for his doctorate in Boston, he met his future wife Coretta Scott. Although both had considered staying in the North, they agreed that they would make the most impact on society by returning to the South. Martin Luther King and his wife returned to the South, to Montgomery in 1954. He had read Thoreau and Ghandi thoroughly and agreed with their views on civil disobedience.

The Montgomery bus boycott lasted 381 day. Downtown merchants reported that they lost a million dollars in sales and the Bus Company lost over 50 percent of their income. Boycott leaders lost their jobs and car-pool drivers were threatened with revocation of drivers licenses and termination of insurance policies. Even Martin Luther King was jailed for speeding. This jailing renewed the movement.

In June, 1956, a case was brought in front of the district court to end bus segregation. The district court ruled that bus segregation was unconstitutional. Montgomery officials appealed the case but the Supreme Court upheld the court's decision. It was a major boost for desegregation but more work was ahead. Buses were now desegregated but blacks and whites were still forbidden from eating in the same restaurants. In some cases, it was simply due to habit, but in some cases, it was backed by city ordinance.

In 1960, in Greensboro, North Carolina, four freshmen from North Carolina Agricultural and Technical College decided to take on that issue. They walked into a Woolworth's store, purchased some school supplies, and then went over to the all white lunch counter and ordered coffee. They were refused service but vowed to remain until they were served. Some of the bystanders supported their efforts and some condemned them. Those that condemned them did so in a rude and demeaning fashion. The students stayed until the store closed and promised to return the next day. By the next day, there were twenty-seven students involved in the sit-in; by Wednesday there were 63, and by Friday there were over 300 people participating in the sit-in. Six months after the four young men began the sit-it, they were served. This incident inspired other events to protest segregation in the south.

"As the pace of victory quickened in desegregating lunch counters, the student movement focused on eradicating other vestiges of Jim Crow and experimenting with new forms of nonviolent direct action. There were 'kneel-ins' in churches, 'sleep-ins' in motel lobbies, 'swim-ins' in pools, 'wade-ins' on restricted beaches, 'read-ins' at public libraries, 'play-ins' in parks, even 'watch-ins'

*in movie theatres*²

The sit-ins made many realize the discontent and determination of many African Americans. It also made many white Americans of the North, especially young people, take notice and wish to help African Americans in their struggle. This effort also got a response from John F. Kennedy, who was campaigning for the Presidency. He said,

*" It is in the American Tradition to stand up for one's rights - even if the new way is to sit down."*³

The struggle for African American equality brought the country through the fifties and into the sixties. The struggle had just begun and would continue, although it would increase in its assertiveness. There were more atrocities including the murder of Emmett Till in Mississippi, The Freedom rides, the murder of Medger Evers, the bombing of a church in Birmingham in 1963, and the assassination of John Kennedy in Dallas. But, there were also milestones like the March on Washington with Martin Luther King's famous "I have A Dream..." speech. The events and feelings of the fifties were embodied in the theme song of the generation, "We Shall Overcome", adapted from an old slave spiritual "I'll Be All Right". It was just a beginning. As we enter into the twenty-first century, it is important to understand where we have been and where we are going.

² Harvard Sitkoff, *The Struggle For Black Equality* (New York: Hill and Wang, 1993) p.73

³ Harvard Sitkoff, *The Struggle For Black Equality*(New York: Hill and Wang, 1993) p.81

UNIT OBJECTIVES

- Develop an understanding of the Civil Rights movement in the 1950's.
- Use traditional and emerging library technologies to research selected topics and individuals important to the fifties.
- Comprehend the difference between primary and secondary sources and include both sources in the research process.
- To develop interviewing techniques and use those techniques to collect oral histories.
- Read and discuss the literary elements of selected novels and short stories
- Share information with classmates through group meeting and oral presentations.
- Keep a research journal and a properly written bibliographic list of all research materials
- To use his/her research and the writing process to complete a fictional narrative using the genre of historical fiction.
- To show an understanding of the research done by producing a fifties "time capsule" which includes a description of artifacts representative of the fifties, and a visual art piece which symbolizes and represents the fifties.
- To assume a persona of a fictional individual of the fifties and present the character in a process drama situation.
- To work on a team and collaborate on specific assignments and to utilize group conducted research to complete individual assignments.

CORE CURRICULUM FRAMEWORKS

All Core Curriculum Frameworks in Communications and Arts and Humanities will be addressed during this unit. Students will be researching, reading fiction and nonfiction, and writing to inform and narrate, as well as sharing oral presentations

LESSON PLANS

Week 1 - Students will:

Monday- Students will watch a video tape on the fifties to give them an overview of the fifties. All videos used in this unit are part of David Halbersham's, The Fifties. Teams will be assembled this first day and assigned to interview a family member or neighbor who can tell them about life in the fifties by Friday.

Tuesday- The class period will be spent working in cooperative groups developing questions for the interview to be done this week. Since this unit deals with Civil Rights, open-ended questions that explore the area of 1950's Civil Rights should be developed. A timeline of all assignments and projects will be handed out with due dates clearly marked. Interview questions are to be completed for homework and brought back to the group the next day.

Wednesday- Review and complete Interview questions. As a whole class, we will begin to talk about the research process and how to use the research logs. Sample pages are included in the appendix. The areas of discussion will be outlined and groups will be given their research topics. Each group will have different topics to research and groups will be given a chance to discuss how their group will handle the logistics of the research. A schedule of discussions will be given to the class. Interviews are to be conducted prior to Monday. A written summary of each interview is to be brought to class on Monday.

Thursday- Research day in the library: Students will work in the library to research topics. It is expected that students will continue the research on their own in time for the discussions.

Friday- Literature Circle Day 1 - Novels will be handed out. How the Literature Circle Format will work will be discussed and students will decide how many pages they will read for the next Literature Circle meeting and which jobs they each will hold for that discussion. Literature Journals will be passed out. A sample of a journal page is in appendix. Students will discuss, in their groups, predictions for the book based on the title and cover. One student in each group will keep the minutes of the discussion to put in the official log. Sample page is included. A Group Discussion Log page will be turned in each time the Literature Circle meets for credit and to be copied by the teacher so that each student may keep a copy in his/her Literature Journal. Students will decide how much the group will read for Wednesday.

Week 2 - Students will:

Monday- In the cooperative groups, students will discuss the interviews. Students will want to take notes in their individual logs for use later on the projects. Each student will be responsible for summarizing his/her interview in the log as well as taking notes on pertinent information from fellow group members' interviews.

Tuesday- Research day in the library. Students will work in the library to research topics. It is expected that students will continue the research on their own in time for discussions

Wednesday- Literature Circle Day 2 - Students will discuss in their groups the selected chapters. One student in each group will keep the minutes of the discussion to put in the official log. Students will also want to take notes for their individual logs for use later. As student's read, they should fill out the novel organizer. Students will decide how much the group will read for Friday

Thursday- Watch video on Civil Rights during the fifties.

Friday- Literature Circle Day 3 - Students will discuss in their groups the selected chapters. One student in each group will keep the minutes of the discussion to put in the official log. Students will also want to take notes for their individual logs for use later. Students will decide how much the group will read for next meeting.

Week 3 - Students will:

Monday Research day in the library: Students will work in the library to research topics. This will be the only time class time will be given for research. It is expected that students will continue the research on their own in time for discussions.

Tuesday- Literature Circle Day 4 - Students will discuss in their groups the selected chapters. One student in each group will keep the minutes of the discussion to put in the official log. Students will also want to take notes for their individual logs for use later.

Wednesday- Work in cooperative groups to work on time capsules. These projects will require work both in and out of class.

Thursday - Literature Circle Day 5 - In their groups, students will discuss the selected chapters.

Friday - Presentation of Research - Each group will present their research to the class orally. All members of the group should be involved in this presentation.

Week 4 - Students will:

Monday- Presentation of Research

Tuesday - Presentation of Research

Wednesday Literature Circle Day 6 - Students will discuss in their groups the selected chapters.

Thursday- Work in cooperative groups on time capsules. These projects will require work both in and out of class.

Friday- Literature Circle Day 7 - Students will discuss in their groups the selected chapters. Students should have completed novels. Students will use their novel organizers to begin discussion around the literary elements of the books and how these books depict the Civil Rights struggle.

Week 5 - Students will:

Monday - Discuss Civil Rights in the fifties as a whole class discussion

Tuesday - Literature Circle Day 8 - Students will continue discussion in their groups of the novel read.

Wednesday - Discussion of people, places, and events that made the fifties, focusing on those that students may want to use in their projects. Begin Process Drama Activities

Thursday - Literature Circles - read "A Mason Dixon Memory" and discuss the two stories contained in this narrative. Discussion of how this narrative adds to our discussion of Civil Rights.

Friday - Book Talks on novels. Each group will present a book talk on the novel the group read. Each member must contribute to the presentation. The presentations must include the literary elements of the novel as well as how the novel fits in with our study of the fifties.

Week 6 - Students will:

Monday - Complete Book Talks. Students will turn in Literature Logs.

Tuesday - Process Drama Activities. Homework is to decide on the genre for the short story and begin working on prewriting.

Wednesday - Students will work on and share their prewriting in their groups.

Thursday - Students will work on a first draft of their short stories. These drafts will be worked on in class and also for homework.

Friday - Students will work on a first draft of their short stories. These drafts will be worked on in class and also for homework. First drafts will be peer helped on Monday.

Week 7 - Students will:

Monday through Wednesday - Drafts of short story will be peer helped and revised during class. Some of the work should be done in the cooperative groups and some work

should be done as the whole group. Students should also be revising at home. Read-Alouds and Process Drama activities will be used to aid in the revision process.

Thursday - Students will work on completing final copies of short stories in class

Friday - Students will work individually and in the groups to complete the short stories and projects on the fifties

Week 8 - Students will:

Monday - Thursday each group will hand in projects and present to the class some aspect of the unit that they are particularly proud of. Each and every member of the group must contribute to the presentation.

- ✓ Each group should have a visual art project that symbolizes and represents the 1950's based on the research the group did. This project can be a collage, a mural or painting, a sculpture, or a mobile and should include text and visuals.
- ✓ Each group will have made a time capsule of 5-8 artifacts from the 1950's and a description of each item and why it was chosen. A poem and/or a timeline may also be included.
- ✓ Each individual student will have a completed short story.

STUDENT TEXTS

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APPENDIX

Historical Facts

First LP phonograph record invented - 1948
Transistor invented - 1948
Polaroid camera invented - 1948
Russians explode Atomic Bomb -1949
Silly Putty invented - 1949
Korean War - 1950-1953
McCarran Act - 1950
Diners Club card appeared - first multi-purpose credit card - 1950
Commercial TV began - 1952
22nd Amendment - 1951
Julius and Ethel Rosenberg charged with treason due to spying - 1951
First US Hydrogen Bomb - 1952
Soviets test hydrogen bomb - 1953
Genetic Code Cracked - 1953
Mount Everest climbed successfully - 1953
Invention of the TV Dinner - 1954
Supreme Court outlaws racial segregation in public schools - 1954
Henri Matisse died - 1954
Rosa Parks refused to give up her seat - 1955
Segregation on Alabama buses illegal - 1956
Federal Highway Act - 1956
Suez Canal Crisis - 1956
Civil Rights Act of 1957
Little Rock Nine - 1957
Sputnik I & II- 1957
Ford Edsel debuted - 1957
Common Market established in Europe - 1957
African Colonies gain Independence 1951-1958
Explorer I - 1958
National Defense Act - 1958
Sputnik III - 1958
Television Quiz shows investigated - 1958
Castro takes over Cuba 1959
Alaska and Hawaii become states - 1959
Billy Holiday died -1959
Sit ins protest racial discrimination 1960
Berlin wall built 1961
JFK assassinated 1963

New Inventions

Jif Peanut Butter	Underwater Camera
WD 40	White Out
3D Movies	Hula Hoop
Frisbees	Drive In Movie
Microchip	Barbie Doll

Politicians

Joseph McCarthy	Margaret Chase Smith
Douglas MacArthur	Ralph Bunche
Dwight Eisenhower	Krushchev
Adlai Stevenson	Fidel Castro
Richard Nixon	Dr. Martin Luther King
Thurgood Marshall	

Dramatists/Writers

Abert Camus	SamuelBeckett	Jack Kerouac
Lawrence Ferlinghetti	John Steinbeck	Arthur Miller
Jean Paul Sartre	Jean Genet	e e cummings
James Baldwin	AllenGinsberg	Dr. Seuss
J.D. Salinger	Ian Fleming	E.B. White
James Michener		

Sports

Althea Gibson - Tennis
Pancho Gonzales - Tennis
Maureen Connolly - Tennis
Stan Musial - Baseball
Roberto Clemente - Baseball
Bob Friend - Baseball
Jackie Robinson - Baseball
Mickey Mantle- Baseball
Willie Mays- Baseball
Joe DiMaggio- Baseball
Roy Campanella - Baseball
Don Larsen - Baseball
Yogi Berra - Baseball
Whitey Ford - Baseball
Casey Stengel - Baseball Manager of The Yankees
Jim Brown - Football
Roger Bannister- Track and Field
Parry O'Brien - Track and Field
Charles Dumas - Track and Field
Bill Russell - Basketball
George Mikan - Basketball
Joe Louis - Boxing

Pele - Soccer

Performers

Elvis

Marilyn Monroe

Lucille Ball/Desi Arnaz

Alvin Ailey

Marlon Brando

Lee Marvin

Little Richard

Buddy Holly

Ritchie Valens

Sidney Poitier

James Dean

Natalie Wood

Sal Mineo

George Burns/Gracie Allen (TV)

Fats Domino

Jerry Lee Lewis

Chuck Berry

LITERATURE LOG ENTRY

Student name: _____

Date _____

Book Name _____

Page # _____ to Page # _____

Response:

Novel Organizer

Title: _____

Author: _____

Genre: _____

CHARACTERS:

Name of Character	Page #	Description

The protagonist is _____

The antagonist is _____

Are Characters Static or Dynamic?

Setting:

Point Of View:

**External
Conflict:**

Man Vs _____

**Internal
conflict:**

Major Events:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Resolution

Theme:

GROUP DISCUSSION LOG

Group Members: _____

Book Discussed _____

Pages ____ to ____

What we discussed today, _____ (Date)

How did each member contribute?

Today in our group, we learned

What could we have done better?
