**Module (8.3)**

|  |  |
| --- | --- |
| **Pre-Assessment** | Complete formative assessment quiz for 8.3 |
| **Reading Activity** | Guided reading questions.1. What percent new homes of the 1950s were being built in the suburbs? What was the relationship between post-war affluence and this building boom? What other factors besides post-war affluence converged to create the post-war building boom? [How was the phenomenon of “Keeping up with the Joneses both similar to and different from newfound affluence of the 1830s and the 1920s?](http://www.ushistory.org/us/53b.asp)2. [What is the transistor? Why might the transistor be considered to be the “most important invention of the 20th century?”](http://classroom.synonym.com/transistor-effect-did-its-invention-computers-22962.html) How is the transistor similar to and different from the cotton gin, the steamboat, the telegraph, and the light bulb IN TERMS OF THOSE INVENTIONS IMPACT ON SOCIETY? Which one would you consider to have the greatest impact and why?3. Describe the relationship between the aerospace industry and the federal government? How is it similar and how is that private sector interest to the relationship between states and the federal government in early to mid-19th century road construction, post-bellum railroad construction, and 1950s superhighway/interstate construction? How are these efforts in harmony or discord with [Hamilton’s Report on Manufactures insofar as Hamilton’s vision for the relationship between the federal government and private industry.](https://en.wikipedia.org/wiki/Report_on_Manufactures#Subsidies_to_industry) 4, [What exactly is the “baby boom?”](https://en.wikipedia.org/wiki/Baby_boom) What are considered to be the beginning and ending dates? Why do you think there is such population explosion after WWII compared to previous wars?5. [What factors led to the growth of the Sunbelt?](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3428) Why did this growth represent such a dramatic shift for the South compared to the period of 1877 to 1945? How did the relationship between the Sunbelt and the federal government shift in the post-war period compared to the period 1861 - 1940? What were the peculiar aspects of the region’s political, religious, and economic values? How did those factors converge to give rise to the New Right?6. [What were the key details of the Immigration Act of 1965?](https://www.boundless.com/u-s-history/textbooks/boundless-u-s-history-textbook/the-sixties-1960-1969-29/the-johnson-administration-223/the-immigration-act-of-1965-1251-8799/) How did it change immigration policy compared to the National Origins Act of 1924. What had been the motive to pass the National Origins Act of 1924? How might the pressures of the Cold War brought about this shift in policy? How did political leaders persuade the public to consent to the bill? How might the bill have contributed to xenophobia and other reactionary positions in the 90s and early 21st century? What impact did the Act have on overall population growth?[Chapter 38 American Pageant 13th Edition](http://websites.nylearns.org/slocicero/2014/9/2/487998/file.aspx) read 908 - 915.  |
| **Writing Activity** | After browsing the following pages of the [Automobile in American Life and Society](http://www.autolife.umd.umich.edu/) website, choose an image and write a full paragraph on the following prompt. Type your response in Word format and save. A thesis is not required. Websites (click on thumbnail photos to enlarge the image):* [The Automobile Shapes the City](http://www.autolife.umd.umich.edu/Environment/E_Casestudy/E_casestudy12.htm)
* [Building the Motor Metropolis](http://www.autolife.umd.umich.edu/Race/R_Overview/R_Overview3.htm)
* [Gender and Automobility](http://www.autolife.umd.umich.edu/Gender/Walsh/G_Overview3.htm)

Briefly explain what the image reveals about the auto, city and suburb in postwar life. Depending on the image, you might consider concepts of race, class, gender, environment, role of the government, etc. Explain connections to two of the course themes. |
| **Student Product** |  Using electronic devices, students will explore popular music of the 1950s-70s in their accountability teams. Teams will chose 3 pieces of music that reflect cultural change over time. As students investigate, special attention will be given to...a) Cultural Significance and reflection b) Lyrical subject matter( they said what?????????) c) Melodic and rhythmic changes. Each group will then have to pick the most significant musical artist of Period 8 and explain why. Students will then record this information on post it paper and present to the class. Upon completion, instructor will share their own list with students using audio clips.Questions to consider while working…1. Social morality and censorship were certainly discussed in period 8. How do these songs speak to this argument? Do these singles challenge social norms or do they seek to bend/break them?
2. Subject matter… How does the music address greater political and social issues. Does it address Civil rights, Vietnam, or presidential power? Perhaps the music is simply about teenage rebellion and romance. The possibilities are endless.
3. Is music one of the most accurate depictions of society and culture? Do musicians reflect the times or do they change the times?

Sources for music and commentary:<http://www.watchmojo.com/> |