

Revisiting the Fabulous Fifties

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Contents of Curriculum Unit

- Narrative
- Communication Standards
- Sample lesson 1 for grade 6
- Sample lesson 1 for grade 7
- Sample lesson 1 for grade 8
- Sample lesson 2 for all grades
- Sample lesson 3 for all grades
- Sample lesson 4 for all grades
- Notes
- Attachment 1—Fifties Questionnaire
- Attachment 2—List of research topics
- Bibliography
- Student Reading List
- Other Media

I have chosen to revisit the fifties for many reasons. I am currently teaching Reading and English to sixth, seventh, and eighth grades. Many of the short stories and/or novels that we read were written by authors born in the fifties or were set in the fifties. Many of my students' parents were born during the fifties. I myself received my total education during the period known as the fifties, having begun kindergarten in 1947 and completing college in 1963 (the year that is commonly defined as the end of the fifties.)

This current school year, my students and I explored the decade of the sixties by doing extensive research in the library and on the computer using Encarta and visiting various web sites. The students also interviewed family and friends who had memories of the period. Many parents became actively involved by providing some personal histories, photos, clothing or other artifacts from the period. For one month, room 302 became Mrs. Braun's Coffee House. I feel that this was one of the most dynamic units that I have ever taught, and almost all of my students requested that we research another decade. I often "entertain" my classes with personal stories and comparisons of my own life and school days at their age. I was their age from 1953-1957. Therefore the fifties becomes the perfect decade for us to visit next. I have patterned my curriculum unit about the fifties after the highly successful unit on the sixties.

I would set the following objectives for the students as we proceed through the unit:

- 1) The student will be able to do independent research using the library and the computer. I will insist on at least three sources for any written or oral report.
- 2) The student will be able to compare and contrast the nineties with the fifties.
- 3) The student will reach some conclusions about how the past influences the present and the future.
- 4) The student will be able to present an oral report to his or her fellow classmates and be able to answer questions.
- 5) The student will be able to formulate questions for written and oral interviews.
- 6) The student will explore the effect that fifties TV and music had on past and current generations.

I would like to focus on the things that would be most interesting to adolescents such as the movies, music, fads and fears of the time. In general I would be concentrating on the everyday life of the decade. In addition to the above mentioned items I would include President Dwight Eisenhower because he was the president for eight years which was almost the whole decade and his grandfatherly presence did shape the general feeling of well-being and safety that pervaded the period. Everyday there was a picture of Ike fishing with David, his grandson, or playing with his granddaughters¹. David was about my age, and Ike had the same bald head as my own grandfather, so I certainly did identify with him. I will also cover the Korean War for several reasons. Almost all of my acquaintances had a relative or friend who was in some way involved, and many of my students also have living relatives or friends who served in the armed forces during the war. In addition, last year we were lucky enough to visit the Korean War Memorial in Washington D.C. Finally, I do have a guest speaker available. Even though it was a major factor of the fifties, I did not include any information on Senator Joe McCarthy and his anti-communist tactics because it would require more of an historical background than my students currently have. I will leave that particular period of the fifties up to a future social studies or history teacher. I did not delve deeply into the Civil Rights Movement because we cover it so well during Black History month. I will address the issue only when it appears in some of the literature that we read, such as *A Raisin in the Sun* by Lorraine Hansberry.

According to some historians The Fifties is the time period that began with the end of World War II and ended with the death of John F. Kennedy in 1963². Many of the children are quite familiar with the movies, TV shows, and clothing of the period, so that would be a good starting point. I, as the teacher, would do the introduction and background of the period after we read the particular story that would begin the unit for each grade. My goal would be to dispel some of the myths and make the students aware of what was really “fabulous” and what wasn’t. During my lectures, I would suggest topics that the children would do further individual research on and present to the class. I will come back to this in detail later.

In the sixth grade, the starting point would be *In the Time of Santa Rosa* by Graciela Espino, which is a story about time travel³. I would follow that up with viewing

the movie *Back to the Future* which certainly would lead to discussions about which of those events in the movie portrayed things as they actually were and which did not. In the seventh grade, the starting point would be *A Mason-Dixon Memory* by Clifton Davis⁴ which very accurately compares the racism of the fifties and nineties. This hopefully would lead to discussion the civil rights' movement and some of the events that occurred in the fifties. In the eighth grade our starting point would be Ray Bradbury's *There Will Come Soft Rains*⁵ for two reasons. First because it is science fiction which was a very popular genre of the time, and second because it addresses the fear of a nuclear disaster, which was a very prevalent fear of the time.

During my first lecture we would make a list of what we already know, and what we would like to find out more about. I will add the events that I think they need to know to make the period of the fifties more historically accurate. I will not strongly emphasize the politics of the time, because I would rather focus on the cultural everyday issues that I have previously mentioned. However, I do want the children to be aware that the fifties were more than just rock and roll, hula-hoops, poodle skirts, and *I Love Lucy*. (The fifties were fabulous for me. Even though my mother did not run the sweeper dressed in high heels and pearls, she did wear housedresses and aprons. My family moved from a duplex to a home in a nice neighborhood, and we purchased our first new car—a 1955 Plymouth. Things were really pretty carefree for me and my sister.)

One certainly can't study a decade without mentioning the presidents of the period. Truman was the first president of the era, taking office upon the death of Roosevelt, and then being elected to his own term in 1948⁶. He is the first president that I remember. He is best known for dropping the atomic bomb on Japan and bringing an end to World War II⁷. I remember him best for playing *The Missouri Waltz* on the piano and promoting his daughter's singing career. Margaret Truman eventually became a mystery writer. Dwight David Eisenhower became president in 1952 after defeating Adlai Stevenson⁸. I was in fifth grade at the time. Even though my classmates and I were totally unfamiliar with the campaign issues, we proudly wore our "I Like Ike" or "All the way with Adlai" buttons. We also voted in a mock election, which Stevenson won. According to my memory, there was not as much campaigning on TV, and it didn't begin publicly at least, until much closer to the actual election. The world seemed to want a war hero and Eisenhower kept his promise of visiting Korea and convincing the communists to sign an armistice agreement. He also sponsored the first civil rights bill since reconstruction in 1956. Of course his vice president was the infamous Richard Nixon who many of the children have already heard of⁹. By 1956 I was a freshman in high school. I can honestly admit that I and my immediate circle of friends didn't know anymore about the election issues than we did four years earlier. However, we still actively campaigned, and once again even though Stevenson won the mock election, Eisenhower won the one that counted. The last president of the decade was John F. Kennedy. The carefree period of the fifties was officially brought to a close with his assassination in November of 1963¹⁰. This short political discussion would probably take less than one class period. I would encourage anyone who had an interest in these figures or any other political figures of the period to do their research on one of them. I would also suggest at this time that the students do a survey of their older family members by

asking the question, "Where were you when Kennedy was shot?" I was a first year teacher and received the news from my principal, and truly an age of innocence had come to an end for me. I just never thought that anything like that would happen in my very civilized life.

The next topic for discussion would be the Korean War. In order to become familiar with the events of the war, we will read and discuss Encarta's article on the Korean War together. In brief, the Korean War was basically a civil war between North and South Korea with the United States on the side of South Korea against the communists of North Korea who had the backing of the Soviet Union¹¹. Most people were tired of war and did not really understand what the war was about. This certainly was the feeling of myself and my family. There certainly wasn't the television coverage that was devoted to the Vietnam War. The news shows of the day were much shorter than today's news shows. I do know that in school we put together care packages that included bars of soap, canned food, a wash cloth and small toys for some reason. We also had air raid drills where we crouched on the floor out of the range of flying glass. Some friends of my parents even went so far as to build air raid shelters. In 1953 my cousin Anthony was drafted. He had no thoughts of protesting or running away to Canada. He went willingly to serve his country. I remember that we had a big family party to send him off. My family corresponded with him while he was in Korea. I wish that I would have saved some of the letters, because he did describe the conditions over there quite vividly, but alas, I didn't. After we read and discuss the article, I will introduce my cousin Anthony who was in combat in Korea to answer questions and give his firsthand observations.

As I mentioned before I will only briefly mention civil rights, because we cover that very well during black history month and Martin Luther King Jr. Day.

My classes meet five times a week for ninety minutes a day. We usually go to the computer room twice a week. Since we will have just begun our Fifties lectures and discussions, I will prepare a list of possible topics to begin researching. In addition to researching topics on Encarta and the Web, the school librarian has already agreed to have books and other research materials available to assist the children choose a topic and write their reports.

After such serious topics as politics and the war, we'll be ready to get to some of the fun aspects of the period - television, radio, movies and music. I will begin each lesson in this set by playing some music from the period. Of course, everyone knows that Elvis Presley and rock and roll came to fame in the fifties, but there were many other types of music that were also popular. For example, Nat King Cole and *Mona Lisa*; jazz greats such as Count Basie, Dizzy Gillespie, Stan Getz, Dave Brubeck and others. There were Johnny Ray, Frank Sinatra and Tony Bennett, Doris Day, Connie Francis, Patty Page, and Rosemary Clooney. Some of the Rock and Roll idols in addition to Elvis were Fats Domino, Little Richard, Bill Haley, Jerry Lee Louis, Buddy Holly, Chuck Berry, and Dion and the Belmonts to name a few¹². Toward the end of the era, folk music with the Kingston Trio, and Peter, Paul and Mary became popular¹³. One of my favorite

memories from high school was running home to dance to *American Bandstand*¹⁴. Some of the dance crazes that were popular were the mashed potato, the frug, the stroll and the hand jive. We also danced to the highly choreographed rhythms of the mambo or the cha cha¹⁵. We do have occasional dances at school so we would certainly be able to have a dance featuring the music and dances of the fifties. We could contrast the dances of the fifties with the dances of the nineties.

In 1950, my family purchased our first television. It was a sixteen-inch black and white television. (My students groan if I show a black and white movie.) In contrast to the twenty-four hour a day channels that we now have, back in 1950 we had just one or two. Much of the time I actually sat and watched the test pattern. Most of my students are familiar with the sitcoms of the period because of *Nick at Night*. Some of the popular sitcoms were *The Honeymooners*, *Ozzie and Harriet*, *Donna Reed* and *Leave it to Beaver*. We will watch a tape of one of the sitcoms and compare it to today's more realistic family sitcoms and to real life as it was. Hopefully by this time in our unit the students will have had the opportunity to conduct one of their personal interviews and get some firsthand answers to these questions. We will generate a list of proposed interview questions together in each class. (See the attached list of interview questions.) Of course Fifties TV was not all sitcoms. We also had our share of dramas, westerns, kids shows, news, and variety shows. Some of the dramas included *Dragnet*, which was quite different from today's shoot em up detective shows and movies. *Studio One*, *Playhouse 90*, and *The Twilight Zone* were also very popular at the time. A few of the popular westerns were *Gunsmoke*, *Wagon Train*, *Paladin* and *Bonanza*. I doubt that these westerns portrayed the old west that accurately, but that would be a whole different topic. Some of the popular kids shows were *Howdy Doody*, *Lassie*, *Romper Room*, *Captain Kangaroo*, and *the Mickie Mouse Club*. Were these shows better than today's shows? I doubt it. They certainly didn't make the effort to teach as much as some of today's children's shows do, but it would be an interesting topic to debate and I would encourage those students that were interested to do so. During the fifties we had many variety shows including *Ed Sullivan*, *Garry Moore*, *Red Skelton*, *Steve Allen*, *Sid Caesar*, *Dinah Shore*, *Jackie Gleason*, and of course everyone's favorite, *Milton Berle*¹⁶. I remember running to the neighbor's house to watch "Uncle Miltie" before my family purchased a television. I have a tape of some of the comedy shows of the period and we will certainly take the opportunity to compare fifties' humor to nineties' humor. I didn't laugh when I viewed Milton Berle recently. I will be curious to see if it entertains my students. Certainly any of the TV personalities of the fifties would be good topics for research for the students. Many of the above performers are still alive and students would probably be able to contact them by letter or E-mail. Another popular form of show in the fifties was the quiz show. It was quite exciting to watch everyday people win huge sums of money on *Twenty-One* or *The \$64,000 Question*. Other popular game shows of the period were *Twenty Questions*, *What's My Line*, and *I've Got a Secret*¹⁷. The game show era came to an end when it was disclosed that many of the contestants were given answers ahead. I was heart-broken. I will have the class view the film *Quiz Show* at the end of this phase of the unit, because it so accurately describes the scandal. As a homework assignment I would have each student write an essay discussing whether they

would have taken the huge sums of money or told the truth and not accepted the money. They like to express their opinions on these moral dilemma questions.

With TV becoming so popular in the fifties, there was a fear that people would stop going to the movies. However this was not the case. Drive-in movies were popular as were double features and serials in the theaters. Before cartoons moved to television, a popular Saturday afternoon activity was watching Seventeen Cartoons at the local theater¹⁸. The movies that I remember viewing were not nearly as sexually explicit or violent as today's. It would be interesting to view both the fifties' and nineties' versions of *Father of the Bride* and compare them. If time permits, I would also show some of my favorite Alfred Hitchcock films of the period. Science Fiction films were also very popular so I would hope to show *The Invasion of the Body Snatchers* or *The Incredible Shrinking Man*. I will encourage research on some of the popular stars of the period such as Marilyn Monroe, John Wayne, Grace Kelly and Jimmy Stewart¹⁹.(See the attachment with list of research possibilities.)

One of the prereading activities for *Hatchet* was to list the fears that adolescents have today. It would be interesting to do that and compare my students' fears to the fears my peers and I had during the fifties. In addition to communism and nuclear war, what I dreaded the most was getting Polio. I suppose it would be comparable to the fear of contracting AIDS. Polio was an infectious virus that attacked the central nervous system. Early symptoms included headache, fatigue, or pain in the extremities²⁰. Anytime I suffered from any of those conditions, I was sure I had polio. In the most severest incidences, a polio victim ended up paralyzed or in an iron lung. Luckily by 1954, Dr. Jonas Salk, a researcher from Pittsburgh had developed a vaccine to prevent the disease²¹. I was one of the test subjects at Colfax School and actually was inoculated by Jonas Salk himself. I have two friends who are polio survivors and they are looking forward to sharing their experiences with my classes. I have my own memories of air raid drills and some family friends who actually constructed bomb shelters. I think that this kind of reminiscing would lend itself to a panel discussion videotaped by some of my student experts.

If we are not too tired from our trip back to the fifties by this time, I would have the students research some of the major sports figures and events of the time. This is very easy to access on the web. I myself remember Don Larson's perfect game in the World Series. On a more local level, my heroes were Bob Friend, Dale Long, Dick Groat, and Roberto Clemente. I was a real fan and I have autographs of all of the above players.

For the culminating events of the unit, we would set up the room like a fifty's diner and serve some of the foods that became popular during the decade. We would feast on sugar-coated cereals, TV dinners and McDonalds. We would drink cherry cokes or V-8 juice as we listen to the oral presentations²². Everyone would be dressed in the standard fifties attire of poodle skirt with crinolines, and black leather jackets²³. The girls would have poodle haircuts or wigs and the boys would have duck-tails. Some of the

toys that were popular at the time were Barbie, silly putty, legos, matchbox cars, slinkies and play-doh²⁴, so at least one day will be devoted to play and hula hoop contests.

Communication Standards

- 1) All students use effective research and information management skills including locating primary and secondary sources of information with traditional and emerging library technologies
- 2) All students read and use a variety of methods to make sense of various kinds of complex text.
- 3) All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.
- 4) All students write for a variety of purposes, including to narrate, inform, and persuade in all subject areas.
- 5) All students analyze and make critical judgments about all forms of communications, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.
- 6) All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.
- 7) All students listen to and understand complex oral messages and identify their purpose, structure, and use.
- 8) All students compose and make oral presentations for each academic area of study that are designed to persuade, inform, or describe.
- 9) All students communicate appropriately in business, work, and other applied situations.

Lesson Plan I Grade 6

Objective: The student will be able to read and discuss *In the Time of Santa Rosa* by Graciela Espino (a story about time travel)

Materials: McGraw-Hill text, Distant Shores, pp.172-189, paper and pencil

Procedure:

- 1) Go over the new vocabulary.
- 2) Read and discuss the text as suggested in the teacher's guide

- 3) Discuss how an outsider's intervention could change history
- 4) Show part of the movie *Back to the Future*
- 5) Generate a list of questions to ask about the fifties

Homework: Find several family members or friends to ask the interview questions and record their answers. This will be presented orally in class at a later date.

Communications Standards 2) All students read and use a variety of methods to make sense of various kinds of complex text, 3) All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems, 8) All students compose and make oral presentations for each academic area of study that are designed to persuade, inform, or describe.

Lesson Plan I Grade 7

Objective: The student will be able to read and discuss *A Mason-Dixon Memory* by Clifton Davis (a non-fiction story that compares racism of the fifties and nineties)

Materials: Holt Rinehart Winston text, Elements of Literature, pp.206-214, paper and pencil

Procedure:

- 1) Introduce the new vocabulary
- 2) Read and discuss the text as suggested in the teacher's guide
- 3) Generate a list of questions about the civil rights movement and other events of the fifties
- 4) Teacher will give a short history

Homework: Interview friends or family members and record their answers for the class to listen to at a later time.

Communications Standards: 2) All students read and use a variety of methods to make sense of various kinds of complex text. 3) all students respond orally and in writing to information and ideas gained by reading narrative and informational text and use the information and ideas to make decisions and solve problems. 8) All students compose and make oral presentations for each academic area of study that are designed to persuade, inform, or describe.

Lesson Plan I Grade 8

Objectives: The student will read and discuss *There Will Come Soft Rains* by Ray Bradbury (a science-fiction story about a nuclear disaster)

Materials: Holt, Rinehart Winston text, Elements of Literature, pp.215-227

Procedure:

- 1) Introduce new vocabulary
- 2) Read and discuss the story as suggested in the teacher's guide

- 3) Teacher will give some personal history of the fifties and how fear of nuclear disaster was very common
- 4) Students will prepare a list of interview questions to ask about the fifties
- 5) Watch an available science fiction movie from the fifties

Homework: Interview friends and family members and videotape or record their results. You will present this to the class at a later time.

Communications Standards: 2) All students read and use a variety of methods to make sense of various kinds of complex text. 3) All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems. 8) All students compose and make oral presentations for each academic area of study that are designed to persuade, inform, or describe.

Lesson Plan II All grades

Objectives: The student will be able to list some facts about the causes and duration of the Korean War

Materials: Encarta article by General Matthew Bunker Ridgway

Procedures:

- 1) The students will take turns reading aloud the article
- 2) The teacher and guest speaker Anthony Sassone will make comments and ask questions about the article.
- 3) Anthony will discuss his experience in Korea, show pictures and answer questions. He will discuss the mood of the soldiers and the mood of the people left behind at home. He will answer student questions.

Homework: The student will do farther research on the war either on the web or in the library.

Communication Standards: 1) All students use effective research and information management skills including locating primary and secondary sources of information with traditional and emerging library technologies. 2) All students read and use a variety of methods to make sense of various kinds of complex text. 7) All students listen to and understand complex oral messages and identify their purpose, structure, and use.

Lesson Plan III All Grades

Objective: The student will be able to define polio and discuss the ramifications of the disease. The student will list their fears.

Materials: Overhead projector

Procedures:

- 1) The teacher will display the following definition of polio on the overhead:
Polio-An infectious virus that attacks the central nervous system.

Symptoms include headache, fatigue, or pain in the extremities.

2) The teacher will discuss the fears of her generation and relate her experiences at Colfax School with Dr. Salk.

3) Polio victims Maxine and Bea will give the history of their bouts with polio—how they discovered they had it, their treatment, their after affects etc. They will answer questions.

Homework: The student will make a list, draw a picture, or write a paper about something they are afraid of

Communication Standards: 6) All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.

7) All students listen to and understand complex oral messages and identify their purpose structure, and use.

Lesson Plan IV All Grades

Objective: The student will be able to independently research a topic pertaining to the fifties

Materials: Computers, pencils, note cards, and lists of topics

Procedures:

- 1) The teacher will pass out the lists of possible research topics.
- 2) The students will choose one of those topics or possibly another that has come up in a previous discussion.
- 3) The student will look up his topic on Encarta and take notes.
- 4) The student will look up his topic on additional web sites and take notes.

Homework: The student will prepare the first draft of his or her research topic.

Communication Standards: 1) All students use effective research and information management skills including location primary and secondary sources of information with traditional and emerging library technologies. 2) All students read and use a variety of methods to make sense of various kinds of complex text. 4) All students write for a variety of purposes, including to narrate, inform, and persuade in all subject areas.

Notes

- ¹ Ezra Bowen, *This Fabulous Century 1950 – 1960*, 35.
- ² <http://www.joeshlock.com/fifties.htm>, “The Fifties – A Brief History”
- ³ Elizabeth Sulzby, *Distant Shores*, pp. 172-179
- ⁴ Robert Probst, *Elements of Literature, First Course*, 206-214.
- ⁵ Robert Probst, *Elements of Literature, Second Course*, 215-227
- ⁶ Microsoft Encarta, “Harry S. Truman Quick Facts”
- ⁷ Ibid.
- ⁸ Bowen, 34
- ⁹ Ibid.
- ¹⁰ Lois and Alan Gordon, *American Chronicles*, 379
- ¹¹ S.D. Jones, *Fearon’s Our Century 1950-1960*, 11-17
- ¹² Tom Stacy, *The Fifties*, 12-15
- ¹³ Ibid.
- ¹⁴ Bowen, 148-151
- ¹⁵ Ibid.
- ¹⁶ Ibid., 250-281
- ¹⁷ Ibid.
- ¹⁸ Douglas Miller and Marion Nowak, *The Fifties, The way We Really Were*, 313.
- ¹⁹ Bowen, 204
- ²⁰ S.D. Jones 61
- ²¹ Ibid
- ²² <http://www.joeshlock.com/fifties.htm>. “The Fifties—A Brief History.”
- ²³ Ibid.
- ²⁴ Ibid.

Fifties Questionnaire

1. How old were you during the decade of the fifties?
2. What was your everyday life like?
3. When did your family first get a TV?
4. Do you remember any shows in particular?
5. Did you listen to anything on the radio?
6. Who were your favorite movie stars?
7. Name some of your favorite movies of the era.
8. Who was the president at the time?
9. Do you recall anything about the presidential elections?
10. Did the candidates campaign on TV?

11. What can you tell me about the Korean War?
12. Did you have any family members or friends involved?
13. What was your opinion of Elvis?
14. Did you have any of his recordings?
15. Who were your favorite singers and/or groups?
16. Did you watch American Bandstand?
17. What were the kinds of dances that you did?
18. Did you have any particular fears or concerns?
19. What kind of clothes did you wear to school?
20. Do you have any other special memories or comments?

Possible Research Topics

1. Steve Allen
2. American Bandstand
3. Eve Arden
4. Desi Arnez
5. Louis Armstrong
6. Lauren Bacall
7. Lucille Ball
8. Ernie Banks
9. Jack Barry
10. Harry Belafonte
11. Beatniks
12. Milton Berle
13. Chuck Berry
14. Humphrey Bogart
15. Bomb Shelter
16. Pat Boone
17. Marlon Brando
18. Teresa Brewer
19. Sid Caesar
20. Rosemary Clooney
21. Imogene Coca
22. Nat King Cole
23. Perry Como
24. Davy Crockett
25. Doris Day
26. James Dean
27. Joe DiMaggio
28. Thomas Dewey
29. Jimmy Durante
30. Dwight Eisenhower
31. Eddie Fisher
32. Stan Getz
33. Arthur Godfrey
34. Cary Grant
35. Katherine Hepburn
36. Bill Haley and the Comets
37. Buddy Holly
38. Alfred Hitchcock
39. Hula Hoop
40. Estes Keefaufer
41. Grace Kelly
42. John Kennedy
43. Stan Kenton
44. Kingston Trio
45. Jerry Lee Lewis
46. Jerry Lewis
47. Liberace
48. Mickey Mantle
49. Dean Martin
50. Joe McCarthy
51. Marilyn Monroe
52. Edward R. Murrow
53. Stan Musial
54. Douglas MacArthur
55. Richard Nixon
56. Patty Page
57. Elvis Presley
58. Polio
59. Radio
60. Johnny Ray
61. Debbie Reynolds
62. Little Richard
63. Dr. Jonas Salk
64. Phil Silvers
65. Frank Sinatra
66. Bishop Sheen
67. Sputnik
68. Casey Stengel
69. Adlai Stevenson
70. Ed Sullivan
71. Television
72. Spencer Tracy
73. The Korean War

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- "John F. Kennedy Quick Facts," Microsoft® Encarta ® Encyclopedia 99.© 1993-1998 Microsoft Corporation,1993.
- "Poliomyelitis," Microsoft® Encarta ® Encyclopedia 99. © 1993-1998 Microsoft Corporation,1993.
- "Salk, Jonas Edward," Microsoft ® Encarta ® Encyclopedia 99. © 1993-1998 Microsoft Corporation,1993.
- "Stevenson, Adlai Ewing (1900-1965) Microsoft ® Encarta ® Encyclopedia 99. © 1993-1998 Microsoft Corporation,1993.
- "Harry S. Truman Quick Facts," Microsoft ® Encarta ® Encyclopedia 99. © 1993-1998 Microsoft Corporation, 1993.

Web Sites

“50’s TV Comedy” 5/31/99. Prodigy Internet.
[http:// www. fiftiesweb.com/tv50.htm](http://www.fiftiesweb.com/tv50.htm)

“The Fifties—A Brief History,” 5/29/99. Prodigy Internet
[http:// www. joeshlock.com/fifties.htm](http://www.joeshlock.com/fifties.htm)

“TV in the 50’s” 5/29/99. Prodigy Internet
[http:// www.fiftiesweb. com/tvcomedy:htm](http://www.fiftiesweb.com/tvcomedy:htm)

Student Readings

Hansberry, Lorraine. *A Raisin in the Sun*. Jacksonville, Illinois: Perma-bound, 1959

Paulsen, Gary. *Hatchet*. Austin Texas: Holt, Rinehart, Winston, 1997.

Probst, Robert. *Elements of Literature, First Course*. Austin, Texas: Holt, Rinehart, Winston, 1997.

Probst, Robert. *Elements of Literature, Second Course*. Austin, Texas: Holt, Rinehart, Winston, 1997.

Sulzby, Elizabeth. *Distant Shores*. New York: MacMillan/McGraw-Hill, 1991

The students are required to read twenty-five novels during the course of the school year. I will suggest that they read at least four or five by fifties’ authors or that took place during the fifties. I will ask the librarian for her assistance in obtaining the appropriate books.

Other Media

“Chuck Berry’s Golden Hits.” New York, New York: Polygram Records Inc.,1967

“Legends of Television.” Eatontown, N.J.: Silver Screen Video, Inc.,1991

“Rockin Fifties.” Universal City,Ca.: Universal Music Special Markets, Inc., 1997

¹ Ezra Bowen, *This Fabulous Century 1950 – 1960*, 35.

² <http://www.joeshlock.com/fifties.htm>, “The Fifties – A Brief History”

³ Elizabeth Sulzby, *Distant Shores*, pp. 172-179

⁴ Robert Probst, *Elements of Literature, First Course*, 206-214.

⁵ Robert Probst, *Elements of Literature, Second Course*, 215-227

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- ⁶ Microsoft Encarta, “Harry S. Truman Quick Facts”
⁷ Ibid.
⁸ Bowen,34
⁹ Ibid.
¹⁰ Lois and Alan Gordon, *American Chronicles*,379
¹¹ S.D. Jones, *Fearon’s Our Century 1950-1960*, 11-17
¹² Tom Stacy, *The Fifties*,12-15
¹³ Ibid.
¹⁴ Bowen,148-151
¹⁵ Ibid.
¹⁶ Ibid., 250-281
¹⁷ Ibid.
¹⁸ Douglas Miller and Marion Nowak, *The Fifties, The way We Really Were*,313.
¹⁹ Bowen, 204
²⁰ S.D.Jones 61
²¹ Ibid
²² <http://www.joeshelock.com/fifties.htm>. “The Fifties—A Brief History.”
²³ Ibid.
²⁴ Ibid.