

## TEACHING AMERICAN HISTORY PROJECT

### *1950's American Culture: Television, Fashion, and Music* *By Max Echevarria*

Grade - Sixth Grade

Length of class period – Two to Three 45-minute classes.

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

- How did the invention of television change the American family?
- How did 1950's popular music help to steer American culture away from the conformity that was so pervasive after WWII?

Objectives as a result of this lesson students will:

- Examine television's impact on the family.
- Identify patterns in programming that help foster social views of the 1950's.
- View and discuss sample television clips. (language objective)
- Listen to 1950's music and analyze the lyrics. (language objective)
- Identify and list words that helped usher in a break from conformity.

Materials

- 1950's music and accompanying lyrics, T-charts, PowerPoint, video clips of I Love Lucy, Leave it to Beaver, Ozzy and Harriet, Mickey Mouse Club, etc., pictures of 1950's fashion and haircuts.

Activities (What will you and your students do during the lesson to promote learning?)

- Students will be further introduced to Life in the 1950's. While initiating this lesson, references should be made to the prior lesson on conformity during the 1950's. Students should be asked to keep in mind the changes to life of the 1950's. They will use the T-charts from the prior day's lesson. The second column will carry the heading: after the onset of t.v.
- The lesson should continue with the PowerPoint presentation highlighting the invention of the Television, the networks, and the television shows given during the time.

- Students will view clips from at least three 1950's shows.
- Break into groups of four: Ask students to discuss the family and how it was viewed during the time. Did T.V. reflect this view of the family? List some examples of similar attributes found in the three clips.
- In continuing the discussion, prompts may be given to meet objectives: What helps us change our fashion and style? Does T.V. influence us today? How about music?
- The PowerPoint presentation should continue with Pictures of Fashion and style. Students should be given a handout that will provide further examples of different male and female styles of the 1950's. Students should again be asked to compare what they see in the PPT and the handouts to what they viewed.
- Lastly, discuss music as a possible influence on fashion and other cultural aspects.
- Listen to several examples of songs, students should have the lyrics, and pictures of singers should be shown as well. Students will be asked to highlight lexicon of the era.
- As a class, list these words and try to determine meaning using the contexts clues within the songs.
- Have a final discussion of 1950's Culture and its influence on society. Use lists, T-Charts, and words that they highlighted as examples.

How will you assess what student learned during this lesson?

- Informal assessment of small group discussion.
- Lists compiled in students groups.
- T-Charts created by groups.
- Highlighted lyrics.
- Class' compiled list and word meanings from context clues.

Connecticut Framework Performance Standards –

### **CONTENT STANDARD 2: Local, United States and World History**

- demonstrate an in-depth understanding of major events and trends of United States history

### **CONTENT STANDARD 3: Historical Themes**

- describe examples of how societies throughout history have used various forms of visual arts, dance, theater, myths, literature and music to express their beliefs, sense of identity and philosophical ideas;
- analyze the causes and consequences of major technological turning points in history, e.g., their effects on people, societies and economies;

### **CONTENT STANDARD 4: Applying History**

- initiate questions and hypotheses about historic events being studied;