

# **LIVING THE AMERICAN DREAM**

**A VIRTUAL MUSEUM**



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**HISTORY/ENGLISH**

**CENTRAL VALLEY HIGH SCHOOL**

**THIS IS A FOUR-WEEK PROJECT**  
**CLASSROOM BASED ASSESSMENT**  
**MAY 2007**

**US HISTORY 1 1<sup>TH</sup> GRADE**

# LIVING THE AMERICAN DREAM

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
01 Chp. 21, Sec. 1 Video Expectations of project	02 Chp. 21, Sec. 2 Persuasive Paper Introduction to achieves	03 Chp. 21, Sec. 3 Activity #1 Discussing Interviewing 2 <sup>nd</sup> ½ in Library	04	05 Chp. 21 Sec. 4 Activity #2 (Discussion)
08 Chp. 22, Sec. 1 Census reports (Discussion) Class	09 Chp. 22, Sec. 2 Certificates (Discussion) Class	10 Chp. 22, Sec. 3 Activity #4 2 <sup>nd</sup> ½ in Library	11	12 Chp. 22, Sec. 4 Activity #4 w/writing responses in Library
15 Progress check The Davenport (guest speaker or tour)	16 Chp. 23, Sec. 1 Video Class	17 Chp. 23, Sec. 2 Activity #2 2 <sup>nd</sup> ½ in Library	18	19 Activity #5 Rock-n-Roll (Discussion)
22 Class	23 Class	24 2 <sup>nd</sup> ½ in Library	25	23 Project Due

**You must keep up with your readings in the sections above**

**Be very flexible!**

## Objective/Summary

Given 15 days of LAB time, lectures, videos, and personal interviews, students will get with a partner and create a multidimensional PowerPoint (Ppt.) on the late 1940s and 1950s (Living the American Dream). The Ppt. will be created around a functional homepage—where all slides are connected back to a home slide, creating a virtual museum of this important period. The Ppt. will show a high level of comprehension, application, analysis, synthesis, and personal evaluation.

The Ppt. will be created around actual family members of the 1950s, using non-fiction and if needed fiction. The pairs will combine their real family members to create an entire family (father, mother, son, daughter) to create an accurate depiction of the lifestyle, culture, and belief of the post WWII era in America. **The use of pictures from your own families will help deepen students' involvement and interest in the project as well as give the viewer a connection to the family.**

It is important to note that the project is the lesson and the activity. I, the teacher, am simply a facilitator for this four-week project. Small activities will be used to guide the student through the research, creating, and learning process. All information taught, researched, discovered will be used in the students Museum to portray the era in mention.

The use of technology adds to the skills learned and enjoyment of the project. Using their families as a resource and their voices as a narrator creates great pride in the process and the result.

## Essential Understanding

- ✚ Students will create a “**Virtual Museum**” that will depict the events and people between the periods of 1945-1960. A PowerPoint will be produced after researching Internet sites and the textbook for information. A final presentation of the museum will include touring through several sections of the PowerPoint.
- ✚ Our purpose in creating this project is for each student to become highly informed of the lifestyle, political beliefs, culture, home life, and entertainment for the average family of the post WWII era: 1945-1960.
- ✚ The use of pre and post WWII census reports for the inland northwest, certificates: birth and marriage (baby boom), period car pictures, urban v. rural growth records, role of the Davenport Hotel in Spokane, and music from the Rock-n-Roll craze will bring students closer to primary and secondary sources while completing research.
- ✚ Each student will strengthen his or her ability to research using the Internet.
- ✚ Each student will strengthen his or her technology use of PowerPoint (Ppt)
- ✚ Each student will strengthen his or her communication and cooperative skills

## Essential Question(s)

- ✚ Were all Americans of the 1950s living the American dream?
- ✚ Did Post WWII create a safer world and/or America?
- ✚ Does music today influence our youths' culture/behavior more or less than music of the 1950s?

## Materials

- ✚ Computer lab: Microsoft PowerPoint
- ✚ Internet
- ✚ Scanner
- ✚ Headphones
- ✚ Library access
- ✚ iPod and docking station
- ✚ Videos: *The Century*
- ✚ TV Show: *Leave It to Beaver*
- ✚ Text Book: chapters 21-23
- ✚ Personal interviews
- ✚ Pictures of family members from the 1950s
- ✚ Pre and post WWII census reports for the inland northwest
- ✚ Certificates: birth and marriage (baby boom)
- ✚ Pictures of 1950s Cars
- ✚ Pictures displaying advancements in home appliances
- ✚ Pictures Showing 1950s clothing trends
- ✚ Urban v. rural growth records
- ✚ Role of the Davenport Hotel
- ✚ Music from the Rock-n-Roll craze
- ✚ Archival documentation
- ✚ Analysis Worksheets

## Research Guidelines

- ✚ Must have at least two personal interview
- ✚ Must have six (6) online resources
- ✚ Every subject area should incorporate pictures with sub notes
- ✚ Last page must be a works cited of research used and credits.
- ✚ It is recommended to incorporate music and narration in PPT.

## Project Requirements

**Listed below are three requirements to the Virtual Museum learning product that must be applied by the entire group.**

### (1) Research:

- ✚ Students will use at least five (6) different Internet sites, citing them on a works cited slide completed in MLA format.
- ✚ Students will use the textbook, lecture, interviews, and video for additional information.
- ✚ Students will use pre and post WWII census reports for the inland northwest, certificates: birth and marriage (baby boom), period car pictures, urban v. rural growth records, National Archival documentation, analysis worksheets, role of the Davenport Hotel in Spokane, and music from the Rock-n-Roll craze will bring students closer to primary and secondary sources.
  - Copies of some of the artifacts will be kept in a file in the front of the room to be checked out similar to a archives that one may visit.

## (2) PowerPoint: Required Topics

- ✚ The PowerPoint will have a title slide (homepage) with hyperlinks to the following sections within the Virtual Museum:

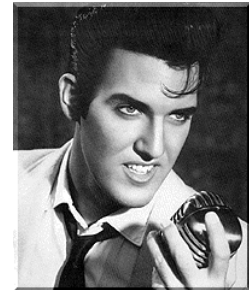
1. Overview of Post WWII Europe
2. Warsaw Pact vs. NATO
3. Arms race
4. Korean War
5. GI Bill
6. Communist fears (Red Scare) at home
7. Economic growth (home appliances, cars, clothes)
8. Effects of advertisement
9. Job opportunities (corporate or service)
10. Consumer Society
11. Entertainment (drive-ins, hang-outs, dress, pro-sports, rock-n-roll, idols)
12. The roles of the new youth
13. Women's roles in America
14. TV influence
15. Effects of Suburbs/rural/urban life
16. Discuss the various groups that were left out of the economic boom
17. Local cultural change—Davenport Hotel
18. Washington State and Spokane Census—Baby boom




Fidel Castrol

✚ **Artifact Analysis:**

1. Music: (Located on iPod)
  - “Great Balls of Fire” Jerry Lee Lewis
  - “JailHouse Rock” Elvis Presley
  - “Love Me Tender” Elvis Presley
  - “Hard Headed Woman” Elvis Presley
  - “That’ll be the Day” Buddy Holly & The Crickets
2. Videos: (Located on iPod)
  - NBC Special “Martin Luther King Jr.: Look Here” (October 27, 1957)
3. TV Shows
  - Leave It to Beaver
    - “Happy Weekend”
      - The great outdoors are calling and Ward excitedly plans a weekend for the whole family at Shadow Lake, in spite Wally’s and Beaver’s protest.
    - “Beaver’s Hero”
      - Beaver brags to all the kids at school about Ward’s WWII adventures, but he is stunned when he finds out that Ward was an engineer rather than a combat fighter.
4. Pictures: (Soon to be Located in File)
  - 1950s Automobiles
  - Clothing
  - Household Appliances
5. Graphs and Charts: (Located in File)
  - State of Washington Census
    - Population growth
    - Family and Household Characteristics



- Urban v Rural Characteristics
  - Gender variances
  - The World Almanac and Book Facts 1945-1960
    - Washington State Population Growth
      - Spokane County and King County
    - Urban v Rural Growth
    - Birth and Death Rates
    - Enrollment Growth in Education
- 
6. Court Cases (Located in File)
- United States of America v Alan C. Wick
    - Avoidance of Selective Service
  - United States of America v Arthur Daniel Anthony Thoeny
    - Conscientious Objector
  - United States of America v Alfred Ybarro Munoz
    - Violation of Selective Service
7. NARA Achieves (Viewed Online)
- Teaching With Documents: Documents Related to *Brown v. Board of Education*
    - <http://www.archives.gov/education/lessons/brown-v-board/>
  - Teaching With Documents: An Act of Courage, The Arrest Records of Rosa Parks
    - <http://www.archives.gov/education/lessons/rosa-parks/index.html>
  - Teaching With Documents: Photographs and Pamphlet About Nuclear Fallout
    - <http://www.archives.gov/education/lessons/fallout-docs/>
  - Teaching With Documents: Telegram from Senator Joseph McCarthy to President Harry S. Truman
    - <http://www.archives.gov/education/lessons/mccarthy-telegram/>
  - Teaching With Documents: **The** United States Enters the Korean Conflict
    - <http://www.archives.gov/education/lessons/korean-conflict/>
  - **Document Analysis Worksheets**
    - <http://www.archives.gov/education/lessons/worksheets/index.html>

### (3) Daily Grades:

- ✚ Students will be graded daily on use of class time.
- ✚ Students will be assigned work days to complete research, collaborate, and to develop their Virtual Museum.
- ✚ Students will be assigned other small tasks to complete to deepen their understanding of the time period.
- ✚ Students will take notes on short lectures of various topics. The notes can be used in the Virtual Museum.
- ✚ Each student in the group will choose and complete eight (8) required topics from the required topics list.
- ✚ One slide per topic is an average requirement; thus individuals will receive an average grade.
- ✚ Each student in the group will required to keep up with the daily reading assignments.

## Activities

### **Activity #1 Primary v. Secondary Sources**

Using a skit like activity, this lesson will show the importance of using primary source documentation in research.

1. Ask three students to go in the hallway with me to talk. While in the hallway two students stage a fight.
2. I will rush in to stop it. I will then take the two kids in the hallway to talk to them for a moment.
3. I return to the class angry and demand students to record what happened. Even the three that were in the hallways must record what happened.
4. I leave the room again while the students complete the task.
5. When I return, I collect all reports. I ask them what the differences I will find from the recordings, even the three that were out in the hallway.
6. I then read an example from each of the students that were in the room and out.
7. Ask them why it is important to read primary sources in understanding events in history.
8. Discuss example of primary sources and secondary sources.
9. We will visit the [National Archives](#) website to see examples of Primary sources.

### **Activity #2 Nuclear Fears**

This activity will be on the students own time in class as the project. We will have a brief classroom discussion about the finds when the time is appropriate.

#### **Directions:**

Students will spend time at the [National Archives](#) website (archives.gov) reading background information on the Cold War birth and evaluate the picture displayed. After completing this task, students will gain further knowledge about the threats of nuclear attack and the aftermath of fall out. To do this, students will look through the 1961 issue of *How to Survive Atomic Attack*. The information used in this article and website will be used in the museum to show the common fears one had during the past WWII era of America. While viewing the documents, students will complete the Photo Analysis Worksheet provided by the [National Archives](#) website.

### **Activity #3 PowerPoint Tips**

Using the [Power Point tips](#) document, a computer, and an Epson projector to show students the basic uses of hyperlinks, audio narration, and to insert music. Through these operations, students will be equipped to connect and run their Museum.

### **Activity #4 Leave it to Beaver**

On two separate class days, students will view two separate episodes of the *Leave it to Beaver* show. While watching the episodes, students will complete the Motion Picture Analysis Worksheet provided by the [National Archives](#) website. After watching the episode and completing the form a brief classroom discussion will be used to make connections to the social norms of the 1950s.

## Activity #5

### *Using Rock and Roll as Primary Source Material:*

**Rationale:** Rock and Roll from the 1950s helped create the new youth in America. While these songs convey literary elements such as theme, point of view, and irony, it also functions as an entertaining primary source illustrating the new culture of the 1950s.

**Objectives:** The student will be able to:

1. Recognize the point of view of the speaker;
2. Identify the audience for whom the song was written;
3. Explain the historical context of details of the song;
4. Analyze what this primary source reveals about the era in which it was written.

### **Materials:**

1. Speakers
2. iPod
3. Paper
4. Pencil
5. Sound Recording Analysis Worksheet
  - a. National Archives and Records Administration
6. Music and Lyrics for:
  - a. Lewis, Jerry Lee. *Great Balls of Fire*
  - b. Presley, Elvis. *Jailhouse Rock*
  - c. \_\_\_\_\_. *Love Me Tender*
  - d. \_\_\_\_\_. *Hard Headed Woman*
  - e. Holly, Buddy & The Crickets. *That'll be the Day*

### **Assessment:**

Students will complete Sound Recording Analysis Worksheet provided by the [National Archives](#) website and have classroom discussion on findings. Students will also use their discoveries in the Virtual Museum to show the new youth of the 1950s.

### **Assessment:**

Upon completion of the PowerPoint, the teacher will be able to flawlessly travel through the created PowerPoint with a strong confidence that the students that created it have fulfilled the purpose stated in the lesson objectives. The project will act as a **virtual museum** rather than a PowerPoint presentation. Grading rubrics will assist the evaluation. Students are responsible for keeping up on their **readings in the text**. The calendar above shows what days the readings will be discussed. **Weekly quizzes** will hold students accountable. **An exam may be given at the end on the unit.**



## Persuasive Essay

### Essential Question:

- ✚ Were all Americans of the 1950s living the American dream?
- ✚ Was America safer following WWII?

### Expectations: In a persuasive paper, you will:

- ✚ Choice a thesis from above or develop a thesis on a historical question that is supported by the analysis of specific artifacts and/or primary sources.

### Requirements:

1. Paper must be a minimum of Five (5) paragraphs
2. Page length not to exceed (4) pages
3. Use the inverted pyramid format in the essay development
4. Use a minimum of three (6) separate sources
  - ✚ (4) primary and (2) secondary
5. Use the MLA format: headings, **parenthetical notation**, and **work Cited** (might want to locate a Writers INC page 259-283)
6. Use an outline (working)
7. Type final draft (12 font), double spaced (all) on white paper
8. Revise, revise, and edit
9. Use the persuasive format to show knowledge of the era and thesis chosen.
10. **Due Friday, May 28, 2007**

### Grading scale:

- ✚ Total Points: 580
  - Daily: 150
  - Individual score: 130 (working on this)
  - Partner score: 100
  - Essay: 100
  - Daily Activities 100 (working on this)

### Completion Date:

**Friday, May 28, 2007**

**Simply place completed project in your file that you created within My Computer, the classroom server (Y), folder “Kiki”, folder: “Living the American Dream.”**



## Annotated Bibliography

### LIVING THE AMERICAN DREAM

#### Annotated Bibliography

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Beaver's Hero. *Leave it to Beaver*. University Studios Home Entertainment, 1957-1963.

Watching this episode brings some laughs and learning together. Being that this TV show was filmed between 1957 and 1963, views can get a strong sense of the status quo offered by the conservative 1950s. In this episode, Beaver brags to all the kids at school about Ward's WWII adventures, but he is stunned when he finds out that Ward was an engineer rather than a combat fighter.

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Happy Weekend. *Leave it to Beaver*. University Studios Home Entertainment, 1957-1963.

Watching this episode brings some laughs and learning together. Being that this TV show was filmed between 1957 and 1963, views can get a strong sense of the status quo offered by the conservative 1950s. In this episode, the great outdoors are calling and Ward excitedly plans a weekend for the whole family at Shadow Lake, in spite Wally's and Beaver's protest.

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Holly, Buddy & The Crickets. *That'll be the Day*. Produced by Petty. Recorded at Norman Petty Studios. 2:26 min. 1957. Mp3.

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King, Martin Luther Jr. *Martin Luther King Jr: Look Here*. Produced by NBC News Capsule 28:08 min. 1957. iTunes Videos.

One of the first in-depth televised interviews with Martin Luther King Jr. His interview discusses the importance of a nonviolent movement for the African Americans. Recorded on October 27, 1957. Views will discover the voice of King before the movement became a 60s nightmare. His truth finds ground in his faith in God and faith in people. With this video, one can experience the voice of a prominent African American in the 1950s.

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Lewis, Jerry Lee. *Great Balls of Fire*. 1:52 min. Produced by Sun Entertainment Corp. 1957. Mp3.

In this song by Lewis, listeners can take a wild ride. The ride is about love and lots of it. His expressions and lyrics in this song ignited a flame of wild passion in youth of the 1950s. Lines like these leave the status quo for self-indulgence of sexual desire: "Kiss me baby, wooo feels good; Hold me baby, wellllll I want to love you like a lover should; Your fine, sooo kind; I want to tell this world that your mine mine mine min.

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Presley, Elvis. *Hard Headed Woman*. Motion Picture: *King Creole*. Produced and Written by Claude Demetrius. 1:54 min. RCA, 1958. Mp3.

\_\_\_\_\_. *Jailhouse Rock*. Produced and Written by Leiber and Stoller. 2:34 min. RCA, 1958. Mp3.

\_\_\_\_\_. *Love Me Tender*. Motion Picture: *Love Me Tender*. Produced by Elvis and Vera Matson. Written by Ken Darby. 2:42 min. RCA, 1956. Mp3.

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Roy Pinney, and V.M. Fenwick. *How to Survive Atomic Attack*. No.1 Fawcett Publications, Inc., 1961

Because of the Post WWII era of the 1950s mixed in with the Korean War, American's are in fear of the unknown or maybe better put, the Soviet Union. This publication guides a homeowner through the process of financing, building, and stocking a bomb shelter at their own home. It is very detailed, using picture, graphs, and stats to show the importance of having a home bomb shelter.

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Schmid, Calvin F. "Population Trends Cities and Towns State of Washington 1900 to 1967." *The World Almanac and Book of Facts*. Edited by: Eastman Irvine. New York World-Telegram, New York, 1967.

In this resource, one can evaluate the population growth in Washington State Cities and Towns. A focus on the population breakdown by county (Spokane and King County) slowly and brings the evaluation process down to the city and towns growth during the during the post WWII era.

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\_\_\_\_\_. Population Trends and Educational Change in the State of Washington. *The World Almanac and Book of Facts*. Published by the Washington Sate Census Board, Seattle, 1960.

In the post WWII era population trends can be broken down into counties, birth and deaths, education enrollment, and minority growth in the state. Through evaluating this documentation, one can follow the growth rate by county while drawing connections to the enrollment in the state of Washington. In addition, school enrollment can also be evaluated by the demand for teachers by viewing the teacher pupil ratio.

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State of Washington. "Population & Housing Characteristics." *1970 Census Data Book*.

Vol.1. Office of program planning and Fiscal Management, Seattle, March 1972.

General population trends =can tell a lot about growth patterns and demands place on a region. In this section, one can follow growth trends from 1900-1970 from gender, age group, and racial groups. In addition, one can chart the family household characteristics while theorizing the effects the growth in the post WWII era may affect the lifestyle of a family and even the community. This data can be further broken down into the married, widow, divorce, separated, and never married. Finally, an age and sex chart can lend one to theorize the population growth and the affects this may have had on parents and the growth of the new youth culture in the Northwest.

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The U.S. National Archives and Records Administrator. Teaching With Documents:

"Documents Related to *Brown v. Board of Education*."

<http://www.archives.gov/education/lessons/brown-v-board/> (1954).

On June 23, 1951, South Carolina declared the right to practice segregation according to race. The issue finds its birth in the hatred of men and the inequality in the public school system. This is an operation of *de facto*—system of law. This primary document explores the finer point to the structure of *Brown v. Board of Education*. One can even read the letter from President Dwight D. Eisenhower to E. E. "Swede" Hazlett.

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\_\_\_\_\_. Teaching With Documents: "Telegram from Senator Joseph McCarthy to President

Harry S. Truman." <http://www.archives.gov/education/lessons/mccarthy-telegram/>.

February 11, 1950.

The fear of communism was Senator Joseph R. McCarthy weapon that elevated him to national media. In this telegram from McCarthy to President Harry S. Truman, on February 11, 1950, two days after the Wheeling speech, one can see the beginnings of McCarthy's agenda to expose some 57 people in the State Department as communist. In the return telegram (that was probably never sent), the President stated that McCarthy was not fit to serve in the Senate.

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\_\_\_\_\_. Teaching With Documents: "Photographs and Pamphlet about Nuclear Fallout."

<http://www.archives.gov/education/lessons/fallout-docs/> (1955-1961).

In 1945, the United States possessed a monopoly on this new dreadful weapon. By 1945, the Soviet Union also possessed this horrific weapon. It became the duty of Americans to understand the power of this weapon and learn about the dreadful aftermath of this weapon. Picture of a house show the systematic destruction of this weapon upon the homes structure. In addition, pictures of a growing economic adventure in selling fallout shelter kits.

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\_\_\_\_\_. Teaching With Documents: “An Act of Courage, the Arrest Records of Rosa Parks.”

<http://www.archives.gov/education/lessons/rosa-parks/index.html> (December 1, 1955).

In the background information and viewing the documents, one can see why and how Parks was arrested on December 1, 1955, during a typical evening rush hour in Montgomery, Alabama. Rosa Parks, a 42-year-old woman took a seat on the bus on her way home from the Montgomery Fair department store before she was arrested and history made. A fingerprinting and layout of where she was sitting makes it personal in understanding of the event. A quiet act of defiance changed the mood of the emerging Civil Rights movement. One can also see from the event and the documentation, the passion of the African-Americans throughout America.

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United States of America v. Alfredo Ybarro Munoz. Filed in the U.S. District Court,

Eastern District of Washington, Northern Division. Spokane Criminal Case Files

1936-1962. Stanley D. Taylor, Clerk, June 28, 1954.

Alfredo Ybarro Munoz was arrested at Pasco, Washington on April 14, 1954 for violation of the Selective Service Act during the period of the Korean War. He entered a plea of guilty and was ordered by the Bureau of Investigation and State Attorney decided that the defendant was never properly notice to report for service. Thus, he was ordered to report for induction to the Armed Forces. On June 9, 1954, he had been inducted into the Armed Forces. This court shows one the severity for one not to report for Selective Service.

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United States of America v. Alan C. Wick. Filed in the U.S. District Court,

Eastern District of Washington, Northern Division. Spokane Criminal Case Files

C-8312. Stanley D. Taylor, Clerk, April 8, 1955.

Alan C. Wick violated the call to duty and service to the Armed Forces on about the 5<sup>th</sup> day of November, 1954. This case shows his willingness to locate and use an attorney of the Jehovah Witness faith to prove his freedom from serving base in his faith and beliefs. Unfortunately, it shows more the difficulty one may discover when trying to work with the court systems.

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U.S. District Court v. Arthur Daniel Anthony Thoeny. Judge William B. Bantz.

Preciding. Records of the United States District Courts, Eastern District of Washington,

Northern Division of Spokane, Criminal Case File C-8221, April 9, 1954.

Arthur Daniel Anthony Thoeny was a conscientious objector that himself under circumstances in 1951 that led him to not take part in the Selective Serve Act. Because of his mother’s strong faith as a Jehovah’s Witness and his growing up in the faith, the courts found him to be true to his faith and allowed him to maintain his stance in not taking part of the Selective Service. One can see Arthur’s sincerity by reading his letters to the court system. It was not until June 2, 1954 that Judge Bantz released him from his requirement to serve.

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## Washington State EALRS:

[www.k12.wa.us/curriculumstruct/SocStudies/historyEALRs.aspx](http://www.k12.wa.us/curriculumstruct/SocStudies/historyEALRs.aspx)

### HISTORY

1.1 Understand and analyze historical time and chronology	
	<p>1.1.3a Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events; compare and contrast different cultural perceptions of time</p> <p>1.1.3b Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability</p>
United States History	<p>1.2.3 Identify and analyze major concepts, people, and events in 20th century U.S. History including:</p> <p>11. WW II, the Cold War, and International Relations (1939-Present)</p> <p>12. Post-World War II domestic, political, social, and economic issues (1945-present)</p>
World History	<p>WH1.2.3 Identify and analyze major concepts, people, and events in world history from 1600 to the present including:</p> <p>1. Emergence and development of new nations (1945-present)</p> <p>2. Challenges to democracy and human rights (1900-present)</p>
Understand and analyze historical time and chronology	<p>1.1.3a Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events; compare and contrast different cultural perceptions of time</p> <p>1.1.3b Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability</p>
1.3.3 Examine and Analyze	1.3.3 Examine and analyze how the contributions of various cultural groups influence society.
2.1. Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict (cross reference with the themes and topics outlined under the United States, world, and Washington State history headings)	
	2.1.3 Compare and analyze major ideas in different places, times, and cultures, and how those ideas have brought about continuity, change, or conflict
2.2. Understand how ideas and technological developments influence people, culture, and environment	
	2.2.3 Analyze how technological developments have changed people's ideas about the natural world and evaluate their short and long-term consequences

### SOCIAL STUDIES

1.1 Understand and use inquiry and information skills required by citizens in a democratic society	
	<p>1.1.3b Identify key words; use advanced search strategies; independently locate appropriate and varied information sources; evaluate primary/secondary sources</p> <p>1.1.3e Produce and interpret outlines, charts, graphs, maps, tables, timelines, and decision-making grids that explain problems and/or construct solutions</p>
3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions	
	<p>3.1.4a Identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate data using multiple sources; determine relevant information; paraphrase problem</p> <p>3.1.4b Distinguish between fact, opinion, and reasoned argument; clarify point of view and context; identify assumptions and fallacies, recognize stereotypes, clichés, bias, and propaganda techniques; evaluate accuracy and timeliness of information; determine main message and identify target audience; analyze credibility and authenticity</p> <p>3.1.4e Group human and natural events into broadly defined eras and use timelines to explain patterns of continuity and change in the succession of events</p>

## Living the American Dream: Virtual Museum Rubric

Teacher Name: Mr. **Kiki**

Students' Names: \_\_\_\_\_ , \_\_\_\_\_ ,  
and \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Buttons and Links Work Correctly (connection to home page)</b>	All buttons and links work correctly. Obvious links the work. Each section run on its own	Most (99-90%) buttons, links, and section run work on their own and work correctly.	Many (89-75%) buttons, links, and section run work on their own and work correctly.	Fewer than 75% buttons, links, and section run work on their own and work correctly.
<b>Sounds - planning</b>	Careful planning has gone into sounds. All sounds improve the content or "feel" of the presentation. Sounds all work.	Some planning has gone into sounds. Most enhance the content or "feel" of the presentation, but 1-2 seem to be added for no real reason. None detract from the overall presentation.	Sounds that are chosen are appropriate for the topic, but some detract from the overall presentation.	Sounds are not appropriate for the presentation.
<b>Content - Accuracy/ Works Cited</b>	All content throughout the presentation is accurate. There are no factual errors. Complete focus is given to time period.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
<b>Spelling and Grammar</b>	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
<b>Sequencing of Information</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.



# Rubric

	<b>4 Excellent</b>	<b>3 Proficient</b>	<b>2 Partial</b>	<b>1 Minimal</b>
<b>History EALR 1.2.3</b> <i>Identify and analyze major issues, people, and events in Washington State, U.S., and World History.</i>	Develops a clear and reasonable thesis on a historical question that is supported by the analysis of <b>three (or more) specific artifacts</b> and/or primary sources. Account contains no inaccuracies.	Develops a clear and reasonable thesis on a historical question that is supported by the analysis of <b>two specific artifacts</b> and/or primary sources. Account contains few or no inaccuracies.	Develops a clear and reasonable thesis on a historical question that is supported by the analysis of <b>one specific artifact</b> and/or primary sources. Account contains few or no inaccuracies.	Thesis on a historical question is attempted, without <b>explicit references</b> to artifacts or primary sources to support the thesis OR artifacts and/or primary sources do not support the thesis well.
<b>History EALR 1.1.3b Compare</b> <i>Compare and evaluate competing historical narratives and analyze multiple perspectives.</i>	Accurately describes <b>three (or more) differing published interpretations</b> on the historical question that are relevant to the student's interpretation.	Accurately describes <b>two differing published interpretations</b> on the historical question that are relevant to the student's interpretation.	Refers explicitly to <b>two interpretations</b> of a particular historical event with only <b>partial accuracy</b> .	Refers explicitly to <b>one interpretation</b> of a particular historical event.
<b>Geography EALR: 3.2</b> <i>Analyze how the environment and environmental changes affect people.</i>	Accurately describes interaction between geographic factors AND <b>two of the following</b> : -social aspects of the question -economic aspects of the question -cultural aspects of the question -political aspects of the question	Accurately describes interaction between geographic factors AND <b>one of the following</b> : -social aspects of the question -economic aspects of the question -cultural aspects of the question -political aspects of the question	Accurately describes geographic factors AND one or more of the following: -social aspects of the question -economic aspects of the question -cultural aspects of the question -political aspects of the question <b>WITHOUT describing their interaction</b>	Accurately describes geographic factors <b>WITHOUT describing their interaction</b> with any of the following: -social aspects of the question -economic aspects of the question -cultural aspects of the question -political aspects of the question

Required Task

\* Historical question could address the causes and/or effects of an event, characteristics of a time period, and the validity of a historical claim.



Teaching with Documents:  
An Act of Courage, the Arrest Records of Rosa Parks  
<http://www.archives.gov/education/lessons/rosa-parks/index.html>

*Misc.*

POLICE DEPARTMENT  
CITY OF MONTGOMERY

Date 12-1-55 19\_\_

Complainant J.F. Blake (wn)

Address 27 No. Lewis St. Phone No. \_\_\_\_\_

Offense Misc. Reported By Same as above

Address \_\_\_\_\_ Phone No. \_\_\_\_\_

Date and Time Offense Committed 12-1-55 6:06 pm

Place of Occurrence In Front of Empire Theatre (On Montgomery Street)

Person or Property Attacked \_\_\_\_\_

How Attacked \_\_\_\_\_

Person Wanted \_\_\_\_\_

Value of Property Stolen \_\_\_\_\_ Value Recovered \_\_\_\_\_

Details of Complaint (list, describe and give value of property stolen)

We received a call upon arrival the bus operator said he had a colored female sitting in the white section of the bus, and would not move back.

We (Day & Mixon) also saw her.

The bus operator signed a warrant for her. Rosa Parks, (cf) 634 Cleveland Court.

Rosa Parks (cf) was charged with chapter 6 section 11 of the Montgomery City Code.

Warrant #14254

THIS OFFENSE IS DECLARED:  
UNFOUNDED   
CLEARED BY ARREST   
EXCEPTIONALLY CLEARED   
INACTIVE (NOT CLEARED)

Officers F.D. Day  
D.W. Mixon

Division Patrol Time 7:00 pm  
12-1-55

10M-PARAGON PRESS-24507

**Police Report, December 1, 1955**  
**Page 1**

Civil Case 1147

*Browder, et al v. Gayle, et. al;*

U.S. District Court for Middle District of Alabama, Northern (Montgomery) Division Record

Group 21: Records of the District Court of the United States

National Archives and Records Administration-Southeast Region, East Point, GA.

ARC Identifier 596074

Name	Parks	Rosa	L.	Classification	28 MO 72
	Surname	Given Name	Middle Name		28 MI
Alias					
Nickname:	Reference				
No. 79521	Color C.	Sex Female			
79521 RIGHT HAND					
1. Thumb	2. Index finger M	3. Middle finger O	4. Ring finger	5. Little finger ✓	
LEFT HAND					
6. Thumb	7. Index finger M	8. Middle finger I	9. Ring finger	10. Little finger	
Impressions taken by	Impressions taken by	Notes on variations	Signature of person fingerprinted:		
<i>Mary Cannon</i>	<i>Mary Cannon</i>		<i>Rosa L. Parks</i>		
(Signature of official taking prints)		<i>ROSA L. PARKS</i> x <i>Rosa L. Parks</i>			
Files searched by					
Four fingers taken simultaneously			Four fingers taken simultaneously		
Left Hand		Left thumb	Right thumb	Right Hand	

## Fingerprint Card of Rosa Parks

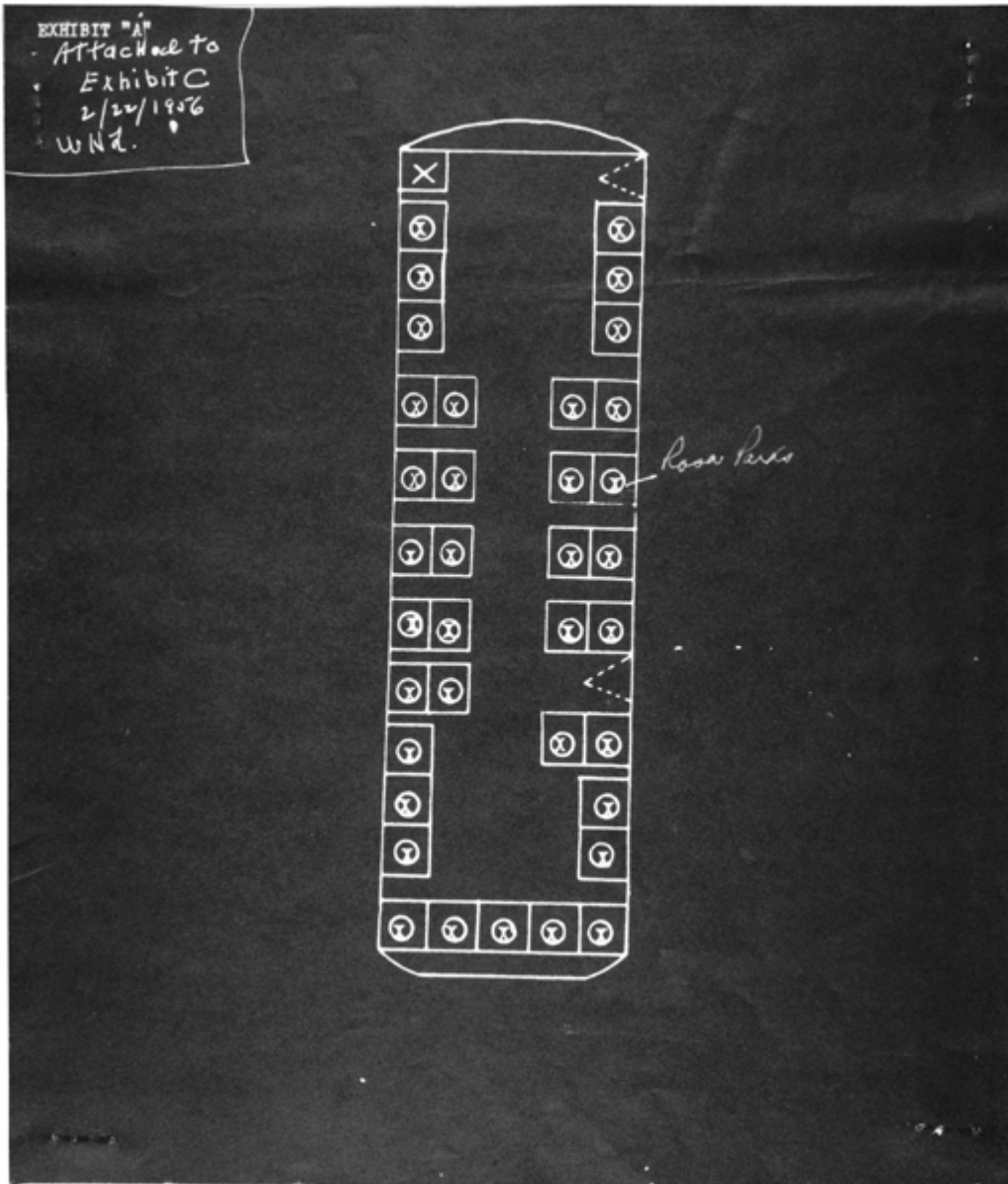
Civil Case 1147

*Browder, et al v. Gayle, et. al;*

U.S. District Court for Middle District of Alabama, Northern (Montgomery) Division

Record Group 21: Records of the District Court of the United States

National Archives and Records Administration-Southeast Region, East Point, GA.



**Illustration of bus where Rosa Parks sat, December 1, 1955**

Civil Case 1147

*Browder, et al v. Gayle, et. al;*

U.S. District Court for Middle District of Alabama, Northern (Montgomery) Division

Record Group 21: Records of the District Court of the United States

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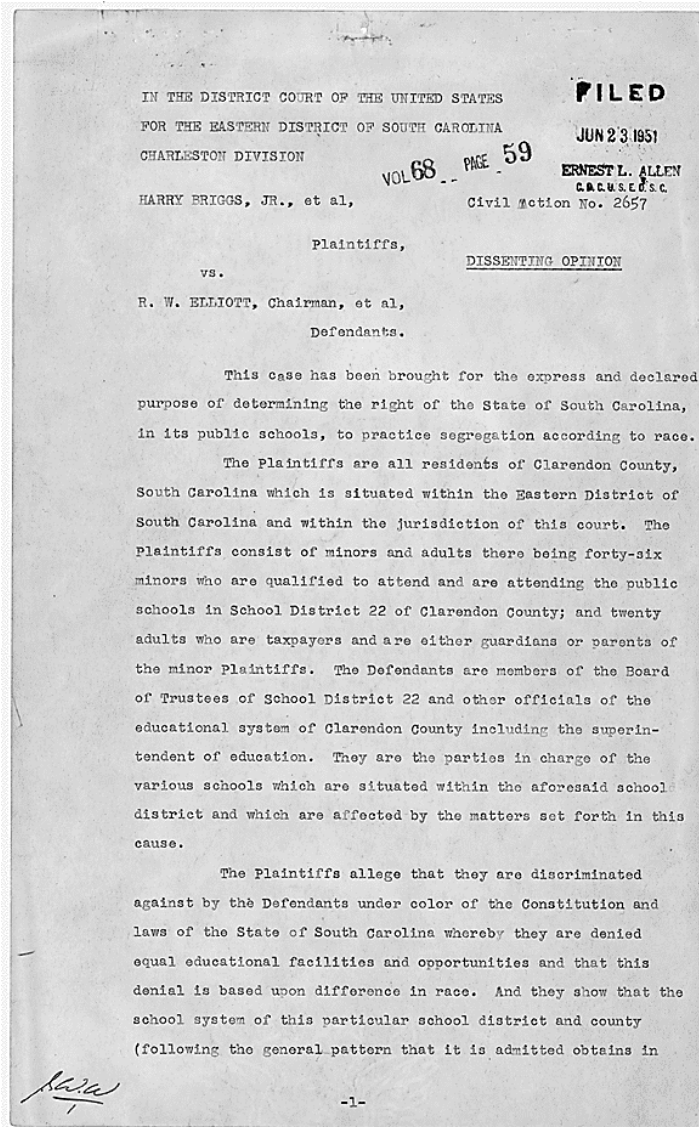
**ARC Identifier 596069**



Teaching With Documents:  
Documents Related to  
*Brown v. Board of Education*

<http://www.archives.gov/education/lessons/brown-v-board/>

(This is seven pages of the twenty-one page document)



they now admit that they had found some; but rely upon the fact that subsequent to the institution of this suit, James F. Byrnes, the Governor of South Carolina, had stated in his inaugural address that the State must take steps to provide money for improving educational facilities and that thereafter, the Legislature had adopted certain legislation. They stated that they hoped that in time they would obtain money as a result of the foregoing and improve the school situation.

This statement was allowed to be filed and considered as an amendment to the answer.

By this maneuver, the Defendants have endeavored to induce this Court to avoid the primary purpose of the suit. And if the Court should follow this suggestion and fail to meet the issues raised by merely considering this case in the light of another "separate but equal" case, the entire purpose and reason for the institution of the case and the convening of a three-judge court would be voided. The sixty-six (66) Plaintiffs in this cause have brought this suit at what must have cost much in effort and financial expenditures. They are here represented by six attorneys, all, save one, practicing lawyers from without the State of South Carolina and coming here from a considerable distance. The Plaintiffs have brought a large number of witnesses exclusive of themselves. As a matter of fact, they called and examined eleven witnesses. They said that they had a number more coming who did not arrive in time owing to the shortening of the proceedings and they also stated that they had on hand and had contemplated calling a large number of other witnesses but this became unnecessary by reason of the foregoing admissions by Defendants. It certainly appears that large expenses must have been caused by the institution of this case and great efforts expended in gathering data, making a study of the issues involved, interviewing and bringing numerous witnesses, some of whom are foremost scientists in America. And in addition

*J. W. A.*  
57

to all of this, these sixty-six Plaintiffs have not merely expended their time and money in order to test this important Constitutional question, but they have shown unexampled courage in bringing and presenting this cause at their own expense in the face of the long established and age-old pattern of the way of life which the State of South Carolina has adopted and practiced and lived in since and as a result of the institution of human slavery.

If a case of this magnitude can be turned aside and a court refuse to hear these basic issues by the mere device of an admission that some buildings, blackboards, lighting fixtures and toilet facilities are unequal but that they may be remedied by the spending of a few dollars, then, indeed people in the plight in which these Plaintiffs are, have no adequate remedy or forum in which to air their wrongs. If this method of judicial evasion be adopted, these very infant Plaintiffs now pupils in Clarendon County will probably be bringing suits for their children and grandchildren decades or rather generations hence in an effort to get for their descendants what are today denied to them. If they are entitled to any rights as American citizens, they are entitled to have these rights now and not in the future. And no excuse can be made to deny them these rights which are theirs under the Constitution and laws of America by the use of the false doctrine and patter called "separate but equal" and it is the duty of the Court to meet these issues simply and factually and without fear, sophistry and evasion. If this be the measure of justice to be meted out to them, then, indeed, hundreds, nay thousands, of cases will have to be brought and in each case thousands of dollars will have to be spent for the employment of legal talent and scientific testimony and then the cases will be turned aside, postponed or eliminated by devices such as this.

We should be unwilling to straddle or avoid this issue

*Rever*  
10

and if the suggestion made by these Defendants is to be adopted as the type of justice to be meted out by this Court, then I want no part of it.

And so we must and do face, without evasion or equivocation, the question as to whether segregation in education in our schools is legal or whether it cannot exist under our American system as particularly enunciated in the Fourteenth Amendment to the Constitution of the United States.

Before the American Civil War, the institution of human slavery had been adopted and was approved in this country. Slavery was nothing new in the world. From the dawn of history we see aggressors enslaving weak and less fortunate neighbors. Back through the days of early civilizations man practiced slavery. We read of it in Biblical days; we read of it in the Greek City States and in the great Roman Empire. Throughout medieval Europe, forms of slavery existed and it was widely practiced in Asia Minor and the Eastern countries and perhaps reached its worst form in Nazi Germany. Class and caste have, unfortunately, existed through the ages. But, in time, mankind, through evolution and progress, through ethical and religious concepts, through the study of the teachings of the great philosophers and the great religious teachers, including especially the founder of Christianity--mankind began to revolt against the enslavement of body, mind and soul of one human being by another. And so there came about a great awakening. The British, who had indulged in the slave trade, awakened to the fact that it was immoral and against the right thinking ideology of the Christian world. And in this country, also, came about a moral awakening. Unfortunately, this had not been sufficiently advanced at the time of the adoption of the American Constitution for the institution of slavery to be prohibited. But there was a struggle and the better thinking leaders in our Constitutional Convention endeavored to prohibit slavery but unfortunately compromised the



**Letter from President  
Dwight D. Eisenhower  
to E. E. "Swede" Hazlett  
October 23, 1954**

October 23, 1954

Dear Swede:

Your judgment on the spinning reel coincides exactly with mine. Since 1944 when I first encountered these gadgets in France, I have been the recipient of various types of spinners -- I should say one arrives about every sixty days. I leave them to those who like them. For my own fishing, I keep half a dozen fly rods ranging from about 1-1/2 ounces to 4-1/2, and I keep three favorite casting rods. I think this combination ought to see me through the fishing seasons left to me.

I skip over your comments on the election campaign. I have appeared before a number of audiences, but I strive to deal only with substantive matters -- with fact and logical deduction -- while staying out of political bickering.

When you mention Adlai, I again find myself in complete agreement with you, except that I doubt that he is a very dangerous opponent. However, if he should slip into a position of real responsibility, he would represent a great risk for the country.

As to "four-headed" foreign policy, the Democrats never succeeded in keeping people like McCarran from sounding off when they so chose. So if a Republican Senator lets go once in a while, I don't know what we can do about it, even though I deplore the misunderstandings they create.

So far as Dulles is concerned, he has never made a serious pronouncement, agreement or proposal without complete and exhaustive consultation with me in advance and, of course, my approval. If your friend Senator Ervin would take the trouble to look up the record, he would see that Nixon belonged in the same school, although he admittedly tries to put his pronouncements into more colorful language.



Captain Swede Hazlett - 2

You are somewhat wrong in your statement, "I know that at one time you contemplated some really drastic action in Indo-China." What I really attempted to do was to get established in that region the conditions under which I felt the United States could properly intervene to protect its own interests. A proper political foundation for any military action was essential. Since we could not bring it about (though we prodded and argued for almost two years), I gave not even a tentative approval to any plan for massive intervention.

You are right in your conclusion that the European situation looks somewhat better. By no means have I made up my mind finally on Mendes-France. For the moment, I accept your instinctive impression as my own.

As to appointments on the Supreme Court, I think one or two observations are applicable. Your implication seems to be that Governor Warren was a "political" appointment. It was most emphatically not.

That particular vacancy occurred most unexpectedly, and the particular qualifications in the individual that should fill it were something that I studied and lived with for a number of weeks. The Chief Justice has a great many administrative tasks, as well as obvious responsibilities involving personal leadership. Along with this, he must be a statesman and, in my opinion (since I have my share of egotism), I could not do my duty unless I appointed a man whose philosophy of government was somewhat along the lines of my own. All this finally brought me down to Warren, especially as I refused to appoint anyone to the Supreme Court who was over 62 years of age. It seems to me completely futile to try to use a Supreme Court vacancy as a mere reward for long and brilliant service. If I should be succeeded by a New Deal President, a judge who is now 69 or 70 would probably create a vacancy very soon to be



Captain Swede Haslett - 3

filled by the left-wingers. So -- it seems to me that prudence demands that I secure relatively young men for any vacancies that may occur. I wish that I could find a number of outstanding jurists in the low 50's.

The segregation issue will, I think, become acute or tend to die out according to the character of the procedure orders that the Court will probably issue this winter. My own guess is that they will be very moderate and accord a maximum of initiative to local courts.

Give my love to the family.

As ever,



Captain E. E. Haslett, Jr., U.S.N. (Ret.)  
Forest Hills  
Chapel Hill, North Carolina

# Judgement

## *Brown v. Board of Education*

Supreme Court of the United States

No. 1 ----, October Term, 19 54

Oliver Brown, Mrs. Richard Lawton, Mrs. Sadie Emmanuel et al.,  
Appellants,

vs.

Board of Education of Topeka, Shawnee County, Kansas, et al.

Appeal from the United States District Court for the -----  
District of Kansas.

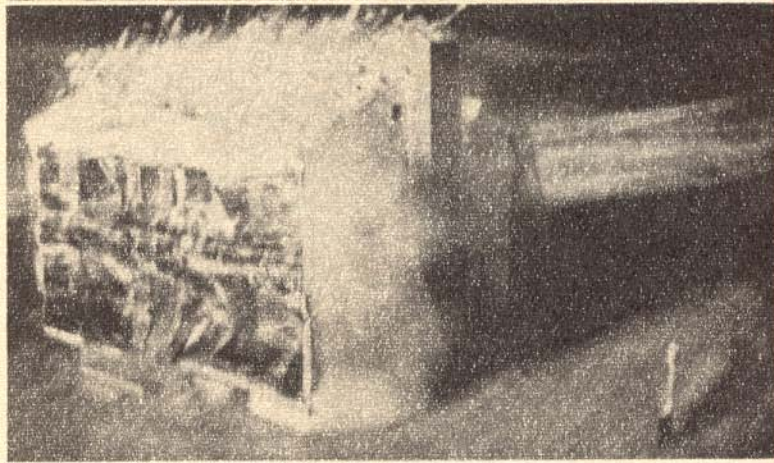
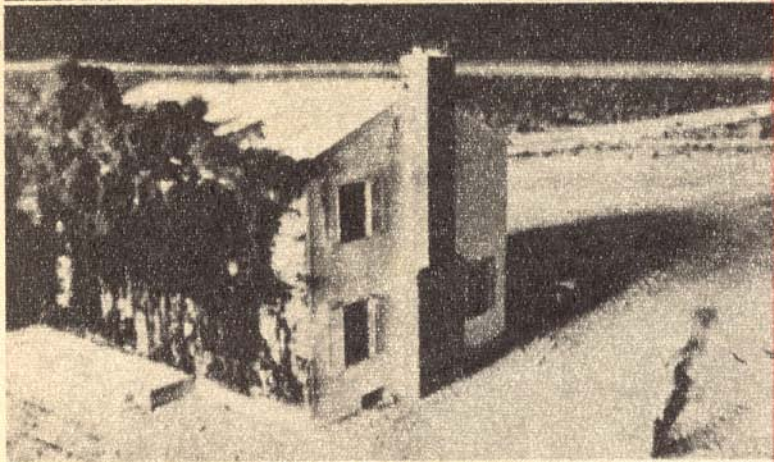
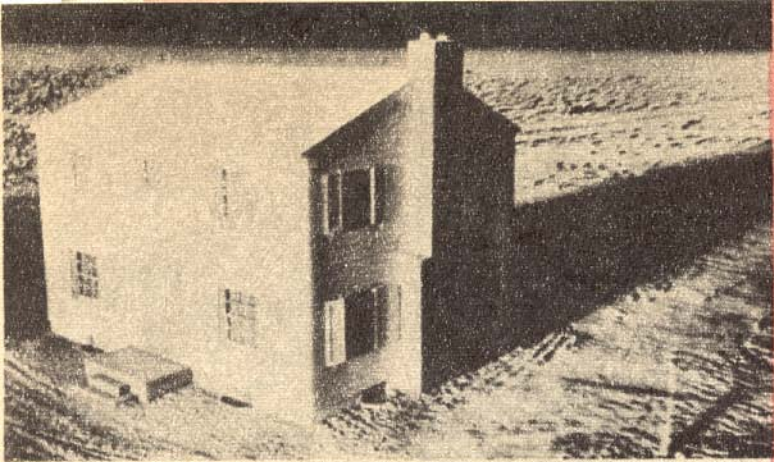
This cause came on to be heard on the transcript of the record from the United States  
District Court for the ----- District of Kansas, -----  
and was argued by counsel.

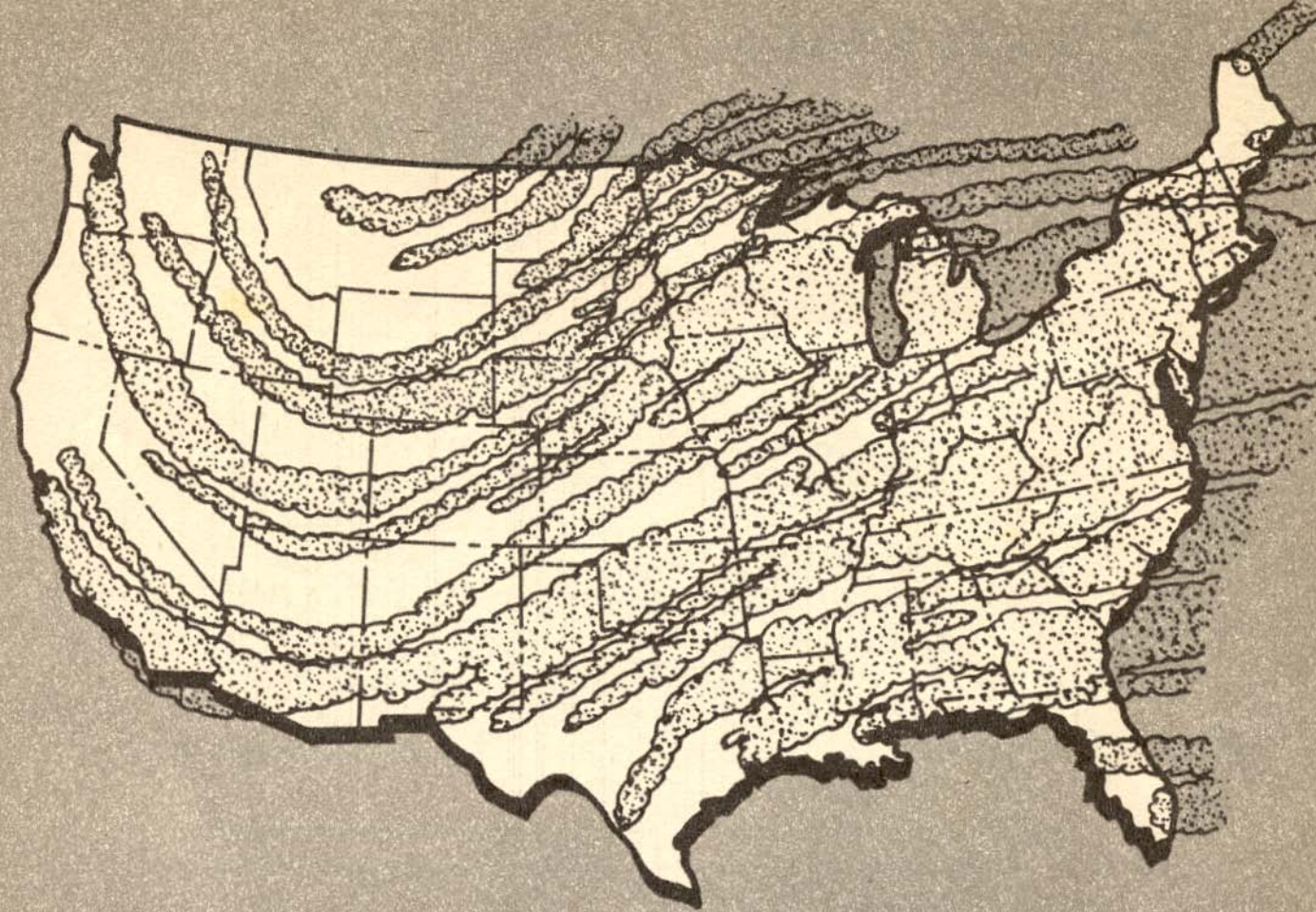
On consideration whereof, It is ordered and adjudged by this Court that the judgment  
of the said District ----- Court in this cause be, and the same is  
hereby, reversed with costs; and that this cause be, and the same  
is hereby, remanded to the said District Court to take such  
proceedings and enter such orders and decrees consistent with  
the opinions of this Court as are necessary and proper to admit  
to public schools on a racially nondiscriminatory basis with all  
deliberate speed the parties to this case.

Per Mr. Chief Justice Warren,  
May 31, 1955.

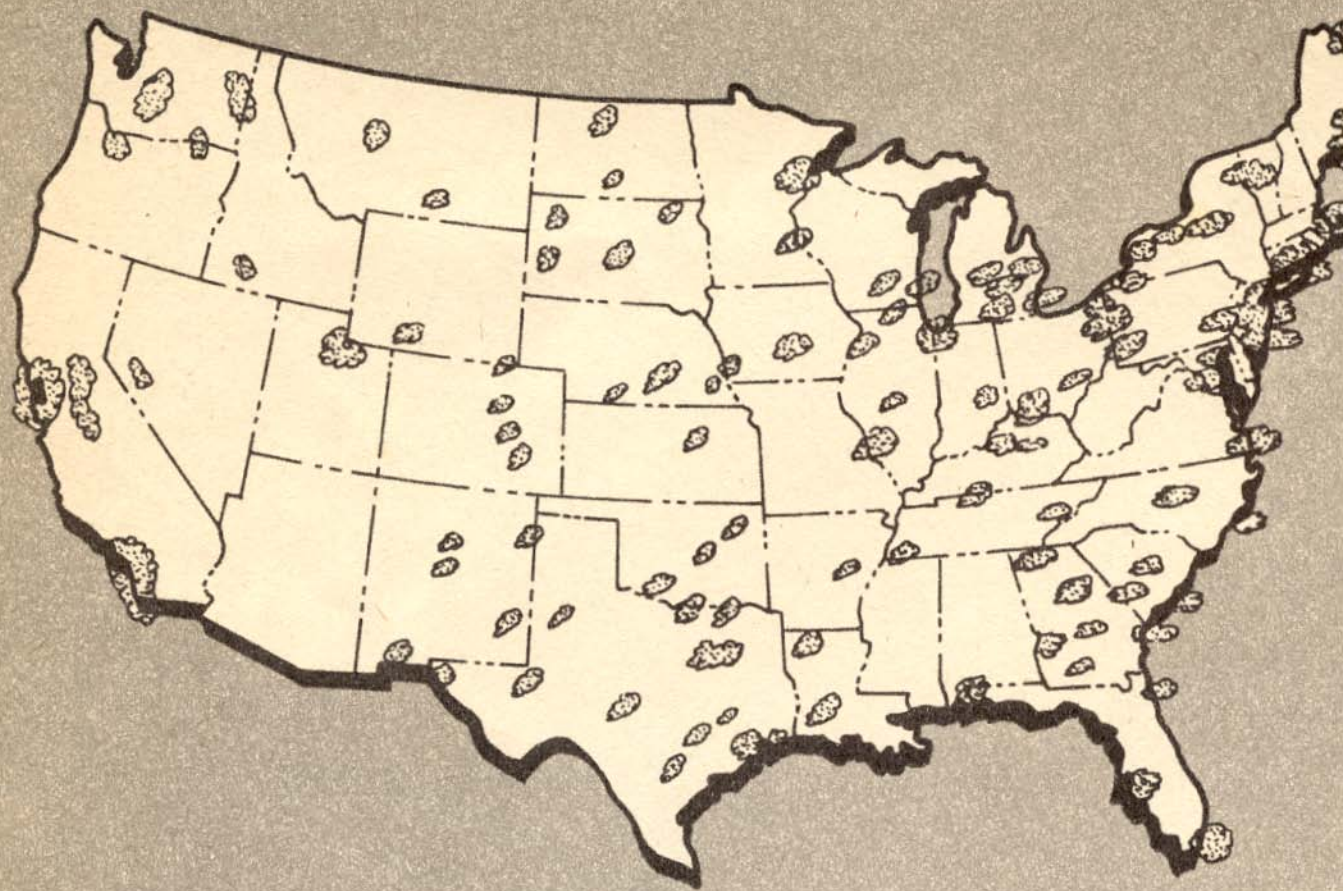


1469





Shaded areas here represent the probable extent of fallout zones twenty-four hours after detonations.



These shaded areas would be the approximate fallout zones one hour after the initial detonations.

again, buy what you need then. But time is a factor which is an unknown. Don't assume that you have any time. Store the food you have now. Buy later. Here are some more facts which may make you realize how important immediate action is.

An alert which is the real thing will put this nation on the defense instantly. *All defense and military personnel will have priority over telephones, transportation, traffic, roads, and supplies.* If you don't have yours ready, you will be left alone to solve the problem. Imagine everyone in your neighborhood rushing to the stores, grocery and drug stores, at the last minute! Supplies would run out, people would hoard, transportation routes would become clogged. Take care of your family now!

What else happens to the United States if an all-out attack is launched?

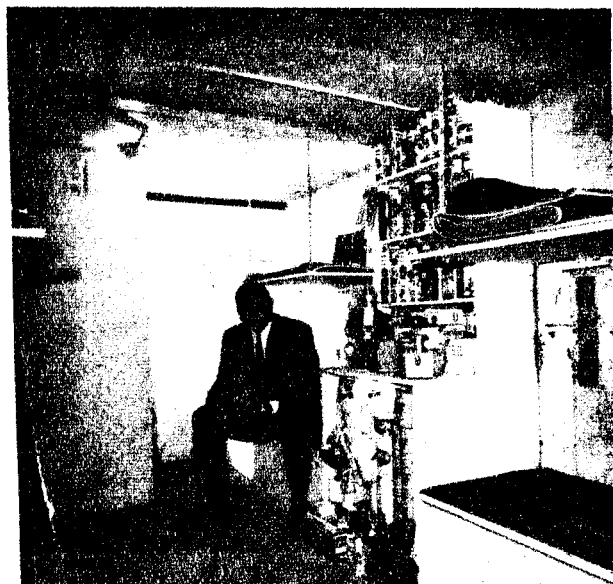
1. Industry is either destroyed or taken over by the government. Production will be government-controlled. This means food.

2. Goods and services needed for survival, the basic ones such as food, water, public services, law enforcement agencies, will be government-controlled and will take precedence over all other matters. You must have your own food.

3. Consumption as well as production will be government-controlled. You will not be allowed to buy food without some form of control. Two weeks' supply is a minimum. Get it now!

4. Money will have to be reestablished on a new

Here again Mr. Rosenfeld is seen next to and on top of his food supply. Space under bunks is food storage.



**TABLE B**

**Food for Fallout Shelters**

Calculation of One Person's Daily Ration  
Calories 2100

(Foods can be stored for three years)

Food Item	Amount	gm. Pro.	gm. Fat	gm. CHO	
MILK, DRY SKIM	1/3 cup	14.2	.4	20.8	
MILK, EVAPORATED	1 oz. (2 tbsp)	2.2	2.5	3.1	
JUICE, TOMATO	1/2 cup	1.2	.4	5.2	
PEACHES	1 cup	1.0	.3	46.6	
SPINACH	1/2 cup	2.6	.4	3.5	
PEAS	1/2 cup	4.2	.5	16.0	
SOUP, BEEF	1 cup	6.0	3.5	11.0	
BAKED BEANS WITH PORK	1 cup	15.1	7.8	50.1	
BEEF STEW WITH VEGETABLES	1 cup	12.9	19.3	16.7	
JAM	1 tbsp.	.1	.1	14.2	
CRACKERS, SODA	12 crackers	6.6	6.6	48.0	
CRACKERS, OTHER	15 crackers	3.0	12.0	30.0	
COCOA, INSTANT	3 tsp.	3.7	4.9	15.8	
SUGAR	2 tsp.	—	—	8.4	
HARD CANDIES	1 oz.	—	—	28.0	
	Total	72.8	58.7	317.4	
	Total calories	2089	291.2	528.3	1269.6
	Per cent of calories	14%	25%	61%	

**TABLE C**

**Food for Fallout Shelters**

Food for children up to 18 months of age, sufficient for 14 days, supplemented if possible by suitable adult foods.

Food Item	Total Weight
MILK	
— canned evaporated or canned	224 oz.
— sterile whole milk	448 oz.
CEREALS	
— patent baby cereals	28 oz.

Calculation of One Child's Daily Ration

Food Item	Amount	Calories	gm. Pro.	gm. Fat	gm. CHO
MILK — CANNED EVAP.	16 oz.	704	35.2	40.0	49.6
BABY CEREALS	2 oz.	210	7.4	1.0	43.0
	Total	914	42.6	41.0	92.6
	Total calories	914	170.4	369.0	370.4
	Percent of calories		19%	40%	41%



## TABLE A

### Food for Fallout Shelters

Regularly Available  
(Foods can be stored for three years)

The following foods are sufficient to provide 2000 calories for 14 days for an adult. Other foods may be used that are equivalent, except fruits and vegetables.

Food Item	Total Weight
<b>MILK</b>	20 oz.
— nonfat, dry evaporated	14 oz.
<b>JUICES</b>	64 oz.
— tomato, grape, apple	
<b>FRUITS</b>	112 oz.
— apple sauce, pears, peaches	
<b>VEGETABLES</b>	112 oz.
— corn, peas, beans	
<b>SOUPS</b>	112 oz.
— canned or dehydrated (in can), to make, other than tomato	
<b>ONE-DISH MEALS</b>	208 oz.
— canned goods including chicken and rice, chicken and noodles, pork and beans (without tomato sauce), baked kidney beans, chile con carne, and beef stew	
<b>SPREADS IN GLASS JARS</b>	14 oz.
— jam, jelly, marmalade	
<b>CRACKERS</b>	56 oz.
— in glass or cans	
<b>BEVERAGES</b>	2 oz.
— soluble coffee	2 oz.
— tea	4 oz.
— chocolate	
<b>SUGAR</b>	4 oz.
—	
<b>HARD CANDIES</b>	16 oz.
—	
<b>SALT</b>	4 oz.
—	

Fruit juices are corrosive. Only those in crown capped bottles should be stockpiled. Fruits should be stored only in glass jars with glass lids. All should be stored upright.

Shelters used for purposes other than fallout protection are a double saving. This one is used as a cold cellar.

Do not count on having electricity. Plan to store foods which do not have to be refrigerated. You may have your shelter arranged to include a corner of the cellar or basement where food can be stored at temperatures between 40 and 70 degrees above zero. But unless you do have such a place, unless you do have an auxiliary power plant with plenty of fuel to carry you through the emergency, think of yourself as living without any cold storage facilities and stock food accordingly.

If you have a deep freeze cabinet, either as a separate unit or as a compartment in your refrigerator, the food which you have in there will remain cold if you are careful to follow these instructions: (1) store food in packages to be used for one meal, for the same reason you store canned goods that way; (2) store all meat on one side, back to front, vegetables in a row, back to front, desserts in a row, back to front. Do this because you can then open the door once a day, get the variety you need for the meal from the front row and close the door quickly. If you open your freezer more than once a day you will not be able to keep the food cold enough for it to remain fresh long. Use this food before opening cans or jars you are storing in cartons. It has been said that if there is a hot war, the nation that has the best available food supply will be the victor.

The steps for preparing food for survival are simple, as you see. They seem so simple that you may feel that you can wait until you go shopping.

Notice some of the cost cutting employed in Wheeler stocking; buying by the case and home canned food.



**"Great Balls Of Fire"**

**JERRY LEE LEWIS lyrics**

You shake my nerves and you rattle my brain  
Too much love drives a man insane  
You broke my will, but what a thrill  
Goodness, gracious, great balls of fire!!

I laughed at love 'cause I thought it was funny  
You came along and mooooved me honey  
I've changed my mind, this love is fine  
Goodness, gracious, great balls of fire!!

Kiss me baby, wooo feels good  
Hold me baby, welllllll I want to love you like a lover should  
Your fine, sooo kind  
I want to tell this world that your mine mine mine mine

I chew my nails and and I twiddle my thumbs  
I'm real nervous, but it sure is fun  
C'mon baby, drive my crazy  
Goodness, gracious, great balls of fire!!

**Hard Headed Woman**  
**(Written by Claude Demetrius)**  
**Elvis Presley**

Well a hard headed woman,  
a soft hearted man  
been the cause of trouble  
ever since the world began.  
Oh yeah, ever since the world began  
a hard headed woman been  
a thorn in the side of man.

Now Adam told to Eve,  
"Listen here to me,  
don't you let me catch you  
messin' round that apple tree."  
Oh yeah, ever since the world began  
a hard headed woman been  
a thorn in the side of man.

Now Samson told Delilah  
loud and clear,  
"Keep your cotton pickin' fingers  
out my curly hair."  
Oh yeah, ever since the world began  
a hard headed woman been  
a thorn in the side of man.

I heard about a king

who was doin' swell  
till he started playing  
with that evil Jezebel.  
Oh yeah, ever since the world began  
a hard headed woman been a thorn in the side of man.

I got a woman,  
a head like a rock.  
If she ever went away  
I'd cry around the clock.  
Oh yeah, ever since the world began  
a hard headed woman been  
a thorn in the side of man.

## **Jailhouse Rock**

**Elvis Presley**

(words & music by jerry leiber - mike stoller)

The warden threw a party in the county jail.

The prison band was there and they began to wail.

The band was jumpin and the joint began to swing.

You shouldve heard those knocked out jailbirds sing.

Lets rock, everybody, lets rock.

Everybody in the whole cell block

Was dancin to the jailhouse rock.

Spider murphy played the tenor saxophone,

Little joe was blowin on the slide trombone.

The drummer boy from illinois went crash, boom, bang,

The whole rhythm section was the purple gang.

Lets rock, everybody, lets rock.

Everybody in the whole cell block

Was dancin to the jailhouse rock.

Number forty-seven said to number three:

Youre the cutest jailbird I ever did see.

I sure would be delighted with your company,

Come on and do the jailhouse rock with me.

Lets rock, everybody, lets rock.

Everybody in the whole cell block

Was dancin to the jailhouse rock.

The sad sack was a sittin on a block of stone

Way over in the corner weepin all alone.  
The warden said, hey, buddy, dont you be no square.  
If you cant find a partner use a wooden chair.  
Lets rock, everybody, lets rock.  
Everybody in the whole cell block  
Was dancin to the jailhouse rock.

Shifty henry said to bugs, for heavens sake,  
No ones lookin, nows our chance to make a break.  
Bugsy turned to shifty and he said, nix nix,  
I wanna stick around a while and get my kicks.  
Lets rock, everybody, lets rock.  
Everybody in the whole cell block  
Was dancin to the jailhouse rock.

Lesson:

*Using Rock and Roll as Primary Source Material:*

**Rationale:** Rock and Roll from the 1950s helped create the new youth in America. While these songs convey literary elements such as theme, point of view, and irony, it also functions as an entertaining primary source illustrating the new culture of the 1950s.

**Objectives:** The student will be able to:

1. Recognize the point of view of the speaker;
2. Identify the audience for whom the song was written;
3. Explain the historical context of details of the song;
4. Analyze what this primary source reveals about the era in which it was written.

**Materials:**

1. Speakers
2. iPod
3. Paper
4. Pencil
5. Sound Recording Analysis Worksheet
  - a. National Archives and Records Administration
6. Music and Lyrics for:
  - a. Lewis, Jerry Lee. *Great Balls of Fire*
  - b. Presley, Elvis. *Jailhouse Rock*
  - c. \_\_\_\_\_. *Love Me Tender*
  - d. \_\_\_\_\_. *Hard Headed Woman*
  - e. Holly, Buddy & The Crickets. *That'll be the Day*

**Assessment:**

Students will complete Sound Recording Analysis Worksheet and have classroom discussion on findings. Students will also use their discoveries in the Virtual Museum to show the new youth of the 1950s.



<b>Approval Granted</b> Delitha Spear _____ Helene Paroff _____  <b>Amount Approved</b> _____ _____
---

# Teaching American History Development Project

## Pre-Application for Funding (Approval must be granted prior to purchase.)

Name: Kelly Kiki

Title of Project: Living the American Dream: America in the 1950s

District: Central Valley School District      Building: Central Valley High School

Home Address: 1215 W. 10<sup>th</sup>

City/State/Zip: Spokane, WA 99204      Phone: 509.991.5582

Amount Requested: \$540.82 w/tax

**Funding is intended to assist you in creating multi-media history resources to implement curriculum. Resources can include artifacts for teaching enhancement, software and history-based literature. Due to federal regulations, items costing over \$500 may be considered equipment and are not allowable. Please note prior approval is required before purchases can be made and/or reimbursed.**

Please use the recommended space to answer the following:

**Purpose:** Explain the purpose of your project and how this is fulfilling a specific need.

Through the state achieves, iTunes and iVideo, and the Internet, I will bring the culture of the 1950s alive. I will do this by storing research on my iPod into the classroom. The iPod acts as a external hard drive and player to easily download, store, and play info on the go. With it I will bring these items to the classroom for review and discussion:

- Pre and post WWII census reports for the inland northwest
- Certificates: birth and marriage (baby boom)
- Cars
- Urban v. rural growth records
- Role of the Davenport Hotel
- Music from the Rock-n-Roll craze

**Plan:** Describe how you hope to accomplish your goal (include timeline, if appropriate).

- Using co-operative learning modes, students will team up and create a virtual museum with PPT. that will cover the life as a whole in the 1950s. See Attachment: "Living the American Dream"



- Using the portable hard drive (AKA iPod), I will be able to store large amounts of archival/primary sources for the students to view in the classroom. This idea will be used for more than this project in the classroom.
- Students will be able to listen and view research via the iPod in the classroom setting.
- The AV connection will allow me to connect the source to external speakers and Infocus projection.
- I have a Masters in Education Technology and completed the a course through the Gates Foundation; thus, I use technology regular for students to discover and increase technology skills.

**Benefit:** How will this project improve the quality of teaching, enhance student learning, i.e., how will it benefit students, and increase your professional development?

Students crave the world of technology in their daily activities; thus, I believe that bringing these cravings to the classroom to encourage learning only enhances the classroom environment. Accessing achieves of both music and vide will add to the craving for visual and audio stimulation for the students. The bottom line here is that I want the students to have fun in their learning. Through the state achieves, iTunes and iVideo, and the Internet, I will bring the culture of the 1950s alive.

**Budget:** Itemize your proposed expenditures; not to exceed \$500.

<u>Item</u>	<u>Requested Amount</u>
60 GB iPod	\$399.00
<hr/>	
iPOD AV Connection Kit	\$99.00
<hr/>	
Total Amount Requested	<u>\$498.00</u>

**Evaluation:** How will you evaluate the degree to which this project is successful?

- Watching the students interact with history
- Quizzes
- Tests
- Discussions
- Written responses on the videos or picture archives
- Encourage students to search and discover both mediums of videos, pictures, and other forms of archives to enhance their learning – possibly encourage students to learn more about their own family’s.

**Affidavit:**

I hereby certify under penalty of perjury under the laws of the State of Washington that purchases made on behalf of the Teaching American History grant project will be used for classroom purposes to enhance student education.

Signature \_\_\_\_\_

**Return to: Susan Blair, ESD 101, 4202 S Regal Ave., Spokane WA 99223.**

## Love Me Tender

Elvis Presley

(words & music by vera matson  
- elvis presley)

Love me tender,

Love me sweet,

Never let me go.

You have made my life  
complete,

And I love you so.

Love me tender,

Love me true,

All my dreams fulfilled.

For my darlin I love you,

And I always will.

Love me tender,

Love me long,

Take me to your heart.

For its there that I belong,

And well never part.

Love me tender,

Love me dear,

Tell me you are mine.

Ill be yours through all the

years,

Till the end of time.

(when at last my dreams come  
true

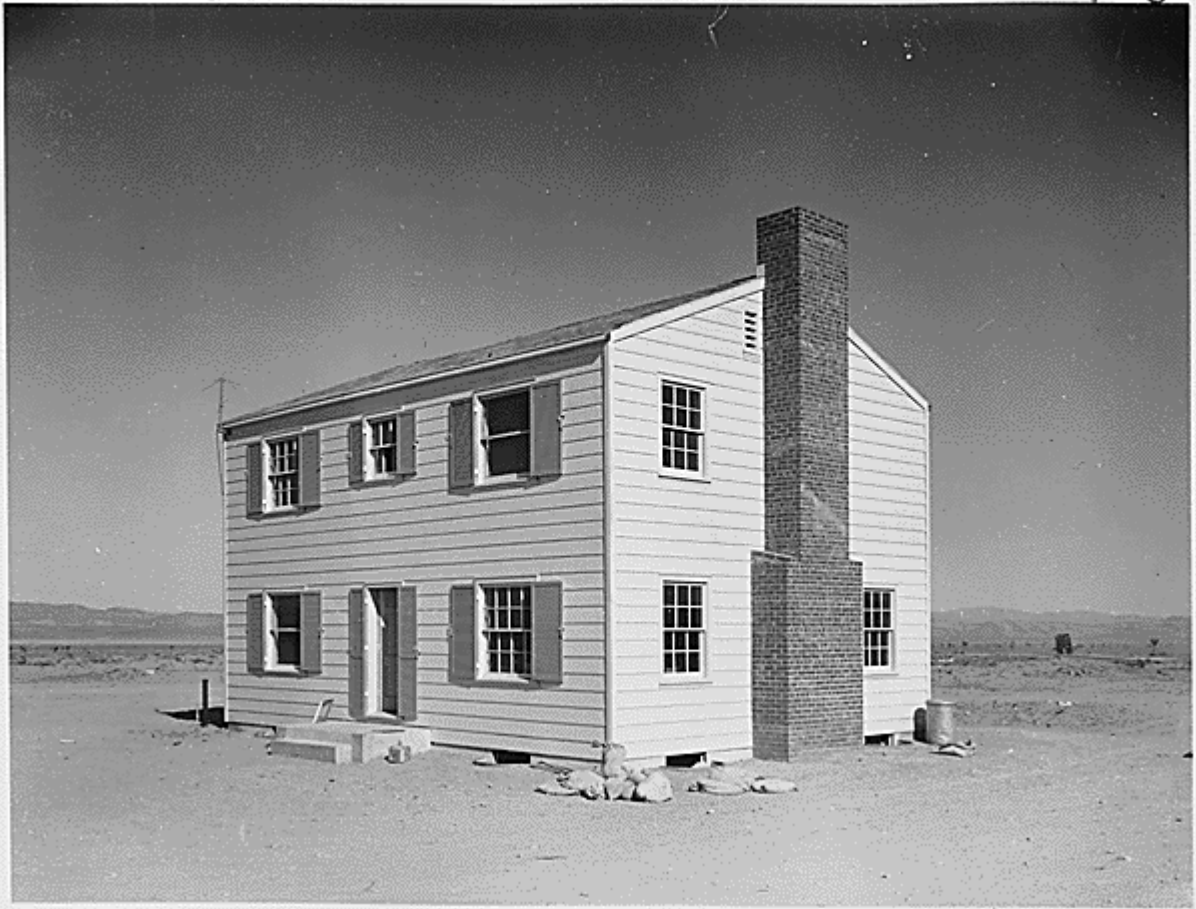
Darling this I know

Happiness will follow you

Everywhere you go).

## Teaching with Documents: Photographs and Pamphlet about Nuclear Fallout

<http://www.archives.gov/education/lessons/fallout-docs/#documents>



Photograph [Operation Cue]: [Two-story wood frame house at 5,500 feet](#) (from blast site), May 5, 1955.

[ARC](#) Identifier: 541785



Photograph [Operation Cue] - [Two-story wood frame house at 5,500 feet after the blast, May 5, 1955.](#)  
[ARC Identifier: 541788](#)

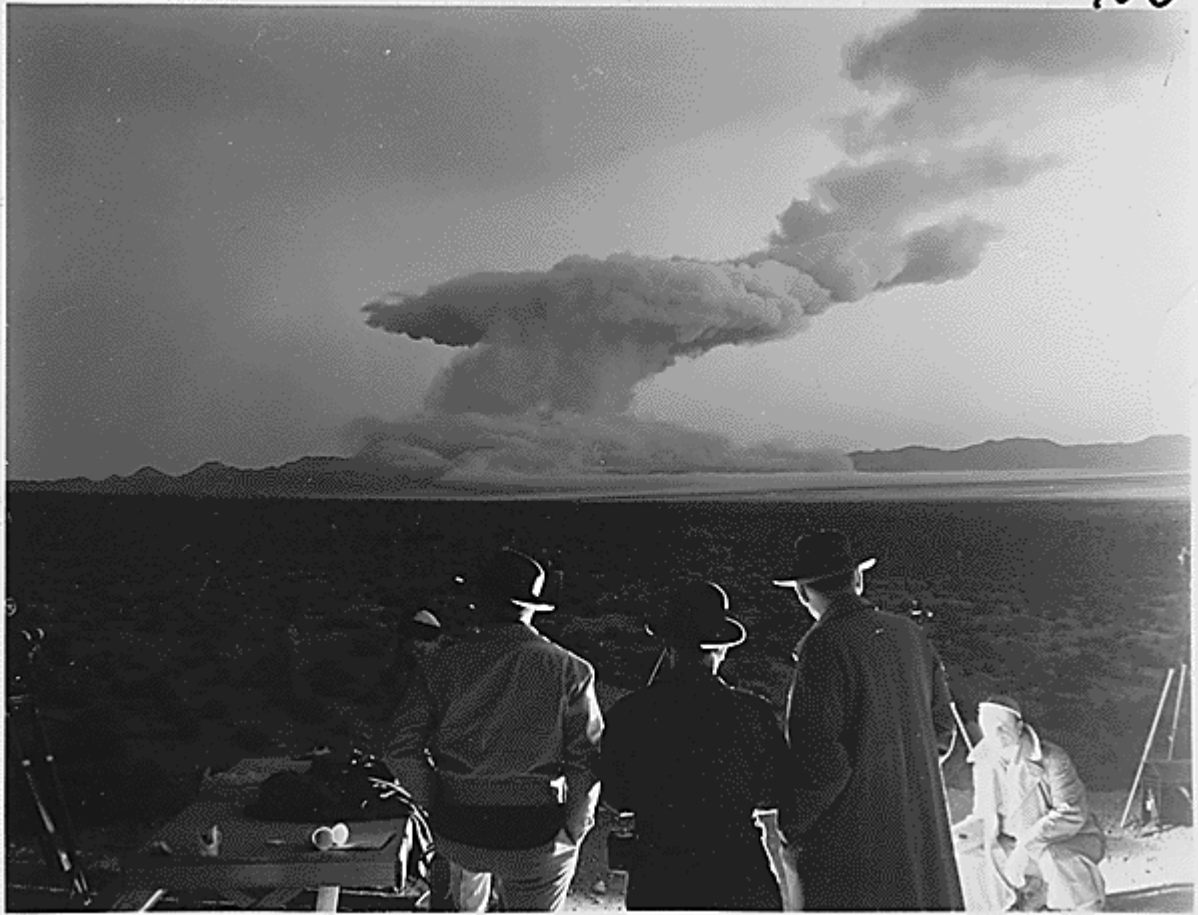


[Photograph of the Office of Civil and Defense Mobilization exhibit at a local civil defense fair.](#)  
[ca. 1960.](#)

[ARC Identifier: 542102](#)



7. [An artist's rendition of a temporary basement fallout shelter, ca.1957.](#)  
ARC Identifier: 542104



Photograph [Operation Cue]: [A few minutes after detonation](#) the atomic blast in Operation Cue looked like this, May 5, 1955.  
[ARC Identifier: 541787](#)



8. [Photograph of a basement family fallout shelter](#) that includes a 14-day food supply that could be stored indefinitely, a battery-operated radio, auxiliary light sources, a two-week supply of water, and first aid, sanitary, and other miscellaneous supplies and equipment, ca.1957.

[ARC Identifier: 542105](#)





## HOW TO IN POWERPOINT

### TO INSERT SONG:

1. On the standard tool bar click insert
2. Go down to movies and sounds
3. Move over to sound from file
4. Click on sound from file
5. Browse to find song
6. Highlight song then click **insert**
7. It will ask if you want it to play automatically in slide show if not it will play when you click it (Click no)
8. Move speaker icon to any location on slide
9. Now right click on speaker and click custom animation
10. Put music #1 location on the list of animations
11. To control the plain of the sound, click on animation down arrow of song. Then, click **effect options**. It is here that you can control the stop and start playing of a song and the volume at which it will play
12. **Note:** it you are playing song in the background while doing narration, the volume must be turned down on the song.

### TO RECORD NARRATIONS:

1. Click on standard tool bar then slideshow
2. Click **record narration**--it might be necessary to change the quality of the recording. You can do this in the **record narration** window that is currently open by clicking on change quality.
3. Sound selection window will open. Change name to **high quality** and then click **OK**
4. In the record narration window, you will need to check microphone level. It should be  $\frac{3}{4}$  or higher.
5. Now you are ready to being recording. In the **Record Narration** window click ok and wait 2 seconds. At this time, you may begin speaking.
6. When you are finished recording, hit the "ESC" key in the upper left hand corner of the keyboard.
7. If you believe you are happy with the recording, click save
8. To hear sound, click on slide with sound and click **view** then **slide show**.

### TO INSERT HYPERLINK:

1. Highlight with cursor the word(s) or picture to be link.
2. Click on **insert** located on standard tool bar then hyperlink
3. Make sure current file is lightly highlighted in the window. Click on the PowerPoint then bookmark. Now click the slide you wish the link to go to then click "ok". Now check that.
4. Now, check in **insert Hyperlink** window's address line to verify slide number. IF correct, click **OK**.
5. The word(s) or picture will turn your cursor into a hand when passed over it in the slide show view. If hyperlink is/are word(s) only, you will see them underlined. NOTE: Underlined words are generally hyper linked.
6. If you wanted to hyperlink to go to the internet, you just need to put the web page URL in the address box in **insert hyperlink** window.



<b>Approval Granted</b>	
Delitha Spear	_____
Helene Paroff	_____
<b>Amount Approved</b>	
	_____
	_____

# Teaching American History Development Project

**Pre-Application For Funding**  
(Approval must be granted prior to purchase.)

Name \_\_\_\_\_

Title of Project \_\_\_\_\_

District \_\_\_\_\_ Building \_\_\_\_\_

Home Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_ Phone \_\_\_\_\_

Amount Requested \_\_\_\_\_

**Funding is intended to assist you in creating multi-media history resources to implement curriculum. Resources can include artifacts for teaching enhancement, software and history-based literature. Due to federal regulations, items costing over \$500 may be considered equipment and are not allowable. Please note prior approval is required before purchases can be made and/or reimbursed.**

Please use the recommended space to answer the following:

**Purpose:** Explain the purpose of your project and how this is fulfilling a specific need.

**Plan:** Describe how you hope to accomplish your goal (include timeline, if appropriate).

**Benefit:** How will this project improve the quality of teaching and enhance student learning, i.e., how will it benefit students and increase your professional development?

**Budget:** Itemize your proposed expenditures; not to exceed \$500.

<u>Item</u>	<u>Requested Amount</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
	_____
Total Amount Requested	\$_____

**Evaluation:** How will you evaluate the degree to which this project is successful?

**Affidavit:**

I hereby certify under penalty of perjury under the laws of the State of Washington that purchases made on behalf of the Teaching American History grant project will be used for classroom purposes to enhance student education.

Signature \_\_\_\_\_

**Te le g r a m f r o m**  
**Se n a t o r J o s e p h M c C a r t h y t o**  
**P r e s i d e n t H a r r y S. T r u m a n**

<http://www.archives.gov/education/lessons/mc-carthy-telegram/>



WBO55 DL PD

RENO NEV FEB 11 1139A

The White House

Washington



THE PRESIDENT

THE WHITE HOUSE

1950 FEB 11 PM 7 31

IN A LINCOLN DAY SPEECH AT WHEELING THURSDAY NIGHT

I STATED THAT THE STATE DEPARTMENT HARBORS A NEST OF  
COMMUNISTS AND COMMUNIST SYMPATHIZERS WHO ARE HELPING TO  
SHAPE OUR FOREIGN POLICY. I FURTHER STATED THAT I HAVE IN  
MY POSSESSION THE NAMES OF 57 COMMUNISTS WHO ARE IN THE  
STATE DEPARTMENT AT PRESENT. A STATE DEPARTMENT SPOKESMAN

11725  
I FULLY DENIED THIS AND CLAIMED THAT THERE IS NOT A SINGLE  
COMMUNIST IN THE DEPARTMENT. YOU CAN CONVINCE YOURSELF OF  
THE FALSITY OF THE STATE DEPARTMENT CLAIM VERY EASILY.  
YOU WILL RECALL THAT YOU PERSONALLY APPOINTED A BOARD TO  
SCREEN STATE DEPARTMENT EMPLOYEES FOR THE PURPOSE OF  
WEEDING OUT FELLOW TRAVELERS. YOUR BOARD DID A PAINS-TAKING  
JOB. AND NAMED HUNDREDS WHICH IT LISTED AS "DANGEROUS TO  
THE SECURITY OF THE NATION", BECAUSE OF COMMUNISTIC  
CONNECTIONS.



WHILE THE RECORDS ARE NOT AVAILABLE TO ME, I KNOW

ALGER HISS THAT OF ONE GROUP OF APPROXIMATELY 300 CERTIFIED  
TO THE SECRETARY FOR DISCHARGE, HE ACTUALLY DISCHARGED ONLY  
APPROXIMATELY 80. I UNDERSTAND THAT THIS WAS DONE AFTER  
LENGTHY CONSULTATION WITH ALGER HISS. I WOULD SUGGEST  
THEREFORE, MR. PRESIDENT, THAT YOU SIMPLY PICK UP YOUR  
PHONE AND ASK MR. ACHESON HOW MANY OF THOSE WHOM YOUR  
BOARD HAD LABELED AS DANGEROUS, HE FAILED TO DISCHARGE.  
THE DAY THE HOUSE UN-AMERICAN ACTIVITIES COMMITTEE EXPOSED  
ALGER HISS AS AN IMPORTANT LINK IN AN INTER-NATIONAL  
COMMUNIST SPY RING, YOU SIGNED AN ORDER FORBIDDING THE





92711



S

TATE DEPARTMENTS GIVING TO THE CONGRESS ANY INFORMATION IN REGARD TO THE DISLOYALTY OR THE COMMUNISTIC CONNECTIONS OF ANYONE IN THAT DEPARTMENT, DISPIE THIS STATE DEPARTMENT BLACKOUT, WE HAVE BEEN ABLE TO COMPILE A LIST OF 57 COMMUNISTS IN THE STATE DEPARTMENT. THIS LIST IS AVAILABLE TO YOU, BUT YOU CAN GET A MUCH LONGER LIST BY ORDERING THE SECRETARY ACHESON TO GIVE YOU A LIST OF THESE WHOM YOUR OWN BOARD LISTED AS BEING DISLOYAL, AND WHO ARE STILL WORKING IN THE STATE DEPARTMENT. I BELIEVE THE FOLLOWING IS THE MINIMUM WHICH CAN BE EXPECTED OF YOU IN THIS CASE



(1) THAT YOU DEMAND THAT ACHESON GIVE YOU AND THE PROPER CONGRESSIONAL COMMITTEE THE NAMES AND A COMPLETE REPORT ON ALL OF THOSE WHO WERE PLACED IN THE DEPARTMENT BY ALGER HISS, AND ALL OF THOSE STILL WORKING IN THE STATE DEPARTMENT WHO WERE LISTED BY YOUR BOARD AS BAD SECURITY RISKS BECAUSE OF THE COMMUNISTIC CONNECTIONS.

(2) THAT UNDER NO CIRCUMSTANCES COULD A CONGRESSIONAL COMMITTEE OBTAIN ANY INFORMATION OR HELP FROM THE EXECUTIVE DEPARTMENT IN EXPOSING COMMUNISTS.

7 19024 5

11223

LIBERTY & JUSTICE  
NATIONAL  
ARCHIVES AND  
RECORDS  
SERVICE  
U.S. GOVERNMENT

FAILURE ON YOUR PART WILL LABEL THE DEMOCRATIC PARTY OF  
BEING THE BED-FELLOW OF INTER-NATIONAL COMMUNISM. CERTAINLY  
THIS LABEL IS NOT DESERVED BY THE HUNDREDS OF THOUSANDS OF  
LOYAL AMERICAN DEMOCRATS THROUGHOUT THE NATION, AND BY THE  
SIZABLE NUMBER OF ABLE LOYAL DEMOCRATS ~~ES~~ IN BOTH THE SENATE  
AND THE HOUSE

JOE MC CARTHY U.S.S. WIS..

## ***That'll Be The Day***

Buddy Holly and the Crickets

Well, that'll be the day when you say goodbye  
Yes, that'll be the day when you make me cry  
You say you're gonna leave, you know it's a lie  
'Cause that'll be the day when I die

Well, you give me all your loving and your turtle doving  
All your hugs and kisses and your money too  
Well, you know you love me baby, until you tell me, maybe,  
That some day, well I'll be through

Well, that'll be the day when you say goodbye  
Yes, that'll be the day when you make me cry  
You say you're gonna leave, you know it's a lie  
'Cause that'll be the day when I die

Well, when Cupid shot his dart he shot it at your heart  
So if we ever part then I'll leave you  
You sit and hold me and you tell me boldly  
That some day, well I'll be blue

Well that'll be the day when you say goodbye  
Yes, that'll be the day when you make me cry  
You say you're gonna leave, you know it's a lie

'Cause that'll be the day when I die

Well, that'll be the day (x4)

# Timeline of the Cold War

## 1940s

- 1945: February 4-11-- Yalta Conference **Cold War Begins**
- 1945: August 6 -- United States first used atomic bomb in war
- 1945: August 8 -- Russia enters war against Japan
- 1945: August 14 -- Japanese surrender **End of World War II**
- 1946: March -- Winston Churchill delivers "Iron Curtain" Speech
- 1947: March -- Truman declares active role in Greek Civil War
- 1947: June -- Marshall Plan is announced
- 1948: February -- Communist takeover in Czechoslovakia
- 1948: June 24 -- Berlin Blockade begins
- 1949: July -- NATO ratified
- 1949: May 12 -- Berlin Blockade ends
- 1949: September -- Mao Zedong, a Communist, takes control of China
- 1949: September -- Soviets explode first atomic bomb

## 1950s

- 1950: February -- Joe McCarthy begins Communist witch hunt
- 1950: June -- Korean War begins
- 1951: January 12 -- Federal Civil Defense Administration established
- 1953: June 19 -- Rosenberg executions
- 1953: July -- Korean War ends
- 1954 -- CIA helps overthrow unfriendly regimes in Iran and Guatemala
- 1954: July -- Vietnam split at 17th parallel
- 1955: May -- Warsaw Pact formed
- 1957: October 4 -- Sputnik launched into orbit
- 1959: January -- Cuba taken over by Fidel Castro

## 1960s

- 1960: May -- Soviet Union reveals that U.S. spy plane was shot down over Soviet territory
- 1960: November -- John F. Kennedy elected President
- 1961: April -- Bay of Pigs invasion
- 1961: July -- Kennedy requests 25% spending increase for military
- 1961: August 13 -- Berlin border closed
- 1961: August 17 -- Construction of Berlin Wall begins
- 1962: October -- Cuban Missile Crisis
- 1963: July -- Nuclear Test Ban Treaty ratified
- 1963: November -- President Kennedy assassinated in Dallas, Texas
- 1964: August -- Gulf of Tonkin incident
- 1965: April -- U.S. Marines sent to Dominican Republic to fight Communism
- 1965: July -- Announcement of dispatching of 150,000 U.S. troops to Vietnam
- 1968: August -- Soviet troops crush Czechoslovakian revolt
- 1969: July 20 -- Apollo 11 lands on the moon

## 1970s

- 1970: April -- President Nixon extends Vietnam War to Cambodia
- 1972: July -- SALT I signed
- 1973: January -- Cease fire in Vietnam between North Vietnam and United States
- 1973: September -- United States helps overthrow Chile government
- 1973: October -- Egypt and Syria attack Israel; Egypt requests Soviet aid
- 1974: August -- President Nixon resigns
- 1975: April 17 -- North Vietnam defeats South Vietnam
- 1979: July -- SALT II signed
- 1979: November -- Shah of Iran overthrown; Iranian Hostage Crisis

## 1980s

- 1983: -- President Reagan proposes Strategic Defense Initiative
- 1983: October -- U.S. troops overthrow regime in Grenada
- 1985: -- Mikhail Gorbachev ascends to power in Soviet Union
- 1986: -- Gorbachev ends economic aid to Soviet satellites
- 1986: October -- Reagan and Gorbachev resolve to remove all intermediate nuclear missiles from Europe
- 1987: October -- Reagan and Gorbachev agree to remove all medium and short-range nuclear missiles by signing treaty
- 1989: January -- Soviet troops withdraw from Afghanistan
- 1989: June -- Poland becomes independent
- 1989: September -- Hungary becomes independent
- 1989: November -- Berlin Wall falls
- 1989: December -- Communist governments fall in Czechoslovakia, Bulgaria, and Rumania; Soviet empire ends

## 1990s

- 1990: March -- Lithuania becomes independent
- 1990: May 29 -- Boris Yeltsin elected to presidency of Russia
- 1990: October 3 -- Germany reunited
- 1991: April -- Warsaw Pact ends
- 1991: August -- End of Soviet Union **Cold War Ends**

Teaching With Documents:  
The United States Enters the Korean Conflict  
<http://www.archives.gov/education/lessons/korean-conflict/>

Statement of  
President Harry S. Truman  
June 27, 1950

IMMEDIATE RELEASE

Korea 2443  
JUNE 27, 1950

STATEMENT BY THE PRESIDENT

# 1  
In Korea the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troops cover and support.

The attack upon Korea makes it plain beyond all doubt that Communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security. In these circumstances the occupation of Formosa by Communist forces would be a direct threat to the security of the Pacific area and to United States forces performing their lawful and necessary functions in that area.

# 2  
Accordingly I have ordered the Seventh Fleet to prevent any attack on Formosa. As a corollary of this action I am calling upon the Chinese Government on Formosa to cease all air and sea operations against the mainland. The Seventh Fleet will see that this is done. The determination of the future status of Formosa must await the restoration of security in the Pacific, a peace settlement with Japan, or consideration by the United Nations.

# 3  
I have also directed that United States Forces in the Philippines be strengthened and that military assistance to the Philippine Government be accelerated.

# 4  
I have similarly directed acceleration in the furnishing of military assistance to the forces of Franco and the Associated States in Indo China and the dispatch of a military mission to provide close working relations with those forces.

I know that all members of the United Nations will consider carefully the consequences of this latest aggression in Korea in defiance of the Charter of the United Nations. A return to the rule of force in international affairs would have far reaching effects. The United States will continue to uphold the rule of law.

I have instructed Ambassador Austin, as the representative of the United States to the Security Council, to report these steps to the Council.

- - - - -



## **Lesson 10**

*Using Rock as Primary Source Material:*

*Country Joe McDonald and the Fish "I-Feel-Like-I'm-Fixin'-to-Die-Rag"*

Contributed by Joe Knap, Bay High School, Bay Village, OH.

**Rationale:** "I-Feel-Like-I'm-Fixin'-To-Die-Rag" by Country Joe McDonald has been played with great success in classrooms for over twenty years. While it conveys literary elements such as theme, point of view, and irony, it also functions as an entertaining primary source illustrating the part angry, part irreverent anti-war sentiments of the counter-culture in the late 1960s.

**Objectives:** The student will be able to:

0. Recognize the point of view of the speaker;
  - . Identify the audience for whom the song was written;
  - . Explain the historical context of details of the song;
  - . Analyze what this primary source reveals about the era in which it was written.

**Materials:** CD/tape players and the music and lyrics for "I-Feel-Like-I'm-Fixin'-To-Die-Rag"

**Time Frame:** One class period should be sufficient to discuss the song; more time may be need if the historical context needs to be presented.

**Audience:** This song should be accessible to students grades 9-12. Note: the word "damn" appears in the refrain. If the live version from the Woodstock album is used, avoid the "Fish" cheer that immediately precedes the song, and be aware that

before the last stanza, Country Joe, when talking to the audience, uses the "f" word. The word may be easily edited out when taping the song.

**Procedures:** Preliminary discussion may be held on both pro- and anti-war sentiment during the late 1960s. Distribute lyrics to each student and play the song. Discussion should focus on:

- .  
.
- . Point of view. The students should know that the speaker is anti-war, and that many of his statements illustrate a sarcastic or ironic point of view. Students should have no trouble recognizing that such lines as "We're going' to go have a whole lot of fun" and "Whoopee! we're all gonna die!" are not to be taken literally. They should approach the entire song with that understanding.  
.  
.
- . The intended audience. While some audiences might have been offended by certain parts of the song, the counter-culture, anti-war audience would have enjoyed the elements of sarcasm and irreverent humor. A sophisticated class might be able to see the same attitude inherent in other forms, be it Abbie Hoffman's Yippies or Joseph Heller's *Catch 22*.  
.  
.
- . Historical context. Each stanza of the song parodies concepts about the war. The "better Red than dead" position, the idea that war is good for the economy, career opportunities for generals, and the "keep up with the neighbors" attitude are all mocked in the song.  
.

- .
- . Diction and structure. The colloquial diction gives the song an informal and conversational tone. The nursery rhyme-like "AABBCC" rime scheme emphasizes the humorous tone of the lyrics.

**Selected Recordings:**

- . "I-Feel-Like-I'm-Fixin'-To-Die-Rag" by Country Joe McDonald and the Fish