Chapter 22 Lessons

Use *The American Republic Since 1877* to complete the worksheets on slides 2-12.

After you complete all of the work contained in this module, proceed to the following website, [http://www.breathitt.kyschools.us/admin/olc/folder.aspx?id=19450&cid=7300&s=37](http://www.breathitt.kyschools.us/admin/olc/folder.aspx?id=19450&cid=7300&s=37), and complete the quiz over Chapter 22.
Vocabulary Activity 22

Postwar America, 1945–1960

DIRECTIONS: Circle the term that best fits each description. Then answer the question at the bottom of the page.

1. A marked rise in birthrate, which occurred in the United States following World War II
   A. population boom  B. birth boom  C. baby boom

2. Government programs that attempt to eliminate poverty and revitalize city areas
   A. urban renewal  B. public housing  C. welfare

3. Jobs in fields of manual labor, particularly those requiring protective clothing
   A. blue-collar  B. white-collar  C. industry labor

4. Policy of balancing economic conservatism with some activism
   A. dynamic conservatism  B. balanced conservatism  C. open conservatism

5. Government policy to bring Native Americans into mainstream society by withdrawing recognition of Native American groups as legal entities
   A. assimilation policy  B. termination policy  C. mainstreaming policy

6. The right or license to market a company’s goods or services in an area
   A. chain operation  B. business license  C. franchise

7. A level of personal or family income below which one is classified as poor by the federal government
   A. welfare level  B. poverty level  C. poverty line

8. A cultural separation between parents and their children
   A. gender gap  B. generation gap  C. values gap

9. Jobs in fields not requiring protective clothing, such as sales
   A. blue-collar  B. white-collar  C. office labor

10. Large corporations with overseas investments
    A. multinational corporation  B. global corporation  C. overseas corporation

11. Antisocial or criminal behavior of young people
    A. juvenile crime  B. juvenile rebellion  C. juvenile delinquency

12. Describe the Taft-Hartley Act of 1947 using the following terms: closed shop, featherbedding, right-to-work law, and union shop.

________________________________________________________

________________________________________________________
Health Care Advances

**Background** Medical breakthroughs during the mid-1900s lessened the severity of many common diseases. New information and technologies provided a greater understanding of how the body worked and what factors influenced its health.

**DIRECTIONS:** Use the information on the time line to decide which medical advances would help the people with the health problems described below. List the dates and the medical advances, reports, or products that would help. Some problems may have more than one solution.

1. Schoolchildren throughout the country who might contract polio, a disease that could cause paralysis, especially in infants and small children: __________

2. A person undergoing open-heart surgery: __________

3. A young married couple who wants to wait before having children: __________

4. A health professional who wishes to convince his patients of the dangers of cigarette smoking: __________

5. A person who suffers from symptoms such as sneezing, watery eyes, and sinus headaches: __________

6. A person with an upper respiratory infection, strep throat, or other bacterial infection: __________
Jack Kerouac and the Beat Generation

About the Selection

Literature was the art form identified with the Beat Generation in the 1950s. Two works most symbolize the Beats: *On the Road*, a novel by Jack Kerouac, and *Howl*, a long poem by Allen Ginsberg. The Beat writers loathed the decade's bloated materialism and searched for more vital, dynamic, and imaginative forms of experience. That search is one reason the music of the Beat Generation was bebop and other improvised jazz. The Beat writers often wrote in those jazz rhythms. In the excerpt below from *On the Road*, the character Dean Moriarity is based on Jack Kerouac's friend, Neal Cassady.

GUIDED READING

As you read, determine what sense of life Kerouac conveys. Then answer the questions that follow.

I first met Dean not long after my wife and I split up. I had just gotten over a serious illness that I won't bother to talk about, except that it had something to do with the miserably weary split-up and my feeling that everything was dead. With the coming of Dean Moriarity began the part of my life you could call my life on the road. Before that I'd often dreamed of going West to see the country, always vaguely planning and never taking off. Dean is the perfect guy for the road because he actually was born on the road, when his parents were passing through Salt Lake City in 1926, in a jalopy, on their way to Los Angeles. First reports of him came to me through Chad King, who'd shown me a few letters from him written in a New Mexico reform school. I was tremendously interested in the letters because they so naively and sweetly asked Chad to teach him all about Nietzsche and all the wonderful intellectual things that Chad knew. At one point Carlo and I talked about the letters and wondered if we would ever meet the strange Dean Moriarty. This is all far back, when Dean was not the way he is today, when he was a young jail kid shrouded in mystery. Then news came that Dean was out of reform school and was coming to New York for the first time; also there was talk that he had just married a girl called Marylou.

... One day I was hanging around the campus and Chad and Tim Gray told me Dean was staying in a cold-water pad in East Harlem, the Spanish Harlem. Dean had arrived the night before, the first time in New York, with his beautiful little sharp chick Marylou; they got off the Greyhound bus at 50th Street and cut around the corner looking for a place to eat and went right in Hector's, and since then Hector's cafeteria has always been a big symbol of New York for Dean. They spent money on beautiful big glazed cakes and creampuffs.

(continued)
... One night when Dean ate supper at my house—he already had the parking-lot job in New York—he leaned over my shoulder as I typed rapidly away and said, “Come on man, those girls won't wait, make it fast.”

I said, “Hold on just a minute, I'll be right with you soon as I finish this chapter,” and it was one of the best chapters in the book. Then I dressed and off we flew to New York to meet some girls. As we rode in the bus in the weird phosphorescent void of the Lincoln Tunnel we leaned on each other with fingers waving and yelled and talked excitedly, and I was beginning to get the bug like Dean. He was simply a youth tremendously excited with life, and though he was a con-man, he was only conning because he wanted so much to live and to get involved with people who would otherwise pay no attention to him. He was conning me and I knew it (for room and board and “how-to-write,” etc.), and he knew I knew (this has been the basis of our relationship), but I didn't care and we got along fine—no pestering, no catering; we tiptoed around each other like heartbreaking new friends. I began to learn from him as much as he probably learned from me. As far as my work was concerned he said, “Go ahead, everything you do is great.” He watched over my shoulder as I wrote stories, yelling, “Yes! That’s right! Wow! Man!” And “Phew!” and wiped his face with his handkerchief. “Man, wow, there's so many things to do, so many things to write! How to even begin to get it all down and without modified restraints and all hung-up on like literary inhibitions and grammatical fears. . . .”


**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. What is Dean’s reputation?


2. What does Dean mention as obstacles to writing?


3. **Critical Thinking** What is your impression of Dean Moriarity?


4. **Critical Thinking** Do you like the style of writing Kerouac uses? Why or why not?
Postwar America, 1945–1960

The economic boom that followed World War II, funded in part by the GI Bill, created a large middle-class population. This newly prosperous group purchased luxury goods, including televisions. The rapid rise of television changed mass media and contributed to the emergence of a youth culture. Unfortunately, many millions remained trapped in poverty.

**DIRECTIONS:** The chart below lists statements about life in America in the 1950s. Complete the chart by supplying information to support each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Supporting Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the 1950s, life was easier and more prosperous than ever before for many Americans.</td>
<td></td>
</tr>
<tr>
<td>2. Automation greatly impacted both production and the labor force on farms and in factories and industries.</td>
<td></td>
</tr>
<tr>
<td>3. Suburbs expanded rapidly, hurting urban centers.</td>
<td></td>
</tr>
<tr>
<td>4. Affluence and pursuing the “American Dream” started changing the roles of women.</td>
<td></td>
</tr>
<tr>
<td>5. The rise in the popularity of television dramatically changed American’s leisure time.</td>
<td></td>
</tr>
<tr>
<td>6. The general prosperity of the 1950s did not extend to all Americans.</td>
<td></td>
</tr>
</tbody>
</table>

7. **Critical Thinking**  Describe how music in the postwar era both reflected and reinforced the generation gap that developed between parents and children.
The Debate of Images

Before the 1950s, television was little more than a luxury for the wealthiest of families. By 1957, however, there were almost 40 million televisions in use; almost as many sets as there were families. Television gradually replaced newspapers, magazines, and radio as the main source of information.

DIRECTIONS: Read the excerpt from Edward Wakin’s How TV Changed America’s Mind, and then answer the questions that follow.

The Nixon-Kennedy Presidential Debates

A trim, tanned presidential candidate dressed smartly in dark suit, dark tie, and blue shirt stood at the podium on the left in the Chicago studio of WBM-TV. He looked vigorous, confident, and businesslike.

His opponent at the other podium wore a light suit, pale tie, and a shirt with a collar that was too big for him. He looked tired, nervous, and in need of a shave.

Both faced the pitiless eye of TV cameras carrying the first televised presidential debate. For one hour of prime time on all three networks, 75 million Americans watched on the evening of September 26, 1960.

The candidate on the left side, Democrat John F. Kennedy, looked nothing like the underdog he was supposed to be: An unproved junior senator from Massachusetts, he faced the highly experienced Republican candidate, Richard M. Nixon.

Kennedy needed national exposure; Nixon was seasoned and already nationally known. Twice elected vice president, Nixon had prepared himself for eight years to take over from President Dwight D. Eisenhower.

The rules of the match called for an eight-minute opening statement by Kennedy followed by eight minutes from Nixon. Then a panel of four reporters would ask questions.

Kennedy won.

He won on style and image—two key ingredients for success on TV. Nixon challenged and rebutted what Kennedy said as if he were out to win debating points. He addressed Kennedy rather than the TV viewers.

On the other hand, as the celebrated chronicler of presidential campaigns Theodore H. White noted, Kennedy “was addressing himself to the audience that was the nation.”

Kennedy came across as assured, energetic, dynamic. The camera was his friend.

Nixon came across as uncomfortable and ill at ease.

Nixon lost not on what he said, but on how he appeared. . . .

Neither candidate said anything that was memorable or headline making. The importance of style and image became obvious when audience reactions to the televised and radio versions were compared.

Those who heard the debate on radio thought Nixon had won! . . .

Kennedy became the first president to master the medium of television just as President Franklin D. Roosevelt had mastered radio during the 1930s and 1940s with “Fireside Chats.” Images took over from words, whether spoken or written, in making the difference between political victory and defeat. . . .


(continued)
<table>
<thead>
<tr>
<th>Questions to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Although neither candidate said anything “memorable,” why was the first 1960 televised debate important?</td>
</tr>
<tr>
<td>2. What results from the 1960 debate led historians to realize the importance of television to politicians?</td>
</tr>
<tr>
<td>3. Why do you think image has become such a crucial issue to politicians?</td>
</tr>
<tr>
<td>4. When has image helped to determine your response to a person or an issue?</td>
</tr>
<tr>
<td>5. <strong>GO A STEP FURTHER</strong> Use your text, encyclopedias, or Internet resources to create a time line showing how television has shaped our culture.</td>
</tr>
</tbody>
</table>
DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. After the war, many Americans worried that after __________ halted and millions of former soldiers glutted the labor market, __________ and __________ might sweep the country.

2. To end a miners’ strike, President Truman ordered __________ of the mines while pressuring the mine owners to grant the union __________.

3. The Taft-Hartley Act outlawed the __________, or the practice of forcing business owners to hire only __________.

4. In February 1948, Truman asked Congress to pass a broad civil rights bill that would protect African Americans’ __________, abolish __________, and make __________ a federal crime.

5. He also issued an executive order barring discrimination in __________, and he ended segregation in the __________.

6. With strong support from __________, __________, and __________, Truman won a narrow but stunning victory in the election of 1948.

7. Although legislators did not completely support Truman’s ideas, they did raise the minimum wage to __________, increased Social Security benefits by __________, and extended them to __________ additional people.

8. Congress also passed the __________, which provided for the construction of more than 800,000 units of __________, accompanied by long-term __________.

9. __________ decided to run as the Republican nominee for president in 1952, with __________ as his running mate.

10. Eisenhower’s cabinet appointments included several __________ who guided him to end __________.

11. In an attempt to curb the federal budget, Eisenhower vetoed a __________ bill and agreed to slash government aid to __________.

12. In 1956 Congress passed the __________, which appropriated $25 billion for a 10-year effort to construct more than 40,000 miles of __________.
DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. American Abundance
   A. In the past, John Kenneth Galbraith said, all societies had an ________________; now, the United States had an ________________.
   B. Between 1940 and 1960, the average income of American families nearly ________________.
   C. ________________ located themselves overseas—closer to important raw materials and benefiting from a cheaper labor pool.
   D. The 1950s also witnessed the rise of ________________, in which a person owns and runs one or several stores of a chain operation.
   E. Accompanying the nation’s spending spree was the growth of more sophisticated ________________.

II. The 1950s Family
   A. From 1945 to 1961, a period known as the ________________, more than 65 million children were born in the United States.
   B. The new postwar emphasis on having babies and establishing families discouraged many women from ________________.

III. Technological Breakthroughs
   A. In 1947 three American physicists developed the ________________, making it possible to miniaturize ________________ and ________________.
   B. In 1946 scientists working under a United States Army contract developed one of the nation’s earliest ________________—known as ENIAC.
   C. Several years later, a newer model called ________________ would handle business data and launch the ________________.
   D. Officially known as ________________ because it generally targeted the young, polio brought a ________________ to postwar America.
   E. ________________ developed an injectable vaccine that prevented polio.
   F. American scientist ________________ developed an ________________ for polio.
   G. Less than four months after the Soviet Union launched ________________, the United States launched its own ________________ from Cape Canaveral.
Guided Reading Activity 22-3

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What forced motion pictures and radio to innovate in order to keep their audiences?

2. How many television sets were in use in the United States by 1957?

3. What soon became one of the most important sources of entertainment?

4. What were the main categories of early television programs?

5. What caused many quiz shows to leave the air?

6. How many people went to the movies in 1946, and how many went in 1950?

7. What were two technological ways Hollywood tried to regain its audience?

8. How were African Americans portrayed in the movies?

9. How did the radio industry win back listeners after television had lured them away?

10. How did rock ‘n’ roll emerge?

11. Why did Ed Sullivan at first refuse to invite Elvis Presley to his show?

12. How did many parents view rock ‘n’ roll?

13. What was the generation gap?

14. What were the topics of the beat poets, writers, and artists?

15. Why was Nat King Cole’s musical variety show cancelled in 1958?

16. Who, among African Americans, had more luck gaining acceptance?
Guided Reading Activity 22-4

DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. **How** many Americans lived below the poverty line in the 1950s?

2. **Who** published a book in 1962 about the rundown and hidden communities of the country?

3. **Who** was included in the chronicle of poverty in America?

4. **Where else** did the author find grinding poverty?

5. **What** caused the centers of numerous cities to deteriorate?

6. **How** did urban renewal programs try to eliminate poverty?

7. **How** did urban renewal fail?

8. **What** was the reality of life in the North for African Americans who had migrated there between 1940 and 1960?

9. **How** did salaries of African Americans and whites compare in 1958?

10. **What** was sometimes the result of the attempt to integrate Native Americans into mainstream society?

11. **What** was the life expectancy of Native Americans in Minneapolis compared to that of other groups?

12. **What** were the living conditions of those in Appalachia in the 1950s?

13. **How** much did the juvenile delinquency rate rise between 1948 and 1953?

14. **Who** blamed juvenile delinquency on social causes, such as poverty and feelings of hopelessness among underprivileged youths?

15. **When** did Americans’ worries about education intensify?

16. **What**, specifically, were the worries?