



**Literacy Design  
Collaborative**

# Television in the 1950s and 1960s

★ TASK ★ LADDER

by Steve Goodrid and Sharon K. Thurman

After researching historical sources on television in the 1950s and 1960s, students write an essay that describes the social, economic, political, and diplomatic impact of television on American culture.

GRADES

**11 - 12**

DISCIPLINE

 **Social  
Studies**

COURSE

 **Pre- AP  
U.S. History**

PACING

 **N/A**

# *Section 1: What Task?*

## ***Teaching Task***

### ***Task Template 21 - Informational or Explanatory***

How did television impact life in the 1950's and 1960's? After reading (informational texts), write (an essay) in which you analyze how television impacted American culture socially, economically, politically and diplomatically, providing examples to clarify your analysis. What (conclusions; implications) can you draw? Include (e.g. bibliography, citations, references, endnotes).

## ***Standards***

### ***Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***

#### **CCR.R.1**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### **CCR.R.2**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### **CCR.R.4**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### **CCR.R.6**

Assess how point of view or purpose shapes the content and style of a text.

#### **CCR.R.10**

Read and comprehend complex literary and informational texts independently and proficiently.

#### **CCR.W.2**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### **CCR.W.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### **CCR.W.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### **CCR.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

## CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### ***Program of Studies Social Studies Revised 2006***

- describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)
- explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)
- analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors)
- investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history)
- analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts

## ***Texts***

### ***📖 TOWARD EQUALITY FOR ALL***

U.S. News & World Report (9/22/2003)—Grose, Thomas K. Looks at the causes and events leading up to the creation of the U.S. Civil Rights Act in 1964. Comments from historian Robert Loewy regarding a televised speech given to the American public by U.S. President John F. Kennedy regarding legislation designed to eliminate racism; Details of the 13th, 14th and 15th Amendments to the U.S. Constitution regarding equal rights; Continued racist practices in the southern U.S.; Jim Crowe; Impact of race riots in Birmingham, Ala. on Kennedy's decision to act swiftly with respect to racism; Parliamentary and political tactics employed to end a filibuster in the U.S. Senate. 1060L

### ***📖 A SEMINAL DECADE***

Advertising Age (3/28/2005)— Looks at developments in advertising and popular culture in the U.S. during the 1950s. Population and employment; Top advertising agency; Patterns in consumer spending; Proliferation of advertising agencies; Creation of popular aspirational advertising incomes; Dominance of

the television as a commercial medium; Lifestyle; Popular television shows, movies and music, and literature. 1080L

#### 1950'S TV TURNS ON AMERICA

Advertising Age (3/28/2005) Looks at developments in advertising and popular culture in the U.S. during the 1950s. Population and employment; Top advertising agency; Patterns in consumer spending; Proliferation of advertising agencies; Creation of popular aspirational advertising incomes; Dominance of the television as a commercial medium; Lifestyle; Popular television shows, movies and music, and literature. 1210L

#### THE DOG CARRIES THE DAY FOR NIXON

U.S. News & World Report (1/28/2008)—LaGesse, David The article discusses a speech made by former U.S. President Richard Nixon. Rumors spread that he had a political secret reserve which hurt his run for the vice presidency. He went on television and proceeded to broadcast an accounting of his finances to the American public, ending on a comment about keeping a cocker spaniel dog sent by a supporter in Texas. 1090 L

#### HOW TV ALTERS U.S. ELECTIONS

Advertising Age (6/23/2008)—Liesse, Julie The article, part of a special section of this issue promoting the television program "Mad Men," examines the role of television in the 1960 U.S. presidential election. John F. Kennedy defeated Richard Nixon by only 0.1 percent of the vote. It is generally acknowledged that the unprecedented series of four live debates between the two candidates broadcast by all three television networks worked to benefit Kennedy. 1410 L

#### WHAT WE TALK ABOUT WHEN WE TALK ABOUT ELVIS

American History (Aug2007)—McKeen, William The article discusses the historical and cultural impact of rock 'n' roll legend Elvis Presley. The article discusses Elvis's fusion of country and bluegrass music with traditionally black musical styles like the blues. The article discusses Elvis's television appearances on programs like "The Ed Sullivan Show" and Milton Berle's variety show. The article also discusses his decline as a performer, his health problems, eccentric behavior, and his drug-related death. 1130L

#### THE SAGE OF BLACK ROCK

American Heritage (Winter/Spring2012)—Brinkley, Douglas The article discusses coverage of the Vietnam War by CBS "Evening News" television program correspondent Walter Cronkite, examining his change from a pro-war to an anti-war stance. It comments on Cronkite's travels in Vietnam in 1965 and 1968, his views on the Tet Offensive, and his opinions of U.S. President Lyndon Baines Johnson. 1210L

#### 1950'S Housewife Stereotypes

#### Advertising Age Article- 1950's TV Turns on America

#### The Rise and Fall of the TV Commercial

#### Introduction to TV in the 1950's- Land of Television

#### Newton Minow-"Vast Wasteland", Excerpt from The American Spirit

#### Summarizing the Fifties

#### Lyrics for song about suburbia "Little Boxes"

#### Selling the President like Toothpaste – Election of 1952

#### The Living Room Candidate: Historical Presidential Campaign Commercials

- 🔗 [American Heritage article on Sputnik](#)
- 🔗 [Duck and Cover Article](#)
- 🔗 [Brown v. Board of Education National Historic Site](#)
- 🔗 [Kenneth B. Clark's "Doll Test"](#)
- 🔗 [Montgomery Bus Boycott](#)
- 🔗 [Martin Luther King, Jr. – Nonviolence and Racial Justice, 1957](#)
- 🔗 [Little Rock Central High School National Historic Site](#)
- 🔗 [Brochure on The 1957 Crisis at Central High](#)
- 🔗 [Brochure on the Little Rock Nine](#)
- 🔗 [Brief History of the Sit-in Movement in Photographs](#)
- 🔗 [The Great Debate: Kennedy, Nixon, and Television in the 1960 Race for the Presidency](#)
- 🔗 [JFK's Berlin Crisis Speech, July 25, 1961](#)
- 🔗 [When Bunkers Last in the Backyard Bloom-d, American Heritage Magazine](#)
- 🔗 [Summary of the Cuban Missile Crisis](#)
- 🔗 [Radio and Television Report to the American People on the Soviet Arms Buildup in Cuba, October 22, 1962](#)
- 🔗 [Report to the American People on Civil Rights, 11 June 1963](#)
- 🔗 [Transcript of JFK's Report to the American People on Civil Rights, June 11, 1963](#)
- 🔗 [JFK and Civil Rights](#)
- 🔗 [Birmingham Protest 1963](#)
- 🔗 [The Freedom Riders and the Media](#)
- 📖 [Excerpt from Now is Your Time!: The African-American Struggle for Freedom](#)  
Now is Your Time!: The African-American Struggle for Freedom, Walter Dean Myers
- 🔗 [JFK in history: information about the Peace Corps, Alliance for Progress, Laos, the Green Berets, Vietnam, Space Program, and JFK assassination](#)
- 🔗 [Article from American Heritage on TV and the JFK Assassination: The Four Days That Made TV News](#)
- 🔗 [The Civil Rights Movement and Television](#)
- 🔗 [Malcolm X – Ballot or the Bullet speech](#)
- 🔗 [The Week the World Watched Selma, American Heritage Magazine](#)
- 🔗 [LBJ – We Shall Overcome Speech excerpt](#)
- 🔗 [Tonkin Gulf Incident](#)
- 🔗 [Article on Walter Cronkite's "Report from Vietnam"](#)
- 🔗 [Brief History Of Chicago's 1968 Democratic Convention](#)
- 🔗 [Nixon speech accepting 1968 Republican nomination](#)
- 🔗 [Silent Majority speech - televised November 3, 1969](#)
- 🔗 [Civil Defense Museum](#)

🔗 **Commercial – Dinah Shore, See the USA in a Chevrolet**

🔗 **What TV is Doing to America (1955) – found in For the Record: A Documentary History of America**

## Student Work Rubric - Informational or Explanatory Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Controlling Idea</b>	Presents a general or unclear controlling idea.	Presents a <b>clear</b> controlling idea <b>that addresses the prompt</b> , with an <b>uneven focus</b> .	Presents <b>and maintains a clear, specific</b> controlling idea that addresses <b>all aspects</b> of the prompt and <b>takes into account the complexity of the topic</b> .	Presents and maintains a <b>precise, substantive</b> controlling idea that addresses all aspects of the prompt, <b>takes into account the complexity of the topic</b> and, where appropriate, <b>acknowledges gaps in evidence or information</b> .
<b>Selection &amp; Citation of Evidence</b>	Includes minimal details from sources. Sources are used without citation.	Includes <b>details, examples, and/or quotations</b> from sources that are <b>relevant to the controlling idea</b> . <b>Inconsistently</b> cites sources.	Includes details, examples, and/or quotations from sources that <b>support the controlling and supporting ideas</b> . <b>Consistently</b> cites sources <b>with minor formatting errors</b> .	Includes <b>well-chosen</b> details, examples, and/or quotations from sources that <b>fully support</b> the controlling and supporting ideas. Consistently cites sources <b>using appropriate format</b> .
<b>Development / Explanation of Sources</b>	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material <b>to support the controlling idea</b> , with <b>some incomplete reasoning or explanations</b> .	<b>Accurately</b> explains ideas and source material and <b>how they support</b> the controlling idea.	<b>Thoroughly</b> and accurately explains ideas and source material <b>to support and develop</b> the controlling idea.
<b>Organization</b>	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	<b>Groups ideas and uses transitions</b> to develop the controlling idea, with <b>some lapses in coherence or organization</b> .	<b>Groups and sequences</b> ideas to <b>develop a cohesive explanation</b> . Uses transitions to <b>clarify the relationships among complex ideas, concepts, and information</b> .	Groups and sequences ideas <b>in a logical progression in which ideas build to create a unified whole</b> . Uses <b>varied</b> transitions to clarify the <b>precise</b> relationships among complex ideas, concepts, and information.
<b>Conventions</b>	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions <b>sometimes interfere</b> with the clarity of the writing. Uses language and tone that are <b>sometimes inappropriate</b> for the audience and purpose.	<b>Consistently applies</b> standard English conventions; <b>minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing. Uses language and tone <b>appropriate to the audience and purpose</b> .	Consistently applies standard English conventions, <b>with few errors</b> . Demonstrates <b>varied syntax and precise word choice</b> . <b>Consistently</b> uses language and tone appropriate to the audience and purpose.
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

Students will have previously studied the following concepts that will provide background for this task: Origins of the Cold War, Second Red Scare, Korean War, Post World War II economy, President Harry S Truman and the Fair Deal. Students will read textbook (American Anthem - Chapters 16, 17, 18, and 19) and internet articles to learn about 1950s and 1960s.

## ***Extension***

Students will create an editorial cartoon that portrays the effect of television on America during either the 1950s or 1960s.



## *Section 2: What Skills?*

### ***Preparing for the Task***

**BRIDGING CONVERSATION > TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**PRE-READING > TEXT SELECTION:** Ability to identify appropriate texts.

**ACTIVE READING: ESSENTIAL VOCABULARY:** Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

**ACTIVE READING:** Ability to identify the central point and main supporting elements of a text.

**ACTIVE READING > NOTE-TAKING:** Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

**POST-READING > ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

### ***Transition to Writing***

**BRIDGING CONVERSATION > PREPARING FOR WRITING:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA:** Ability to establish a claim and consolidate information relevant to task.

**PLANNING > OUTLINING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an information/explanation task.

**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION, EDITING, AND COMPLETION > REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
Not provided	<b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>LIST</b> In a quick write, write your first reaction to the task prompt. Add some notes of things you know about this issue.	Teacher discretion	<ul style="list-style-type: none"> <li>Link this task to earlier class content.</li> <li>Discuss student responses.</li> <li>Clarify timetable and support plans for the task.</li> </ul>
12 hrs	<b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>OUTLINE</b> 3 Graphic Organizers – for Presidents Eisenhower, Kennedy, Johnson: each is divided into four sections – social, economic, political, and diplomatic	Student responses will be checked by teacher and used for class discussion. The graphic organizers will be used to help students organize their thoughts for the final essay.	3 Graphic Organizers – for Presidents Eisenhower, Kennedy, Johnson: each is divided into four sections – social, economic, political, and diplomatic
40 mins	<b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>SHORT CONSTRUCTED RESPONSE</b> Maps – students will use maps to review the topics covered in this unit – location and why the location is important to the 1950s and 1960s	<ul style="list-style-type: none"> <li>Discussion - No formal scoring.</li> <li>Maps will be filed in student history binder</li> </ul>	<ul style="list-style-type: none"> <li>Students will receive two maps (one a U.S. map, another a world map)</li> <li>Locations will be labeled with numbers</li> <li>Students are to identify locations and discuss relevance of each location</li> <li>Use teaching strategy – “association chain” – so students can connect location with specific terms</li> </ul> <p><b>U.S. Map</b> – Washington, D.C., New York City, Levittown NY, Tupelo MS, Topeka KS, Little Rock AR, Montgomery AL, Greensboro NC, Oxford MS, Birmingham AL, Anniston AL, Selma AL, Philadelphia MS, Cape Canaveral FL, Dallas TX, Memphis TN, Chicago IL, Miami FL, Los Angeles CA (Watts), Berkeley CA</p> <p><b>World Map</b> – South Korea, North Korea, 38th parallel, China, Suez Canal, Guatemala, Iran, Marshall Islands, Budapest, Vienna, Berlin, East Germany, West Germany, Moscow, Cuba, Laos, Tonkin Gulf, Saigon, Hanoi</p>
40 mins	<b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>SHORT CONSTRUCTED RESPONSE</b> <b>Introductory Article:</b> <i>What TV is Doing to America (1955)</i> – found in <i>For the Record: A Documentary History of America</i>	Discussion - no scoring	This activity will start a unit that will conclude with an essay about the impact of television on American culture during the 1950s and 1960s. Students will share their responses with the class.

		<b>Discussion Questions</b> <ol style="list-style-type: none"> <li>1. Summarize the supposedly negative effects of watching television.</li> <li>2. What were the benefits of television?</li> <li>3. Which concerns about television strike you as being equally relevant today?</li> </ol>		
Not provided	<b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>LIST</b> In your own words, what are the important features of a good response to this prompt?	None	<ul style="list-style-type: none"> <li>• Share examples of type of text students will produce (either from past students or from professional writers).</li> <li>• Identify or invite students to identify key features of examples.</li> <li>• Pair students to share and improve their individual bullets.</li> <li>• Create a classroom list: Choose one student to share a few ideas on the board, and ask other to add to it.</li> </ul>
<b>Reading Process</b>				
Not provided	<b>PRE-READING &gt; TEXT SELECTION:</b> Ability to identify appropriate texts.	<b>NOTES</b> <ul style="list-style-type: none"> <li>• For each text, list the needed bibliographic information.</li> <li>• Add bullets on why you think the work is credible and/or worthy of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).</li> <li>• Includes reasonable evidence that work is credible and/or worthy of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide citation guide and discuss why each element of citation is needed.</li> <li>• Ask students to brainstorm what makes an author credible and/or worthy of study.</li> <li>• Provide access to research sources for students to assess the texts.</li> <li>• Note: for an "after researching" task, add teaching and time for students to select the texts they will use.</li> </ul>
Not provided	<b>ACTIVE READING: ESSENTIAL VOCABULARY:</b> Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.	<b>LIST</b> <ul style="list-style-type: none"> <li>• In your notebook, list words and phrases essential to the texts.</li> <li>• Add definitions, and (if appropriate) notes on connotation in this context.</li> </ul>	<ul style="list-style-type: none"> <li>• Lists appropriate phrases.</li> <li>• Provides accurate definitions.</li> </ul>	<ul style="list-style-type: none"> <li>• After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.</li> <li>• After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.</li> </ul>
45 mins	<b>ACTIVE READING:</b> Ability to identify the central point and main supporting elements of	<b>SHORT CONSTRUCTED RESPONSE</b> <b>Topic: 1950s culture/conformity/suburbs/car</b>	<ul style="list-style-type: none"> <li>• Answers questions with credible response.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite students to brainstorm ways to figure out any author's intent.</li> <li>• Invite students to share and discuss their</li> </ul>

	a text.	<b>culture</b> <ul style="list-style-type: none"> <li>Lyrics for song about suburbia “Little Boxes”</li> <li>Show Commercial – Dinah Shore, See the USA in a Chevrolet</li> <li>What is the author trying to accomplish? Which parts of the text show you that?</li> <li>• L2 What competing arguments have you encountered or can you think of?</li> <li>• L3 What historical or current examples can you note that relate to the task prompt?</li> </ul>		answers for each text. <ul style="list-style-type: none"> <li>After the discussion, allow them to add to their entries.</li> </ul> <p>NOTE: During class discussion, students will use graphic organizer for appropriate president to list ways television affected America.</p>
45 mins	<b>ACTIVE READING:</b> Ability to identify the central point and main supporting elements of a text.	<b>SHORT CONSTRUCTED RESPONSE</b> What is the author's intent for this article?  Topic: 1950s consumerism/advertising-	•Answers questions with credible response	<ul style="list-style-type: none"> <li>Invite students to brainstorm ways to figure out any author's intent.</li> <li>Invite students to share and discuss their answers for each text.</li> <li>After the discussion, allow them to add to their entries.</li> </ul> <p><b>Notes:</b> During class discussion, students will use graphic organizer for appropriate president to list ways television affected America.</p>
	Additional Attachments:  📄 The Rise and Fall of the TV Commercial 📄 Article – Life Magazine Identifies the New Teenage Market, 1959 (found in Out of Many: A History of the American People, Documents Workbook) 📄 Introduction to TV in the 1950s – Land of Television			
45 mins	<b>ACTIVE READING:</b> Ability to identify the central point and main supporting elements of a text.	<b>SHORT CONSTRUCTED RESPONSE</b> Students will use Opinion-Proof Graphic Organizer to find proof from the same article for two opinions  1. The 1950s was a time of conformity  <ul style="list-style-type: none"> <li>2. Seething beneath the surface of the 1950s was discontent and dissent.)</li> </ul>	Answers questions with credible response.	<ul style="list-style-type: none"> <li>Show episode of I Love Lucy – Job Switching</li> <li>Discuss with class the message that was being sent to the audience</li> <li>Read: Newton Minow – “Vast Wasteland” (1961) 2 page excerpt from The American Spirit: Volume II</li> <li>Read: What We Talk About When We Talk About Elvis – Article from American History magazine</li> <li>Read: Summarizing The Fifties</li> </ul> <p><b>Note:</b> During class discussion, students will use graphic organizer for appropriate president to list ways television affected America.</p>
45 mins	<b>ACTIVE READING:</b> Ability to identify the central point and main supporting elements of a text.	<b>SHORT CONSTRUCTED RESPONSE</b> Topic: 1950s Election of Eisenhower/Checkers Speech  1. <i>Selling the President like</i>	Answers questions with credible response.	<b>Questions for students</b> <ul style="list-style-type: none"> <li>Were Ike's commercials “tightly scripted”?</li> <li>Were Ike's commercials “devoid of substance”?</li> <li>Did they “oversimplify complicated economic</li> </ul>

		<p><i>toothpaste</i>: students analyze 1952 presidential campaign commercials</p> <p>2. The 1952 Checkers Speech: The Dog Carries the Day for Richard Nixon: Discuss how television saved Richard Nixon's political career.</p>		<p>issues”?</p> <ul style="list-style-type: none"> <li>What can students make of these ads? •How do these commercials from 1952 compare to today's commercials?</li> </ul> <p><b>Notes:</b> During class discussion, students will use graphic organizer for appropriate president to list ways television affected America.</p>
	<p>Additional Attachments:</p> <p><b>🔗 Questions for Teacher to Ask</b></p>			
45 mins	<p><b>ACTIVE READING:</b> Ability to identify the central point and main supporting elements of a text.</p>	<p><b>SHORT CONSTRUCTED RESPONSE</b> Topic: 1950s Eisenhower and the Cold War/ Atomic Anxiety</p>	Answers questions with credible response.	<ol style="list-style-type: none"> <li>American Heritage article on Sputnik</li> <li>Students will list the effects of the Soviet satellite Sputnik on the United States</li> <li>Show students Duck and Cover from Cold War Archives downloaded from Discovery Education</li> <li>Duck and Cover article</li> </ol> <ul style="list-style-type: none"> <li>Class discussion on Duck and Cover</li> </ul> <ol style="list-style-type: none"> <li>In the film, the narrator says that the atomic bomb is “very dangerous,” and equates it with other dangers children face. What dangers are listed? Why do you think the producers of the film chose to do this?</li> <li>In your view, did Civil Defense and the producers of this film really believe the “facts” presented in this film, or did they believe the film would serve as propaganda to ease the minds of children or parents who were concerned that war between the U.S. and USSR was inevitable?</li> </ol> <ul style="list-style-type: none"> <li>During class discussion, students will use graphic organizer for appropriate president to list ways television affected America.</li> </ul>
45 mins	<p><b>ACTIVE READING:</b> Ability to identify the central point and main supporting elements of a text.</p>	<p><b>SHORT CONSTRUCTED RESPONSE</b> <b>Topic: 1950s Eisenhower and Civil Rights</b></p> <ol style="list-style-type: none"> <li>What argument did Thurgood Marshall use in the case of Brown v. Board of Education?</li> <li>How did the case affect the United States?</li> <li>Describe Kenneth B. Clark's “doll test” and his findings.</li> <li>Why was Rosa Parks the “ideal person to contest” segregation?</li> <li>Describe the tactics used by Montgomery's African American community to force change to</li> </ol>	<ul style="list-style-type: none"> <li>Answers questions with credible response.</li> <li>Student responses will be collected and recorded</li> </ul>	<ul style="list-style-type: none"> <li>Students will use their computers for internet research</li> </ul> <ol style="list-style-type: none"> <li>Brown v. Board of Education National Historic Site</li> <li>Kenneth B. Clark's “Doll Test”</li> <li>Rosa Parks</li> <li>Martin Luther King, Jr. – Nonviolence and Racial Justice, 1957</li> <li>Little Rock Central High School National Historic Site – brochure on The 1957 Crisis at Central High</li> <li>Brochure on the Little Rock Nine</li> <li>Brief History of the Sit-in Movement in Photographs (12 photos)</li> </ol>

		<p>bus segregation.</p> <p>6. What were the main points of nonviolent resistance that Martin Luther King, Jr., learned from Mohandas Gandhi?</p> <p>7. How did television influence events at Little Rock Central High School in 1957?</p> <p>8. Identify the Little Rock Nine (who, what, when, where, significance)</p> <p>9. What happened to white students that tried to befriend the Little Rock Nine?</p> <p>10. How did four students in Greensboro, NC change America?</p> <p>11. Identify SNCC (who, what, when, where, significance)</p> <p><b>Note:</b> During class discussion, students will use graphic organizer for appropriate president to list ways television affected America.</p>		
45 mins	<p><b>ACTIVE READING:</b> Ability to identify the central point and main supporting elements of a text.</p>	<p><b>SHORT CONSTRUCTED RESPONSE</b> <b>Topic: 1960s Kennedy-Nixon debates/ JFK and the Cold War (Bay of Pigs, Berlin Crisis, Cuban Missile Crisis)</b></p> <ul style="list-style-type: none"> <li>● According to President Kennedy, why must the United States “be ready to resist with force, if force is used upon us” in West Berlin?</li> <li>● According to President Kennedy, how has the U.S. moved toward its defense goals?</li> <li>● According to President Kennedy, what will be done for civil defense?</li> <li>● What are three ways that President Kennedy’s speech affected Americans?</li> <li>● What debate arose over building a backyard bomb shelter?</li> <li>● Why did the bomb shelter “craze” die?</li> </ul>	<p>• Answers questions with credible response.</p>	<p>1. The Great Debate: Kennedy, Nixon, and Television in the 1960 Race for the Presidency: Discuss with students how television affected the election of JFK</p> <p>2. Read: JFK’s Berlin Crisis Speech, July 25, 1961</p> <p>3. Read: When Bunkers Last in the Backyard Bloom-d, American Heritage Magazine</p> <p>4. Read: summary of the Cuban Missile Crisis</p> <p><b>Note:</b> During class discussion, students will use graphic organizer for appropriate president to list ways television affected America.</p>
45 mins	<p><b>ACTIVE READING:</b> Ability to identify the central point and main</p>	<p><b>SHORT CONSTRUCTED RESPONSE</b> <b>Topic: 1960's JFK &amp; Civil</b></p>	<p>• Answers questions with credible response.</p>	<p>• Open class with Report to the American People on Civil Rights, 11 June 1963 (14 minutes)</p> <p>•Students will use their computers for internet</p>

	<p>supporting elements of a text.</p>	<p><b>Rights</b></p> <p><i>JFK and Civil Rights</i></p> <ol style="list-style-type: none"> <li>1. When John F. Kennedy became President in 1961 in what ways were African Americans still discriminated against?</li> <li>2. Why didn't JFK aggressively seek civil rights for African Americans after he became president?</li> <li>3. Identify James Meredith (who, what, when, where, significance)</li> <li>4. Who said, "Segregation now, segregation tomorrow, and segregation forever," and why did he say it?</li> </ol> <p><i>Birmingham Protest 1963</i></p> <ol style="list-style-type: none"> <li>1. Who was Eugene "Bull" Connor?</li> <li>2. What actions did he take during the protest in Birmingham?</li> </ol> <p><i>Toward Equality for All</i></p> <ol style="list-style-type: none"> <li>1. What happened in Birmingham, Alabama that made JFK "feel sick?"</li> <li>2. How does President Kennedy's assassination relate to the Civil Rights Act of 1964?</li> </ol> <p><i>The Freedom Riders and the Media</i></p> <ol style="list-style-type: none"> <li>1. What role did television play in the Freedom Rides?</li> <li>2. What specific incidents helped shift public opinion?</li> </ol> <p><i>JFK speech</i></p> <ol style="list-style-type: none"> <li>1. Why were the National Guardsmen required to be present at the University of Alabama? Describe the political and social climate of the South at this time in American history.</li> <li>2. What does Kennedy mean when he says, "The rights of every man are diminished when the rights of one man are threatened?"</li> <li>3. What was the "worldwide struggle" Kennedy was referring</li> </ol>	<ul style="list-style-type: none"> <li>• student responses will be collected and recorded</li> </ul>	<p>research to read multiple selections (see prompt for specifics)</p> <p><b>Note:</b> During class discussion, students will use graphic organizer for appropriate president to list ways television affected America.</p>
--	---------------------------------------	--	--	---

		<p>to? What role did this struggle play in the civil rights movement?</p> <p>4. What are the "privileges" of being American?</p> <p>5. What democratic privileges were denied to African Americans?</p> <p>6. What "promise" was denied to African Americans? What must the U.S. government do to fulfill this promise? Has it been fulfilled? Explain your viewpoint.</p>		
	<p>Additional Attachments:</p> <p><b>🔗 Questions for JFK Speech</b></p>			
45 mins	<p><b>ACTIVE READING:</b> Ability to identify the central point and main supporting elements of a text.</p>	<p><b>NOTES</b> Topic: 1960s LBJ/ War on Poverty/ Great Society/LBJ and Civil Rights</p> <ul style="list-style-type: none"> <li>• How did television affect the Civil Rights movement?</li> <li>• How the role of African American television characters change in the late 1960s?</li> </ul>	<ul style="list-style-type: none"> <li>• Answers questions with credible response.</li> </ul>	<p>Students will read from specific websites and answer questions, followed by a class discussion.</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Students read for Homework: <i>The Week the World Watched Selma</i></li> <li>• During class discussion, students will use graphic organizer for appropriate president to list ways television affected America.</li> </ul>
	<p>Additional Attachments:</p> <p><b>🔗 Source for questions</b></p> <p><b>🔗 Source for Questions</b></p> <p><b>🔗 Source for Questions</b></p>			
45 mins	<p><b>ACTIVE READING:</b> Ability to identify the central point and main supporting elements of a text.</p>	<p><b>NOTES</b> Topic: 1960s LBJ, Vietnam, and Television</p> <p>Read selections to be able to discuss how television anchor Walter Cronkite changed America's view on the Vietnam conflict.</p>	<ul style="list-style-type: none"> <li>• Answers questions with credible response.</li> </ul>	<p>Teacher directed discussion to answer prompt.</p> <p>During class discussion, students will use graphic organizer for appropriate president to list ways television affected America.</p>
	<p>Additional Attachments:</p> <p><b>🔗 Walter Cronkite's "Report from Vietnam"</b></p> <p><b>🔗 Tonkin Gulf Incident and Tonkin Gulf Resolution</b></p>			
45 mins	<p><b>ACTIVE READING:</b> Ability to identify the central point and main supporting elements of a text.</p>	<p><b>NOTES</b> Topic: 1960s 1968 Election/ Democratic National Convention/ Nixon elected President</p> <p>How did television coverage of violent events lead to the election of Richard Nixon?</p>	<p>Answers questions with credible response.</p>	<p>Class discussion</p> <p>Notes: During class discussion, students will use graphic organizer for appropriate president to list ways television affected America.</p>



	<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>🔗 <b>Brief History Of Chicago's 1968 Democratic Convention</b></li> <li>🔗 <b>Nixon speech accepting 1968 Republican nomination</b></li> <li>🔗 <b>(2 minute video) Silent Majority speech - televised November 3, 1969</b></li> </ul>			
45 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</p>	<p><b>NOTES</b></p> <p><i>In what ways did the assassination of President Kennedy change television?</i></p> <p>From the text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.</p>	<ul style="list-style-type: none"> <li>Identifies relevant elements.</li> <li>Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).</li> </ul>	Not Provided
Not provided	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</p>	<p><b>NOTES</b></p> <p>From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.</p> <ul style="list-style-type: none"> <li>L2(a) What strategies will you use to discern "credible sources"?</li> <li>L2(b): What implications can your draw?</li> <li>L3 Why is it important in the process of inquiry to "identify gaps" or "unanswered questions" about the topic?</li> </ul>	<ul style="list-style-type: none"> <li>Identifies relevant elements.</li> <li>Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).</li> </ul>	<ul style="list-style-type: none"> <li>Teach a model format for note taking.</li> <li>Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).</li> </ul>
15 mins	<p><b>POST-READING &gt; ACADEMIC INTEGRITY:</b> Ability to use and credit sources appropriately.</p>	<p><b>SHORT CONSTRUCTED RESPONSE</b></p> <p>Define "plagiarism" and list ways to avoid it.</p>	<ul style="list-style-type: none"> <li>Provides accurate definition</li> <li>Lists several appropriate strategies</li> </ul>	<ul style="list-style-type: none"> <li>Discuss respect for others' work to assemble evidence and create texts.</li> <li>Discuss academic penalties for stealing others thoughts and words.</li> </ul>
<b>Transition to Writing</b>				
Not provided	<p><b>BRIDGING CONVERSATION &gt; PREPARING FOR WRITING:</b> Ability to begin linking reading results to writing task.</p>	<p><b>LIST</b></p> <p>In a quick write, write about what you know now that you've read about (content).</p>	None	<ul style="list-style-type: none"> <li>Discussion-based strategies, such as seminar.</li> <li>Small group discussion using question.</li> </ul>
<b>Writing Process</b>				
Not provided	<p><b>INITIATION OF TASK &gt; ESTABLISHING THE CONTROLLING IDEA:</b> Ability to establish a claim and</p>	<p><b>SHORT CONSTRUCTED RESPONSE</b></p> <p>Write an opening paragraph that includes a controlling idea and sequences the key points you</p>	<ul style="list-style-type: none"> <li>Writes a concise summary statement or draft opening.</li> <li>Provides direct</li> </ul>	<ul style="list-style-type: none"> <li>Offer several examples of opening paragraphs.</li> <li>Ask class to discuss what makes them strong or weak.</li> <li>Review the list that students created earlier to</li> </ul>

	consolidate information relevant to task.	plan to make in your composition	answer to main prompt requirements. • Establishes a controlling idea.  • Identifies key points that support development of argument.	identify needed elements (from Cluster 1, skill 2).
45 mins	<b>PLANNING &gt; OUTLINING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an information/explanation task.	<b>NOTES</b> • What events are most important in relation to essay topic? Why?	<ul style="list-style-type: none"> <li>• Student responses have already been checked by teacher and used for class discussions.</li> <li>• The graphic organizers will be used to help students organize thoughts for final essay.</li> </ul>	In groups students will discuss and compare their three Graphic Organizers – for Presidents Eisenhower, Kennedy, Johnson.
Not provided	<b>DEVELOPMENT:</b> Ability to construct an initial draft with an emerging line of thought and structure.	<b>OUTLINE</b> Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.	<ul style="list-style-type: none"> <li>• Creates an outline or organizer.</li> <li>• Supports controlling idea. Uses evidence from texts read earlier.</li> </ul>	• Provide and teach one or more examples of outlines or organizers. • Invite students to generate questions in pairs about how the format works, and then take and answer questions.
Not provided	<b>DEVELOPMENT:</b> Ability to construct an initial draft with an emerging line of thought and structure.	<b>LONG CONSTRUCTED RESPONSE: DEVELOPMENT</b> <i>Development</i> <ul style="list-style-type: none"> <li>• Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</li> </ul>	<i>Development</i> <ul style="list-style-type: none"> <li>• Provides complete draft with all parts.</li> <li>• Supports the opening in the later sections with evidence and citations.</li> <li>• Improves earlier edition.</li> </ul>	<i>Development</i> <ul style="list-style-type: none"> <li>• Sample useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>• Assign students to provide each other with feedback on those issues.</li> </ul>
Not provided	<b>REVISION, EDITING, AND COMPLETION &gt; REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	<b>LONG CONSTRUCTED RESPONSE</b> Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	<ul style="list-style-type: none"> <li>• Provides complete draft with all parts.</li> <li>• Supports the opening in the later sections with evidence and citations.</li> <li>• Improves earlier</li> </ul>	<ul style="list-style-type: none"> <li>• Sample useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>• Assign students to provide each other with feedback on those issues.</li> </ul>

			edition.	
<i>Not provided</i>	<b>REVISION, EDITING, AND COMPLETION &gt; REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	<b>LONG CONSTRUCTED RESPONSE: EDITING</b> Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none"> <li>• Provides draft free from distracting surface errors.</li> <li>• Uses format that supports purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Briefly review selected skills that many students need to improve.</li> <li>• Teach a short list of proofreading marks.</li> <li>• Assign students to proofread each other's texts a second time.</li> </ul>
<i>Not provided</i>	<b>REVISION, EDITING, AND COMPLETION &gt; REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	<b>LONG CONSTRUCTED RESPONSE: COMPLETION</b> Turn in your complete set of drafts, plus the final version of your piece	<ul style="list-style-type: none"> <li>• Fits the "Meets Expectations" category in the rubric for the teaching task.</li> </ul>	Not Provided

## Instructional Resources

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

#### ***Not Yet***

🔗 **Television in the 1950's and 1960's Student Work: NOT YET**

#### ***Approaches Expectations***

🔗 **Television in the 1950's and 1960's Student Work: APPROACHES EXPECTATIONS**

#### ***Meets Expectations***

🔗 **Television in the 1950's and 1960's Student Work: MEETS EXPECTATIONS**

#### ***Advanced***

🔗 **Television in the 1950's and 1960's Student Work: ADVANCED**

🔗 **Television in the 1950's and 1960's Student Work: ADVANCED**

### ***Teacher Reflection***

\* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.