



TRAVERSE®

TEACHER  
RESOURCE  
COMPANION

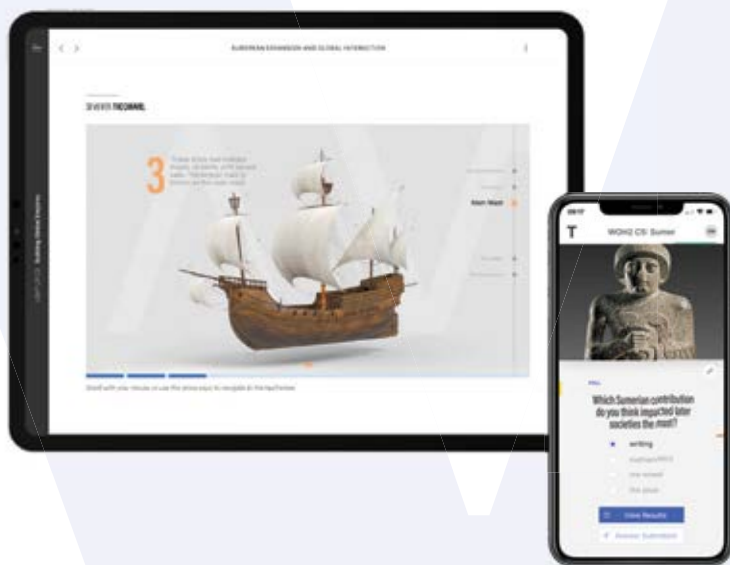
# U.S. HISTORY

Beginnings to the Present



# WELCOME TO TRAVERSE

Driven by inquiry and powered by media, Traverse cultivates a dynamic digital learning experience for students of all backgrounds and learning styles.



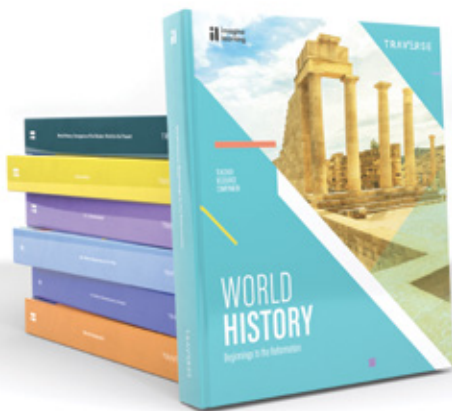
Traverse is a standards-driven social studies curriculum that enlivens learning with a rich online experience.

Students investigate primary and secondary sources, explore video and multimedia resources, and collaborate with online learning tools.

The digital teacher's edition (TE) provides teachers a wealth of classroom activities, discussion questions, and assessment options.

## Print Materials to Support Your Classroom

The *Student Source and Skill Companion* emphasizes social studies skill development as students delve deeply into primary and secondary sources. The *Teacher Resource Companion* offers comprehensive supports as well as recommendations for pacing and differentiation to suit your students' needs.



## Courses

- U.S. History: Beginnings to the Civil War
- U.S. History: Reconstruction to the Present
- U.S. History: Beginnings to the Present
- World History: Beginnings to the Reformation
- World History: Emergence of the Modern World to the Present
- World History: Beginnings to the Present
- World Regions and Cultures: The Eastern Hemisphere
- World Regions and Cultures: The Western Hemisphere
- U.S. Government
- World Geography
- Economics

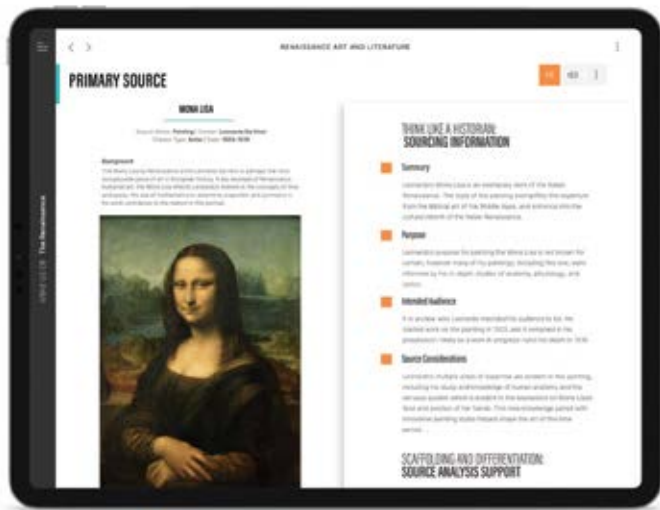


## Program Advisors

**Dr. Kathy Swan** served as the director of the C3 Framework for inquiry and created the C3 Teachers network and the Making Inquiry Possible documentary series. Her expertise in inquiry-based learning and work with educators nationwide have been instrumental in developing the inquiry questions and tasks found within Traverse.

**Dr. Sam Wineburg** founded the Stanford History Education Group (SHEG), now Digital Inquiry Group (DIG). His research and work with SHEG have played a key role in developing the inquiry-driven approach used in the Traverse U.S. History and World History courses.

# WHY TRAVERSE



## 1 BALANCED AND EFFECTIVE SOCIAL STUDIES INSTRUCTION

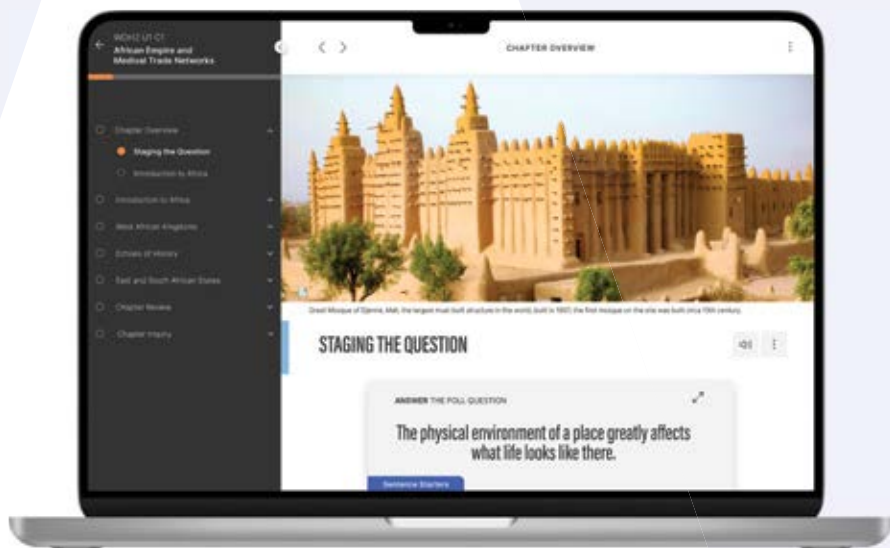
Traverse balances content, inquiry, and social studies skills to provide a learning experience focused on the standards teachers need to cover. The one-stop curriculum with customizable materials maximizes student learning and allows teachers to approach instruction with confidence.

## 2 INQUIRY-DRIVEN INSTRUCTION WITH ROBUST SKILL DEVELOPMENT

Aligned to the C3 Framework, Traverse develops the social studies skills and knowledge students need for college, career, and civic life.

In Traverse's unique approach to skill-building, featured skill lessons are paired with content. Skills are then revisited in later chapters, reinforcing learning and promoting retention.





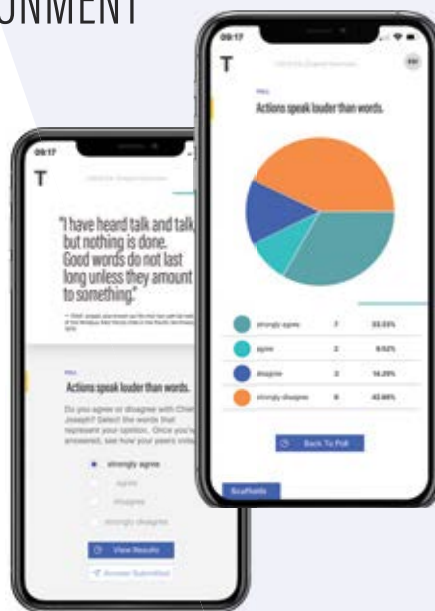
### 3 MEDIA-POWERED LEARNING TO ENGAGE INSTRUCTION

Traverse uses technology and multimedia to enhance instruction, creating digital learners out of digital natives. Students learn through a diverse range of interactive content, which drives peer-to-peer learning, from videos like The Beat to student activities like Share Your Perspective and Echoes.

### 4 DIFFERENTIATION AND ENGAGEMENT FOR AN EQUITABLE LEARNING ENVIRONMENT

Traverse features flexible implementation models and guidance to facilitate social learning and student collaboration.

Teachers can collect data and measure student learning outcomes through a variety of digital activities that engage students and assess their interpretation and analysis skills. Student-facing scaffolds create personalized learning experiences.



# WHAT'S ONLINE

Traverse was built for online learning. Students and teachers can access all elements of the curriculum online.

## CHAPTER NARRATIVE

The chapter narrative was created for this digital environment. It is modular and accessible on all devices, with content broken into manageable portions. Students can engage directly with the curriculum, leading to a student-centered, active learning experience.

### Chapter Contents

Narratives provide complete standards coverage.

### Images and Media

Each section showcases a variety of visual media that enhances student learning.

### Assessment

Formative and summative assessments invite students to reflect on the content, share their perspectives, and display mastery of standards.



## MEDIA-DRIVEN LEARNING

Student actors and presenters engage students in a variety of media formats, and carefully chosen topics reinforce and extend student learning.

### THE VIEW



The View videos introduce each unit.

### TRAVERSE 360



Presenters explore the impactful moments that make history.

### QuickTalk



Quick Talks provide fast and fun insights into the content.

### TimeTunnel



Time Tunnels are focused on events and key moments in history.

### EXPLAINER VIDEO



These videos explain concepts, events, figures, and locations.

### TheBeat



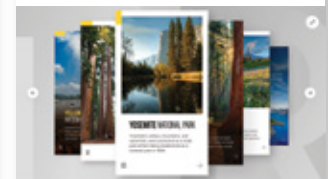
The Beat features a study group modeling inquiry and analysis skills.

### 3D OBJECT



3D object animations highlight details and examine artifacts from all angles.

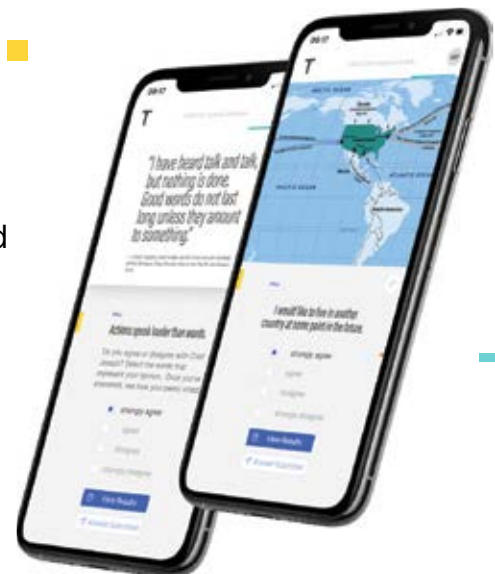
### FLIPBOOK



Information about a person, place, or idea is presented in a story-like experience.

## ONLINE STUDENT ACTIVITIES

Traverse integrates activities within narratives, sources, and inquiries to engage students and assess their progress. Teachers can collect data and remediate content in real time. These built-in tools create an interactive and personalized learning environment.



# WHAT'S IN PRINT

From exploring sources to mastering essential skills, the *Student Source and Skill Companion* empowers students to actively engage with content.

## SOURCES

### Tabbing System

Identify the source's location within the chapter with the section and inquiry tabs.

### Sourcing Information and Background

Set context for students with relevant source details.

### Social Studies Skill Practice

Practice source-analysis skills with questions for every source. These questions are also available online.

## STUDENT Source and Skill Companion

The screenshot shows a digital interface for a source titled "APOLLO 11 MOON LANDING". At the top, there are navigation tabs for "THE SPACE RACE", "FOREIGN POLICY AND CUBA", "FOREIGN POLICY AND GERMANY", and "INQUIRY". Below the tabs, the source title is displayed in a dark teal box. To the right, there is a callout box with an "Online option" icon and the text "Follow your teacher's directions for completing this activity." Below the title, there is a "SOURCING INFORMATION" section with details: "Genre: Video", "Director: NASA", and "Date: 1969". A "BACKGROUND" section follows, providing context about the Apollo 11 mission. To the right of the background text is a video player with a play button and a callout box that says "Log in to your digital student account to watch this video." Below the video player, there is a "Media Element" section with a list of options: "1. motion", "2. overview shot", "3. voice-over", and "4. eyewitness account". An "Example" section lists four options: "A. video of astronaut Neil Armstrong descending a ladder", "B. narrative audio confirmation that the video is working", "C. image of many people working at monitors in Houston", and "D. report from the moon's surface". At the bottom, there is an "INQUIRY AND RESEARCH SKILL" section with the text "Exploring Evolving Interpretations" and the question "How might the events in the video have influenced public opinion about the Space Race?". The page number "567" is visible in the bottom right corner.



All sources appear in the digital curriculum as well as print.

## TEACHER Resource Companion

| THE SPACE RACE                                                                                                                                                                                                                                                                                 | FOREIGN POLICY AND CUBA | FOREIGN POLICY AND GERMANY                                                                                                                                                                                                                                                                                                                                                                                                                      | INQUIRY |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>PRIMARY SOURCE</b><br><b>APOLLO 11 MOON LANDING</b>                                                                                                                                                                                                                                         |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
| <b>THINK LIKE A HISTORIAN: SOURCING INFORMATION</b>                                                                                                                                                                                                                                            |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
| <b>Summary:</b> The video shows the 1969 moon landing by Apollo 11 astronauts. In this excerpt, Buzz Aldrin and Neil Armstrong describe what they see and experience when descending to the moon's surface.                                                                                    |                         | <b>audience</b> was also the viewing public in the United States and the world.                                                                                                                                                                                                                                                                                                                                                                 |         |
| <b>Purpose:</b> The purpose of the video was to document Apollo 11's lunar landing.                                                                                                                                                                                                            |                         | <b>Source Considerations:</b> The Apollo 11 spaceflight that landed the first two people on the moon was broadcast live. Because of how the video was converted, some images and audio are distorted and might seem crude by today's standards of high-resolution technology. This source helps students answer the Compelling Question because it shows one of the victories the United States had in the Space Race: the first lunar landing. |         |
| <b>Intended Audience:</b> The intended audience was primarily NASA. However, since the video was also broadcast on TV, the                                                                                                                                                                     |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
| <b>SOURCE ANALYSIS SUPPORT</b>                                                                                                                                                                                                                                                                 |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
| <b>Media:</b> Explain to students that the video was viewed live by more than half a billion people, perhaps the largest-ever TV audience. Special equipment and technology were developed and considered state-of-the-art at the time, allowing the event to be seen from 239,000 miles away. |                         | <b>Style:</b> Explain that the source is an actual transmission and conversation between the astronauts and mission command at NASA. It is not necessarily entertaining, like today's documentaries, but was meant to capture a momentous event as it occurred.                                                                                                                                                                                 |         |

### ANALYZE AND DISCUSS

- What details do you observe in the video? *Answers will vary but might include Neil Armstrong describing his first steps on the moon.*
- How do these details connect to information you learned in the chapter about the Space Race? *Answers will vary but may discuss how this event proved America's space program was more advanced than the Soviets', pushing the United States further ahead in the Space Race.*

### Online option THE SPACE RACE

**HISTORICAL READING SKILL | Analyzing Auditory and Video Sources**

Match each media element with the correct example. Then explain the significance of the element.

1. motion  
**A. Explanation:** *This was the first human contact with the moon.*
2. overview shot  
**C. Explanation:** *This mission was a large team effort.*
3. voice-over  
**B. Explanation:** *This was broadcast to television viewers who needed context for what was happening.*
4. eyewitness account  
**D. Explanation:** *This was the first close-up eyewitness account of the moon, including tactile description of the moon's surface.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

## Think Like a Historian

Develop expertise with in-depth sourcing information.

## Source Analysis Support

Enrich student comprehension and analysis with additional discussion of a source's genre, style, organization, and more.

## Analyze and Discuss

Encourage student reflection and discussion with questions for each source.

## Social Studies Skill Practice

Answer keys provide clarification and information for you, even when students complete questions online.

CHAPTER OVERVIEW

Access all information in the point-of-use teacher edition next to the student-facing curriculum.



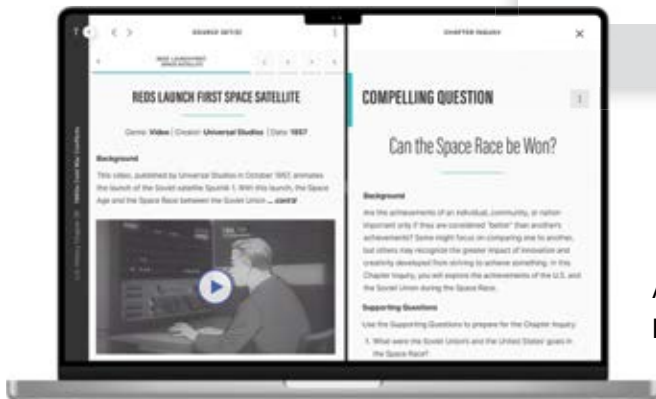
# CHAPTER INQUIRY

## Compelling Question

Introduce each inquiry with the Compelling Question, Supporting Questions, and background information.

## Source Set

Use the source pages to complete the inquiry.



## CHAPTER INQUIRY

**COMPELLING QUESTION**  
Could the Space Race be won?

### 1 | COMPELLING QUESTION

#### BACKGROUND INFORMATION

Are the achievements of an individual, community, or nation important only if they are considered “better” than another’s achievements? Some might focus on comparing one to another, but others may recognize the greater impact of innovation and creativity developed from striving to achieve something. In this Chapter Inquiry, you will explore the achievements of the United States and the Soviet Union during the Space Race.

#### SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- What were the Soviet Union’s and the United States’ goals in the Space Race?
- What did the Soviet Union accomplish during the Space Race?
- What did the United States accomplish during the Space Race?
- How could a winner be determined?

As you analyze the source set, gather information to add to your answers.

#### GRAPHIC ORGANIZER

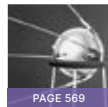
Track your ideas as you work through the source set. Complete one row for each source.

| Source Title                             | Possible Answer to Compelling Question | Evidence |
|------------------------------------------|----------------------------------------|----------|
| <i>Reds Launch First Space Satellite</i> |                                        |          |

#### INQUIRY PROMPT

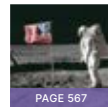
**Adapt an Argument:** Work with a partner to create a podcast in which you respond to the Compelling Question. Be sure to reference information from multiple sources representing how ideas have developed over time. Include a claim, evidence for your claim, and a counterclaim in your podcast. Be sure to explain the strengths and limitations of your claim and explanation, as well as the strengths and limitations of the counterclaim, as you make the case for your position.

### 2 | SOURCE SET



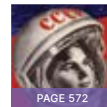
**REDS LAUNCH FIRST SPACE SATELLITE**  
Genre: Video  
Creator: Universal Studios  
Date: 1957

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**APOLLO 11 MOON LANDING**  
Genre: Video  
Director: NASA  
Date: 1969

PAGE 567



**HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY**  
Genre: Article  
Author: Sophie Pinkham  
Date: 2019

PAGE 572



**IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION**  
Genre: Document  
Author: USIA Office of Research Analysis  
Date: 1959

PAGE 570



**EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK**  
Genre: Radio Program  
Participants: Renee Montagne, Richard Harris, and Michael Neufeld  
Date: 2008

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All elements in the Chapter Inquiry are available online.

## CHAPTER INQUIRY

**?** **COMPELLING QUESTION**  
Could the Space Race be won?

### 1 | COMPELLING QUESTION

#### INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind students that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect students to their prior knowledge.

#### FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- Reds Launch First Space Satellite
- Apollo 11 Moon Landing
- Explorer 1, America's Answer to Sputnik
- How the Soviets Won the Space Race for Equality

#### SCAFFOLDING AND DIFFERENTIATION

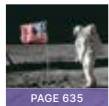
- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the sourcing information for examples.
- Have students research another nation's views of the Space Race and include an additional source from that research in their response to the Compelling Question.

### 2 | SOURCE SET



**REDS LAUNCH FIRST SPACE SATELLITE**  
**Genre:** Video  
**Creator:** Universal Studios  
**Date:** 1957

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**APOLLO 11 MOON LANDING**  
**Genre:** Video  
**Director:** NASA  
**Date:** 1969

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**HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY**  
**Genre:** Article  
**Author:** Sophie Pinkham  
**Date:** 2019

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**IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION**  
**Genre:** Document  
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**Date:** 1959

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**EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK**  
**Genre:** Radio Program  
**Participants:** Renee Montagne, Richard Harris, and Michael Neufeld  
**Date:** 2008

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## Facilitating Inquiries

Determine your path through the inquiry, with options for how to cut back on the number of sources students will analyze to complete the inquiry task.

## Scaffolding and Differentiation

Provide targeted inquiry support for beyond-grade-level students, English language learners, and approaching-grade-level students.

CHAPTER INQUIRY

In the digital environment, sources follow the Compelling Question in a convenient tabbed view. These tabs allow students to navigate quickly between sources, while the teacher edition provides essential information for instruction with each source.



# SKILLS

## The Beat

Go online to watch episodes of The Beat, which follows a study group over one school year. Students will see social studies skills being modeled using the same sources and inquiry prompts that they are completing.

## Checklist

Every skill lesson is accompanied by a checklist that students can use to apply the skill to a variety of sources.

3

|

INQUIRY AND RESEARCH SKILL

EVALUATING SECONDARY SOURCES

**Examine the “Evaluating Secondary Sources” episode of The Beat** to understand how one group of students approaches the process of evaluating secondary sources. Then read the definition and checklist that students discuss in the video.

**What does it mean to evaluate secondary sources?**  
Secondary sources are works that interpret a historical topic for a particular audience, often through the use of primary sources. Like primary sources, all secondary sources have limitations. A secondary source might have limited reliability, it might omit perspectives important for answering the Compelling Question, or its information may be too broad to answer the Compelling Question. Before using a secondary source to answer the Compelling Question, it is important to identify the source’s strengths and limitations.

**Why is it important to evaluate secondary sources?**  
There are usually multiple secondary sources on a topic, and the makers of those sources often come to different conclusions, even if they all use the same primary source evidence. Analyzing and comparing each secondary source’s interpretation or central argument and evaluating their strengths and weaknesses will help you determine how to effectively use the source to build an argument or explanation.

1. CHECKLIST HOW DO YOU EVALUATE SECONDARY SOURCES?

✓

Analyze the source’s relevance as evidence to answer your Compelling Question.

- What is the source’s maker’s interpretation or central argument?
- How does this interpretation or central argument connect to the Compelling Question?

✓

Analyze the source’s credibility as evidence to answer your Compelling Question.

- Is the information in the source historically accurate? Do other sources contain similar information?
- Is the maker of this source credible and qualified to discuss the topic?
- How might the maker’s perspective shape their interpretation or argument?
- Does the maker support the interpretation or argument in the source with logical reasoning and strong evidence?

✓

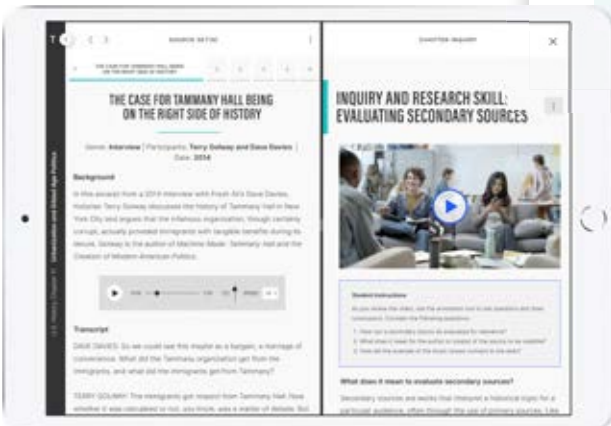
Evaluate the source’s strengths and limitations for use in your Inquiry Prompt response.

- Strengths: What makes this source a strong fit for your Inquiry Prompt response? Its credibility? Its relevance? Both?
- Limitations: After analyzing this source, what do you still need to know? How can you address any gaps by adjusting your claim or using additional sources?

2. SOURCE

Now it’s time to practice evaluating secondary sources with **THE CASE FOR TAMMANY HALL BEING ON THE RIGHT SIDE OF HISTORY**, the first item in your source set. Use the checklist for Evaluating Secondary Sources to read and analyze the source and fill in your graphic organizer. Then you’ll examine a second episode of The Beat showing how the students used the checklist to analyze the same source.

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Skill lessons are also available online. Students can use digital tools to split their screen and view two items side by side for easy application of a checklist.

3



INQUIRY AND RESEARCH SKILL  
**EVALUATING SECONDARY SOURCES**

Introduce students to the skill definition and checklist for Evaluating Secondary Sources. Then have students read and annotate the definition and checklist in pairs, in groups, or as a class. Use the discussion questions to gauge students' understanding.

- How can a secondary source be evaluated for relevance? *Does the source directly address the topic or Compelling Question?*
- What does it mean for the author or creator of the source to be credible? *The author or creator is credible if they have expertise in the subject they are writing about.*
- How did the example of the music review connect to the skills? *The students evaluated the relevance of the reviews, examined the credibility of the authors, and acknowledged the limitations of their sources.*

Explain to students that this Chapter Inquiry focuses on the skill of Evaluating Secondary Sources. They will get a chance to practice this skill before applying it to the Inquiry Prompt.

**ACADEMIC VOCABULARY**

- Draw attention to the following academic vocabulary words in the skill:
- **address:** to apply oneself to something; direct one's efforts toward something, such as a question, issue, or problem
  - **interpret:** to make sense of and assign a meaning to
  - **topic:** the subject matter of a written work, discussion, or conversation

Call on students to share definitions in their own words. Remind students that these words can be used in everyday as well as academic and workplace contexts. Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

**SKILL MODEL**

Project The Beat episode and use the following questions to prompt discussion. Allow students to use the annotation tool to answer the questions before you discuss them as a class. Encourage students to use the annotation tool to note places where the students are using elements of the checklist in their conversation.

- What conclusions do the students come to about the relevance of the podcast on Tammany Hall? *The students decide that the podcast is relevant to the Compelling Question because it talks about the benefits of Tammany Hall, but they acknowledge that the podcast has a smaller focus than the Compelling Question.*
- What limitations do the students identify with the credibility of the source? *The students acknowledge that the source comes from a historian but notice that he doesn't cite any primary sources.*
- How do the students plan to address the limitations of the source? *The students plan to use a primary source and to look at sources that talk about other political machines.*

**COMMON MISCONCEPTIONS**

Students may think that because secondary sources include encyclopedias, scholarly articles, and published books that the interpretations, arguments, and information in them can be taken at face value.

- It is best practice for secondary-source authors to fact-check their work, provide citations for information used, and address competing arguments to convey a balanced perspective. But authors do not always take these measures.
- All sources have limitations. Even secondary sources written by experts and scholars need to be carefully scrutinized and evaluated for credibility.
- A secondary source may contain inaccurate information, bias, omissions, and missing perspectives.

**Academic Vocabulary**

Introduce academic terms together with inquiry skills to provide context and a better understanding.

**Skill Model**

Integrate media into your classroom with discussion prompts for The Beat skill-modeling videos.

**Teacher Notes**

Teacher notes offer information and questions that empower teachers to go beyond the content in the chapter.

The teacher edition for each skill lesson provides materials to inform and engage students both online and in print.



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### Early America

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#### Early Civilizations and Colonization

What are some characteristics of early civilizations in North America, and how did colonization develop in the region?

 **Historical Reading Skill:** Analyzing Primary Sources

**Inquiry Compelling Question:** How did Indigenous communities change as a result of colonial settlement during the 15th and 16th centuries?

 **Inquiry and Research Skill:** Evaluating Primary Sources

#### CHAPTER 2

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#### Colonial Life

How did the colonies develop differently in each region of British North America?

 **Historical Reading Skill:** Analyzing Secondary Sources

**Inquiry Compelling Question:** Was life in the colony of Pennsylvania peaceful?

 **Inquiry and Research Skill:** Evaluating Secondary Sources

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#### Colonial Resistance and Independence

Why did the colonies begin to resist British rule and fight for independence?

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How did the American Revolution result in independence from Britain?

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**Inquiry Compelling Question:** What rights or freedoms protected in the Bill of Rights are most important today?

#### CHAPTER 6

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#### Early Presidencies

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 **Historical Reading Skill:** Analyzing Maps

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## Expansion, Social Change, and the Civil War


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#### War of 1812 and Expansion

How did the nation's identity evolve during the War of 1812 and the Era of Good Feelings?

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 **Inquiry and Research Skill:** Gathering Evidence to Develop Claims

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#### Industrial Revolution and Changing Populations

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#### Expansion of the Country

How did Manifest Destiny contribute to westward expansion of the United States?

 **Historical Reading Skill:** Analyzing Political Cartoons

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#### Social Reform and Resistance

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#### Sectionalism

How did the politics of slavery and regional differences contribute to the onset of the Civil War?

**Inquiry Compelling Question:** Do states have a constitutional right to secede?

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#### The Civil War

What were the key causes, events, and consequences of the U.S. Civil War?

**Inquiry Compelling Question:** To what extent was the Emancipation Proclamation a turning point for Black Americans?

# UNIT 3

## Post-Civil War America

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#### Reconstruction

What were the goals of Reconstruction policies, and how did they impact different groups of people?


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#### Federal Policy in the West and Indigenous Resistance

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 **Historical Reading Skill:** Analyzing Data in Graphs and Charts

**Inquiry Compelling Question:** How did Indigenous communities resist westward expansion?

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 **Historical Reading Skill:** Analyzing Photographs and Artwork

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## Imperialism and World War I


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**Inquiry Compelling Question:** How has the U.S. government's position on the internment of Japanese Americans developed over time?

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**CHALLENGES AND OPPORTUNITIES IN THE 21ST CENTURY**

(no sources)

# UNIT 6

## World War II and the Cold War

As Unit 6 begins, war has erupted. German aggression in Europe under the orders of the Nazi regime precipitated the biggest military conflict the world had ever seen. After World War II wrought death and destruction across Europe, North Africa, and the Pacific Ocean, two global superpowers stood in its wake: the United States and the Soviet Union. Students will explore why these two superpowers, once allies during the war, entered into tense standoffs over global superiority and the spread of communism. Through the exploration of various sources from the era, students will learn how the U.S. emerged from a war unlike any before it and became the new leader of the free world.



American troops disembark from Coast Guard landing barges.



## UNIT 1

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2

## UNIT 2

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### CHAPTER 35 | The Korean War and 1950s Conflicts

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609

### CHAPTER 36 | The Postwar Society

How did Americans experience life in the 1950s?

624

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640

## UNIT 8

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770

# UNIT PREVIEW

Before you explore the video and time line, ask students to list what they already know about the period of World War II and the Cold War.

Online

UNIT OPENER

# THE VIEW



## SKILLS INSTRUCTION AND PRACTICE

### FEATURED INSTRUCTIONAL SKILLS

#### HISTORICAL READING SKILLS

Chapter 32: Analyzing Artifacts  
Chapter 35: Analyzing Auditory and Video Sources

#### INQUIRY AND RESEARCH SKILLS

Chapter 31: Exploring Evolving Interpretations  
Chapter 34: Using Case Studies to Analyze Outcomes

### SPIRALED PRACTICE AND APPLICATION SKILLS

#### HISTORICAL READING SKILLS

- Analyzing Auditory and Video Sources
- Analyzing Maps
- Analyzing Photographs and Artwork
- Analyzing Primary Sources
- Analyzing Secondary Sources

#### INQUIRY AND RESEARCH SKILLS

- Analyzing Cause and Effect
- Communicating Conclusions
- Constructing Compelling and Supporting Questions
- Determining Helpful Sources
- Identifying and Applying Disciplinary Lenses



1933

German chancellor Adolf Hitler moves to block his political opponents.

1930

1936

1939

German forces invade Poland.



1944

D-Day takes place.

1942

1941

Japanese bombers attack the U.S. naval base at Pearl Harbor, Hawaii.

1942

President Franklin D. Roosevelt signs Executive Order 9066.

## CAN'T MISS MOMENTS

### CHAPTER 30 | World War II Begins

🔗 Flipbook: The Beginning of World War II

### CHAPTER 31 | World War II at Home

🔗 Explainer Video: No-Strike Pledge

### CHAPTER 32 | World War II Abroad

Primary Source: The Tehran Declaration

### CHAPTER 33 | The End of World War II

🔗 Traverse 360: The Buchenwald Liberation

### CHAPTER 34 | The Early Cold War

🔗 Interactive Time Line: Development of Capitalism and Communism

### CHAPTER 35 | The Korean War and 1950s Conflicts

Map: Cold War Conflicts 1945–1975

### CHAPTER 36 | The Postwar Society

🔗 Quick Talk: Rock and Roll

## ENDURING THEMES

### ⇌ CHANGE

#### How did life change for different groups of Americans during World War II and the Cold War?

World War II brought unprecedented upheaval across the entire globe. Mobilization for war meant that millions of Americans would serve overseas, among them squadrons of Black and Japanese Americans, whose participation eventually opened the door for the desegregation of the U.S. armed forces. At home, women entered the workforce in greater numbers than ever before, too. As you read, consider how World War II transformed American society both during and after the war ended. Which groups of American citizens were most affected?



### DIPLOMACY AND CONFLICT

#### What was the relationship between diplomacy and conflict during World War II and the Cold War?

The Allied forces in World War II were led by what became known as the Big Three: the United States, Great Britain, and the Soviet Union. But when the U.S. and Soviet Union emerged from the war as the two leading global powers, conflicts over nuclear armament, as well as communism, sparked the Cold War. Consider why powerful countries form alliances with each other—and why they often break apart. Does the drive for superiority always breed conflict? How can superpowers learn to coexist?



### CULTURE, ART, AND TECHNOLOGY

#### How did World War II and its aftermath influence changes in American culture, art, and technology?

The years after World War II brought sweeping cultural and technological changes unlike any before. New technological innovations, from television to washing machines, raised standards of living for millions of American households. Better cars and roads made travel easier as new artistic forms took hold of the popular consciousness. As a race to amass the most advanced weapons continued, America, and much of the world, entered a nuclear age. Why did the war and its aftermath lead to such rapid advances? How did these changes reshape American society?

## CONNECTIONS

Women in the Workforce during World War II

U.S. Involvement in World War II

The Postwar Economy

Music and Technology

## CONNECTIONS

Postwar Diplomacy

The Korean War

The U.S. and the Soviet Union

## CONNECTIONS

Development of the Atomic Bomb

Car Culture and the Interstate System

The Emergence of Rock and Roll

Religious Revival

1945

The U.S. military drops atomic bombs on two Japanese cities.



1950

North Korea, supported by China and the Soviet Union, invades South Korea.

1956

Rock-and-roll pioneer Elvis Presley releases his recording of "Heartbreak Hotel."



1948

1948 President Harry S. Truman signs the Economic Recovery Act of 1948 into law.

1948 President Harry S. Truman issues Executive Order 9980.

1954

1954 Senator Joseph McCarthy continues his anti-communist campaign by launching 36 days of televised hearings.



1960

# CHAPTERS AT A GLANCE

## CHAPTER 30 | World War II Begins

Why did the United States join World War II?

- The Rise of Dictators
- The Rise of Nazi Germany
- American Neutrality
- America Joins the War

**Inquiry Compelling Question**  
Why did Japan bomb Pearl Harbor?

**Inquiry and Research Skill Focus:** Constructing Explanations



## CHAPTER 34 | The Early Cold War

How did the United States respond to the early challenges of the Cold War?

- Tensions Rise
- U.S. Policy
- Countries Unite
- Changes in Asia

**Inquiry Compelling Question**  
What does the Berlin Blockade and Airlift tell us about foreign affairs?

**Inquiry and Research Skills Instruction:** Using Case Studies to Analyze Outcomes



## CHAPTER 31 | World War II at Home

How did World War II affect the American home front?

- Mobilizing the Nation
- Equity and Exclusion
- Civil Liberties and the Internment of Japanese Americans

**Inquiry Compelling Question**  
How has the U.S. government's position on the internment of Japanese Americans developed over time?

**Inquiry and Research Skills Instruction:** Exploring Evolving Interpretations



## CHAPTER 35 | The Korean War and 1950s Conflicts

How did the U.S. government respond to the rise of communism in the 1950s?

- The Korean War
- The Atomic Age
- The Second Red Scare
- Eisenhower's Foreign Policy

**Inquiry Compelling Question**  
How did U.S. foreign policy leaders decide on what actions to take during the Cold War?

**Historical Reading Skills Instruction:** Analyzing Auditory and Video Sources



## CHAPTER 32 | World War II Abroad

What was the United States' role in the major events of World War II?

- The Allied Powers
- Europe
- The Pacific

**Inquiry Compelling Question**  
How were soldiers' experiences in World War II shaped by where they fought?

**Historical Reading Skills Instruction:** Analyzing Artifacts



## CHAPTER 36 | The Postwar Society

How did Americans experience life in the 1950s?

- Postwar America
- Suburbs and Interstates
- Changes in Technology and Culture

**Inquiry Compelling Question**  
How did the development of highways change the United States?

**Inquiry and Research Skill Focus:** Communicating Conclusions



## CHAPTER 33 | The End of World War II

What was the impact of the actions taken by the United States at the end of World War II?

- The European Theater
- The Pacific Theater
- Trials and Treaties

**Inquiry Compelling Question**  
What should U.S. leaders prioritize when deciding how to withdraw from an international conflict?

**Inquiry and Research Skill Focus:** Gathering Evidence to Develop Claims



# UNIT PACING OPTIONS

■ Chapter Narrative  
 ■ Chapter Summary  
 ■ Chapter Inquiry

|                                                                                                                                                                                                                                                                            | Narrative or inquiry based on skills placement | All narratives; inquiries with skills | All narratives; all inquiries |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------|-------------------------------|
| SECTION                                                                                                                                                                                                                                                                    | 20 Days                                        | 25 Days                               | 30 Days                       |
| UNIT INTRODUCTION                                                                                                                                                                                                                                                          | 1                                              | 1                                     | 1                             |
| <b>CHAPTER 30: WORLD WAR II BEGINS</b><br><b>Chapter Narrative</b> The Rise of Dictators, The Rise of Nazi Germany, American Neutrality, America Joins the War<br><b>Chapter Inquiry</b>                                                                                   | 2-3                                            | 2-4                                   | 2-3<br>4-5                    |
| <b>CHAPTER 31: WORLD WAR II AT HOME</b><br><b>Chapter Narrative</b> Mobilizing the Nation, Equity and Exclusion, Civil Liberties and the Internment of Japanese Americans<br><b>Chapter Inquiry</b> and <b>Research Skill:</b> Exploring Evolving Interpretations          | 4<br>5-6                                       | 5-6<br>7-8                            | 6-7<br>8-9                    |
| <b>CHAPTER 32: WORLD WAR II ABROAD</b><br><b>Chapter Narrative</b> The Allied Powers, Europe, The Pacific,<br><b>Historical Reading Skill:</b> Analyzing Artifacts<br><b>Chapter Inquiry</b>                                                                               | 7-9                                            | 9-11                                  | 10-11<br>12-13                |
| <b>CHAPTER 33: THE END OF WORLD WAR II</b><br><b>Chapter Narrative</b> The European Theater, The Pacific Theater, Trials and Treaties<br><b>Chapter Inquiry</b>                                                                                                            | 10-11                                          | 12-14                                 | 14-15<br>16                   |
| <b>CHAPTER 34: THE EARLY COLD WAR</b><br><b>Chapter Narrative</b> Tensions Rise, U.S. Policy, Countries Unite, Changes in Asia<br><b>Chapter Inquiry</b> and <b>Research Skill:</b> Using Case Studies to Analyze Outcomes                                                 | 12<br>13-14                                    | 15-16<br>17                           | 17-18<br>19-20                |
| <b>CHAPTER 35: THE KOREAN WAR AND 1950s CONFLICTS</b><br><b>Chapter Narrative</b> The Korean War, The Atomic Age,<br><b>Historical Reading Skill:</b> Analyzing Auditory and Video Sources,<br>The Second Red Scare, Eisenhower's Foreign Policy<br><b>Chapter Inquiry</b> | 15-17                                          | 18-20                                 | 21-22<br>23-24                |
| <b>CHAPTER 36: THE POSTWAR SOCIETY</b><br><b>Chapter Narrative</b> Postwar America, Suburbs and Interstates,<br>Changes in Technology and Culture<br><b>Chapter Inquiry</b>                                                                                                | 18-19                                          | 21-23                                 | 25-26<br>27-28                |
| UNIT REVIEW AND ASSESSMENT                                                                                                                                                                                                                                                 | 20                                             | 24-25                                 | 29-30                         |

# SCAFFOLDING AND DIFFERENTIATION

Scaffolds and differentiation provide targeted support for three levels of English language learners—beginning, intermediate, and advanced—as well as approaching- and beyond-grade-level readers. Instruction and scaffolds are differentiated based on these levels.

## ENGLISH LANGUAGE LEARNERS AND APPROACHING-GRADE-LEVEL READERS

English language learners and approaching-grade-level readers receive scaffolds for every chapter, in both the narrative and Chapter Inquiry. Specific scaffolds are intentionally designed to support the needs of these learners in the social studies classroom, while other scaffolds exist as part of the many standard features in the Traverse digital platform and can be strategically utilized to support students' comprehension and engagement.

| LESSON-SPECIFIC SCAFFOLDS                                                                                                                                           | TECH-ENHANCED SCAFFOLDS                                                                           | TEACHER-PROVIDED SCAFFOLDS                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Paragraph frames</li> <li>Sentence frames</li> <li>Sentence starters</li> <li>Speaking frames</li> <li>Word banks</li> </ul> | <ul style="list-style-type: none"> <li>Audio with variable speed</li> <li>Leveled text</li> </ul> | <ul style="list-style-type: none"> <li>Reading comprehension strategies</li> <li>Reading comprehension support</li> </ul> |

## BEYOND-GRADE-LEVEL STUDENTS

Differentiation for beyond-grade-level students balances the need for additional enrichment without simply providing extra assignments. Each Chapter Inquiry provides an option for teachers to increase the rigor of the Inquiry Prompt for these students.

| CHAPTER | CHAPTER INQUIRY TASK                              | ENRICHMENT FOR BEYOND-GRADE-LEVEL STUDENTS                                                                                                                                                               |
|---------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30      | Create an infographic.                            | Have students include in their reflection a claim with evidence and reasoning that discusses whether long-term causes or triggering events had a bigger impact on Japan's decision to bomb Pearl Harbor. |
| 31      | Participate in a Harkness Discussion.             | Have students bring two additional pieces to the discussion: evidence that will support their prepared claim and a brief response to the question they plan to pose to their classmates.                 |
| 32      | Compare and contrast the experiences of soldiers. | Have students research and use another source not included in this Chapter Inquiry to include in their evidence.                                                                                         |
| 33      | Write a paragraph.                                | Have students acknowledge a counterclaim and include a rebuttal in a second paragraph.                                                                                                                   |
| 34      | Create a multimedia presentation.                 | Have students incorporate at least two disciplinary lenses (for example, economic, social, or political) in their response to the Compelling Question.                                                   |
| 35      | Participate in a small-group discussion.          | Have students decide which source was the most useful for them in determining the answer to the Compelling Question. Have them include their reasoning for this choice in their reflection.              |
| 36      | Create an artistic representation.                | Have students include a claim and evidence from a third source in their reflections.                                                                                                                     |

# ASSESSMENT

Assessment in Traverse builds upon a repeated process that includes instruction, assessment, and review. Teachers regularly assess student progress through formative and summative measures and use the individualized data from those assessments to guide choices about instruction, review, remediation, and enrichment for all students.



## 1 INSTRUCTION AND FORMATIVE ASSESSMENT

Students have repeated and consistent opportunities for formative assessment throughout each chapter.

- ✓ Vocabulary and Content Knowledge
- ✓ Primary and Secondary Source Analysis
- ✓ Historical Reading, Thinking, and Inquiry and Research Skills
- ✓ Collaborative Learning

## 2 REVIEW

Use student response data from formative assessment to monitor progress and identify areas for reteaching.

- ✓ Student-Led Review
- ✓ Recursive Vocabulary Practice
- ✓ Chapter Recap
- ✓ Unit Review

## 3 RETEACH

Opportunities for review appear throughout each chapter and at the end of each unit, with opportunities for student- and teacher-directed review.

### TRAVERSE GRADEBOOK

Mastery of skills and standards is tracked via the gradebook, which can be sorted and viewed by assignment, standards, or key terms.

### CHAPTER VOCABULARY

Vocabulary terms provide coverage of all unit standards. Students can self-assess mastery of terms in their digital accounts.

# ASSESSMENT

## 4 UNIT ASSESSMENT

The unit assessment can be found in the Unit Review inside your digital teacher account. From there, the digital version can be assigned to students, or a paper-based version can be printed. Have students complete the assessment digitally and use the data to monitor standards mastery and overall student progress.

### PART 1 VOCABULARY AND UNITED STATES HISTORY KNOWLEDGE

**QUESTIONS:** 10

**FORMAT:** Multiple Choice

**CONTENT FOCUS:**

- Pearl Harbor
- Executive Order 9066
- War strategy of the Allied Powers
- The Nuremberg Trials
- Establishment of the United Nations
- The Marshall Plan
- Mao Zedong's rise to power
- The CIA and foreign affairs
- The GI Bill of Rights
- American society during the 1950s

### PART 2 PRIMARY AND SECONDARY SOURCE ANALYSIS

**QUESTIONS:** 5

**FORMAT:** Multiple Choice

#### SOURCE SET



Four Freedoms Speech, Franklin D. Roosevelt (1941)

**CONTENT FOCUS:**  
Lend-Lease Act

**SKILLS FOCUS:**  
Analyzing Primary Sources



Make Yours a Victory Home (1943)

**CONTENT FOCUS:**  
Financing World War II

**SKILLS FOCUS:**  
Analyzing Photographs and Artwork



The Szilard Petition, Leo Szilard (1945)

**CONTENT FOCUS:**  
Atomic weapons

**SKILLS FOCUS:**  
Analyzing Primary Sources



Boundary Changes during the Korean War (1950–1953)

**CONTENT FOCUS:**  
The Korean War

**SKILLS FOCUS:**  
Analyzing Maps



White Man's Road . . . thru Black Man's Home!, Sammie Abbott (1968)

**CONTENT FOCUS:**  
The creation of the highway and white flight

**SKILLS FOCUS:**  
Analyzing Photographs and Artwork

## PART 3

### HISTORICAL READING AND THINKING

**QUESTIONS:** 5

**FORMAT:** Tech-enhanced item types: Group and Sort, Drag and Drop, Cloze, Choice Matrix

**CONTENT FOCUS:**

- The rise of communism and fascism post–World War I
- The effects of World War II on women, Black Americans, Mexicans, and Mexican Americans
- World War II military actions
- The conclusion of World War II
- 1950s culture

## PART 4

### DOCUMENT-BASED QUESTIONS

**QUESTIONS:** 5 + 1 (optional)

**FORMAT:** Multiple Choice, Short Answer, Multiselect, Drag and Drop; Essay (optional)

**CONTENT FOCUS:** The Cold War

**SKILLS FOCUS:** Analyzing Primary Sources, Analyzing Political Cartoons, Analyzing Photographs and Artworks, Gathering Evidence to Develop Claims

**PROMPT:** What fears dominated Cold War American society, and how effectively did the government respond to those fears?

#### SOURCE SET



The Red Iceberg (1960)



Atomic Test (1946)



Woman in Bomb Shelter (1961)



The Truman Doctrine, Harry S. Truman (1947)



John Foster Dulles Speech, John Foster Dulles (1954)



Wheeling Speech, Joseph McCarthy (1950)

## WHAT'S NEXT?

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

**RETEACH** chapter content or skills that students have not yet mastered.

**REVISE** your teaching plan to provide more or less explicit instruction about a skill, topic, or source.

**REGROUP** students and levels of scaffolding based on progress.

# 36

## The Postwar Society



Suburban housing development, 1950s.

### CHAPTER OVERVIEW

#### CHAPTER OBJECTIVES

1. Explain how new political and economic policies created after World War II affected the United States.
2. Analyze the demographic and lifestyle changes in American society during the 1950s.
3. Identify the technological and cultural changes of the 1950s.
4. Create an artistic representation that depicts how the development of highways changed the United States.



#### SKILL INSTRUCTION AND PRACTICE

##### Practice and Application Skills

- Analyzing Artifacts
- Analyzing Auditory and Video Sources
- Analyzing Historical Significance
- Analyzing Maps
- Analyzing Photographs and Artwork
- Analyzing Primary Sources
- Analyzing Relationships Between Sources
- Analyzing Secondary Sources
- Communicating Conclusions
- Constructing Explanations
- Evaluating Primary Sources
- Evaluating Secondary Sources



#### CHAPTER QUESTION

How did Americans experience life in the 1950s?

### CHAPTER CONTENTS

#### CHAPTER OVERVIEW

Chapter Narrative Instructional Resources pg. 627

#### PRIMARY AND SECONDARY SOURCES

Living the American Dream, 1950s  
Suburban Life pg. 628

Redlining Map of Jacksonville, Florida pg. 629

Message to the Congress Regarding  
Highways pg. 633

Telegram to President Truman,  
September 19, 1948 pg. 634

White Man's Road . . . thru Black  
Man's Home! pg. 634

Daisy Myers in Suburban Levittown,  
Pennsylvania pg. 635

Housing Segregation and Redlining in  
America: A Short History pg. 636

#### CHAPTER INQUIRY

pg. 638

# CHAPTER PLANNING AND PACING

## CHAPTER PACING OPTIONS

| Suggested Grouping |             |
|--------------------|-------------|
| WG                 | Whole Group |
| SG                 | Small Group |
| IND                | Individual  |

**OPTION A** Balanced Approach    **OPTION B** Inquiry-Focused Approach    **OPTION C** Narrative-Focused Approach

| SECTION           | FEATURES                                     | OPTION A | OPTION B | OPTION C |
|-------------------|----------------------------------------------|----------|----------|----------|
| CHAPTER NARRATIVE | Chapter Overview                             | DAY 1    | Homework | DAY 1    |
|                   | Postwar America                              |          |          |          |
|                   | Suburbs and Interstates                      |          |          |          |
|                   | Echoes of History                            | DAY 2    |          | DAY 2    |
|                   | Changes in Technology and Culture            |          |          |          |
|                   | Chapter Review                               |          |          |          |
| CHAPTER INQUIRY   | Compelling Question                          | DAY 3    | DAY 1    | DAY 3    |
|                   | Source Set                                   |          | DAY 2    |          |
|                   | Communicating Conclusions: Adapt an Argument | DAY 4    | DAY 3    | Homework |

## SCAFFOLDING AND DIFFERENTIATION



These icons identify differentiation strategies and scaffolded support for a variety of students. See the digital lesson plan for additional differentiation strategies and scaffolds.

ENGLISH LANGUAGE LEARNERS

APPROACHING GRADE LEVEL

BEYOND GRADE LEVEL

Online

A summary, audio recording, and proficiency-leveled version of this chapter are available digitally.

## ENDURING THEMES



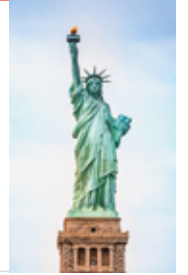
### CULTURE, ART, AND TECHNOLOGY

- How can culture, art, and technology provide an important perspective on historical eras?
- How does scientific and technological innovation impact daily life?



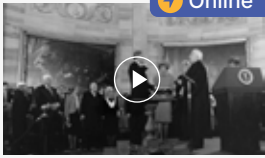
### WE THE PEOPLE

- How have diverse groups struggled for equality and freedom?
- Who has held power in the United States, and how has that been challenged?



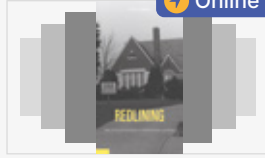
## CHAPTER MEDIA

Online



Explainer Video  
**22nd Amendment**

Online



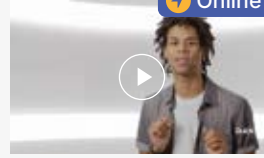
Flipbook  
**Redlining**

Online



3D Object  
**The Iron Lung**

Online



Quick Talk  
**Rock and Roll**

## CHAPTER SUMMARY

### BACKGROUND

- As the atomic age dawned, the United States struggled in a Cold War against the only other nuclear power in the world, the Soviet Union.
- Fear of communist spies ran rampant through the United States, while citizens also prepared for the possibilities of nuclear war.
- This chapter explores how some Americans began to achieve a sense of normalcy through the development of a new suburban lifestyle, while others found reasons to rebel.

The United States experienced rising inflation and high unemployment after World War II. The Truman administration instituted programs such as the **G.I. Bill of Rights**, providing billions of dollars in assistance to veterans. Truman also supported a broad package of civil rights legislation. His Executive Orders 9980 and 9981 desegregated the federal workforce and the military. After his reelection in 1948, Truman worked with Republicans in Congress to pass Social Security and minimum wage reform, part of his **Fair Deal** package. The economy continued to grow after **Dwight D. Eisenhower** succeeded Truman in 1953. An increase in average household income in the U.S. created a larger middle class, aided by the growing number of **white-collar** jobs. As more middle-class Americans took on office and administrative work, many **blue-collar** workers lost their jobs to the increasing automation of manual labor.

Many Americans began moving to the **suburbs**. Planned communities were built to include schools, parks, and shopping centers. Low-cost homes were mass-produced, and the **Federal-Aid Highway Act** provided easier means of travel via the **interstate highway system**. With this renewal and expansion of the American landscape, many Americans felt more hopeful about the future. Increasing birth rates marked what became known as the "**baby boom**." But not all Americans enjoyed rising prosperity or freedom from discrimination. **Redlining**, which began in the 1930s, was a practice in which the federal government created city maps that classified individual neighborhoods by their supposed risk levels to investment. Red lines indicated the neighborhoods the government deemed to be the riskiest places to invest. These "redline" communities were frequently inner-city areas where Black Americans lived. Banks,

realtors, insurance companies, and the federal government would routinely deny home loans to Black Americans, immigrants, and other minority groups on the basis of such risk-level classifications.

The middle of the 20th century was also marked by the emergence of cutting-edge technologies and innovations. New vaccines and medical procedures led to significant advances in health care. Some were the result of wartime medical discoveries. Religious fervor also grew, often connected to a growing sense of patriotism and anti-communist sentiment. The rising popularity of television aided **religious revivalism** with the rise of televangelists like **Billy Graham**. New movements in music, art, and literature also grew in the postwar era, including **rock and roll**, **Motown**, and bebop jazz music. Followers of popular **beatnik** culture, many of whom came of age during World War II, sought to resist the traditional, materialistic values that defined American culture.

## CHAPTER NARRATIVE

# INSTRUCTIONAL RESOURCES

 Online

Additional resources and activities are available in your digital teacher edition.

## Postwar America

How did new political and economic policies created after World War II affect the United States?



### Subsection Topics

- A Changing Economy
- Truman's Second Term
- The Prosperous Fifties

### Section Vocabulary

22nd Amendment, blue-collar, Dwight D. Eisenhower, Fair Deal, G.I. Bill of Rights, white-collar

## DISCUSSION QUESTIONS

### EXPLAINER VIDEO: 22ND AMENDMENT

- What does the 22nd Amendment state? *The 22nd Amendment states that no president shall be elected to office more than twice, and that the two terms do not have to be consecutive.*
- Why might President Washington have decided to step down after only two terms in office? *Answers will vary but may include that it is widely believed that having rejected a king, Washington wanted to make the point that the United States' top executive would not mimic a monarch. He may also have been eager to return to his farming life.*
- Why might Congress have been concerned that President Roosevelt held office for four terms? *Answers will vary but may include that Congress might have worried about one person becoming too powerful by holding office too long.*



 Online

## MOMENTS OF TRANSFORMATION

Middle-class Americans during the 1950s earned more money and worked fewer hours than in previous years. Since 2020, how Americans work has shifted again—this time, toward remote and hybrid work.

- While most Americans don't have jobs that can be done exclusively from home, many professionals do. Improvements in broadband internet and communication technology, especially video conferencing, have paved the way for more remote work. In 2022, experts projected that one-quarter of professional jobs in North America would be conducted in something other than a traditional office.
- **Extend Thinking:** How have advancements in communication technology transformed the world of work?



## Subsection Topics

- The Suburban Boom
- Discriminatory Practices
- Car Culture and the Interstate Highway System

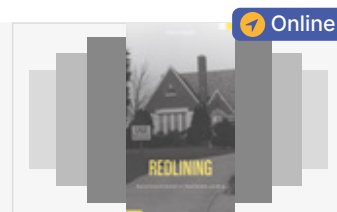
## Section Vocabulary

baby boom, blockbusting, Federal-Aid Highway Act, interstate highway system, redlining, suburb, white flight

## DISCUSSION QUESTIONS

### FLIPBOOK: REDLINING

- What is redlining? *It was a method that the Home Owners' Loan Corporation developed to classify different neighborhoods' eligibility for home loans based largely on the racial makeup of the neighborhood they lived in. The "hazardous" loan risks were marked in red on maps and were usually Black American or immigrant neighborhoods.*
- How widespread was redlining? *Answers will vary but may include that because the flipbook shows maps from Chicago, Seattle, and Nashville, redlining would seem to have been a nationwide practice.*
- In Nashville, if 48 percent of the city was rated "hazardous," what were the chances that people in those neighborhoods might get loans to improve their properties? *Answers will vary but may include that because the "hazardous" rating meant banks likely would lose money if they loaned to people in that neighborhood, the chances of those residents qualifying for loans were slim, if not nonexistent.*



## CIVIC PARTICIPATION

After World War II, the growing suburban developments and the increasing number of Americans who owned cars changed American life, but these were not changes everyone was happy about.

- Jane Jacobs (1916–2006) was a writer and activist who fought for a community-based approach to urban planning. She spoke out against Robert Moses, New York City parks commissioner, who proposed building a road through the Greenwich Village neighborhood of New York City, an approach that would have put cars and roads before public transportation and pedestrians. Jacobs's advocacy contributed to the eventual demise of Moses's plan.
- **Extend Thinking:** What role does activism play in our democracy?

POSTWAR AMERICA

SUBURBS AND INTERSTATES

CHANGES IN TECHNOLOGY AND CULTURE

INQUIRY

## PRIMARY SOURCE

# LIVING THE AMERICAN DREAM, 1950s SUBURBAN LIFE

## THINK LIKE A HISTORIAN: SOURCING INFORMATION

**Summary:** *Living the American Dream, 1950s Suburban Life* is a video made in the 1950s to encourage families to buy homes in the suburbs. It reflects the middle-class values of that period.

**Purpose:** The creator is unknown, but the purpose is clearly to encourage families to purchase homes in the suburbs.

**Intended Audience:** The intended audience is middle-class families, presumably white families, of the 1950s, and perhaps

specifically the wives or mothers of such families, as the video seems directed at women.

**Source Considerations:** As an advertisement, this video highlights the positive aspects of suburban living. The people in the video are actors, and the scenes are staged. This source helps answer the Compelling Question because it shows how the development of highways contributed to the growth of the suburbs and a change in the lives of the middle-class families who moved there.

**Genre:** This video is, in essence, an advertisement and should be viewed as one, not only in that it represents an idealized view of 1950s suburban life, but also in the ways it mirrors and responds to the values of its customers.

**Style:** The video creates a specific “feel” that includes calmness, space, status (the suits and dresses), and “opportunity for individual expression.”

## ANALYZE AND DISCUSS

- What type of source is this? *This is archival footage.*
- When was this source created? *This source was created during the 1950s.*
- **Inquiry Connection:** What claims does this source make? *Answers will vary but may include that the source claims that owning a home is a happy investment, that its features are exactly what a family needs, that families can customize the home with all sorts of modern conveniences, and that this kind of suburban life is the way American families are living.*

🔗 Online option

SUBURBS AND INTERSTATES



### INQUIRY AND RESEARCH SKILL | Constructing Explanations

Choose the correct description for each video element. Then write your explanation of what the element shows about suburban life in the 1950s.

1. **A. Explanation:** *The voice-over narration describes how the Bryants customized their suburban living space. This tells me that suburbs were being built at this time and that buyers could choose what their new homes would include.*
2. **C. Explanation:** *The music suggests that the 1950s were light and carefree and that the homes would make life easy and full of simplified living and convenient entertainment.*
3. **B. Explanation:** *The visual information tells me that the house is large, with many of the modern conveniences available during the time period, and that the home is probably only affordable to a certain class of Americans.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

🔗 Online option

INQUIRY



### INQUIRY AND RESEARCH SKILL | Evaluating Primary Sources

What benefits did suburban homes give to people who wanted to live there?

- A. Correct.** *Suburban homes provided more space at affordable prices and access to the city using the highway system.*

POSTWAR AMERICA

SUBURBS AND INTERSTATES

CHANGES IN TECHNOLOGY AND CULTURE

INQUIRY

PRIMARY SOURCE

## REDLINING MAP OF JACKSONVILLE, FLORIDA

### THINK LIKE A HISTORIAN: SOURCING INFORMATION

**Summary:** This is a 1937 mortgage lender’s map of Jacksonville, Florida, which uses a color-coded grading system to rank the investment risk in different neighborhoods from grade A (green) to grade D (red). Black American neighborhoods are graded D.

**Purpose:** The Home Owners’ Loan Corporation (HOLC) developed the map to inform mortgage lenders which neighborhoods, in HOLC’s judgment, were safer or riskier to invest in.

**Intended Audience:** The map was intended for the use of mortgage lenders in Jacksonville, Florida.

**Source Considerations:** Securing loans to buy a house is the only way most Americans can purchase a home, so if a bank denies someone a loan, that person is usually prevented from buying a house. Owning a home can bring more financial security than renting and gives the homeowner an investment whose value can grow and contribute to wealth that can be passed down through generations. Maps include evidence of the creators' perspectives. The method the HOLC used to determine the risk level of a neighborhood took into account the race of the neighborhood residents, which has led to a persistent and long-lasting racial wealth gap. Today many of the "D"-grade neighborhoods in Jacksonville still have low-value homes, while the "A" areas have million-dollar homes.

#### SOURCE ANALYSIS SUPPORT

ELL

**Media:** This map of Jacksonville, Florida, shows how the Home Owners' Loan Corporation (HOLC) divided areas of the city into specific zones. Students should look for patterns, such as where the green zones are located, or how much of the map consists of red zones.

**Genre:** The map's specific singling out of "Negro" areas reveals the racism at the heart of redlining, in which Black people were denied home loans without regard to income.

### ANALYZE AND DISCUSS

- Who created this source? *the Home Owners' Loan Corporation*
- When was this source created? What location does it focus on? *1937; Jacksonville, Florida*
- What claims are the creators making with this source? *Answers will vary but may include that the HOLC is making claims about which areas are safe and which are "hazardous"; that certain areas will have riskier loans than others; or that certain areas are worth investing in, while others are not.*

#### Online option SUBURBS AND INTERSTATES

##### HISTORICAL READING SKILL | Analyzing Maps

What does this map tell you about the purpose of those who created it?

**C. Correct.** *This map tells mortgage lenders which areas are considered safe investments and which are considered "hazardous" investments.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

#### Online option INQUIRY

##### INQUIRY AND RESEARCH SKILL | Constructing Explanations

Match the color to the correct letter grade. Then describe what the authors of the map intended the color-coded areas to mean.

1. **A.** *Description: "safe" investment areas—small sections of waterfront property; usually bordering grade B*
2. **D.** *Description: mostly adjacent to grade A—blue signifies more safety than yellow or red*
3. **C.** *Description: mostly between grades B and D—yellow signifies a warning*
4. **B.** *Description: "hazardous" investment areas—mostly inland contiguous sections adjacent to grade C (yellow)*



### Subsection Topics

- Progress in Health Care
- Religious Revival
- Rock and Roll
- The Beat Generation

### Section Vocabulary

B. B. King, beatnik, Billy Graham, Elvis Presley, Fulton J. Sheen, Motown, religious revivalism, rhythm and blues, rock and roll

## DISCUSSION QUESTIONS

### 3D OBJECT: THE IRON LUNG

- What is an iron lung? *It is an artificial respirator that works by completely encasing the patient in a large metal tube and changing the air pressure to force the patient's lungs to move in and out. Doctors and nurses accessed the patient through holes on the sides of the tube.*
- Why would a polio patient need to be in an iron lung? *Answers will vary but may include that if the case were severe enough to cause paralysis, then the patient often would need external help with breathing because their throat and chest muscles would be temporarily paralyzed.*
- How do advances in medical technology lead to further innovation? *Answers will vary but may include that advances in such areas as surgery techniques, therapeutic methods, and vaccines lead to further innovation because there are medical breakthroughs.*

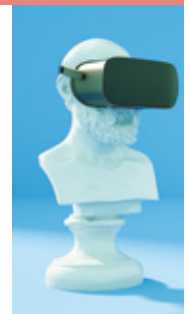


Online



### CULTURE, ART, AND TECHNOLOGY

- In 1983 in Vancouver, Canada, a robot dubbed “Arthrobot” assisted a team of orthopedic surgeons, marking the world’s first robot-assisted surgery.
- Since then, doctors have increasingly used robots to perform complex surgeries with less pain and quicker recovery times for patients. A commonly used system involves a small camera and surgical tools attached to mechanical arms. The robotic “hand” is controlled by a surgeon from a console and often performs with more precision and accuracy than a human hand.
- **Discussion Question:** In what ways has technology changed the quality of our lives?



## SYNTHESIZING INFORMATION

- How did the U.S. Congress prepare the country for the return of the World War II veterans? *Over concern that transitioning might be difficult—as it was after World War I—Congress passed the G.I. Bill of Rights in 1944, before the end of the war. The bill provided money for the transition, including support for college education and job training and low-interest mortgage rates for veterans.*
- In what ways did President Truman try to continue Franklin D. Roosevelt’s legacy? *Answers will vary but may include that Truman proposed a national health insurance program and increased minimum wage. These measures did not pass, but he continued Roosevelt’s efforts to support civil rights by proposing federal support for anti-lynching laws. Truman also signed executive orders that desegregated the federal workforce and the military. At the beginning of his second term, Truman proposed the Fair Deal—reminiscent of Roosevelt’s New Deal—that strengthened Roosevelt’s Social Security programs.*

- What economic and cultural changes of the 1950s did both Presidents Truman and Eisenhower witness? *Answers will vary but may include that both presidents witnessed the growth of the middle class and its establishment in the growing suburbs. With this prosperity came a uniformity of the image of successful American life: family, television, car, telephone, and 40-hour work week. Both presidents saw a growth in the white-collar sector and a small diminishing of blue-collar jobs.*
- What factors contributed to suburban growth after World War II? *Answers will vary but may include that as veterans returned home, they reestablished their working life and started families. Buying a car was a symbol of success, and cars began to crowd the cities. The combination of car ownership with the G.I. Bill's low-rate mortgages made living outside the city an attractive alternative. Business developers saw an opportunity and began to plan communities outside the cities. Veterans quickly responded and moved to the suburbs, creating the nation's first suburban lifestyle boom.*
- What combination of social and business behaviors resulted in discrimination toward Black Americans after World War II? *Answers will vary but may include that although the G.I. Bill provided low-rate mortgages for veterans, it did not specifically include language to protect Black Americans. This oversight created an opportunity for unfair practices to take hold. The practice of redlining Black American and immigrant neighborhoods became the basis for assumptions that real-estate agents made about the neighborhoods into which Black Americans moved. The real-estate agents assumed that those neighborhoods would soon become difficult for investors and incited fear among the white neighbors so they would leave those neighborhoods. False assumptions about investments devalued Black American homes, which decreased the property taxes on those homes. This affected the schools in those communities as they relied on property taxes to maintain the school district.*
- What were the benefits and drawbacks of the federal interstate highway system? *Answers will vary but may include that the new federal highways made travel between cities and states easier and faster, creating the now-traditional American "road trip." Some of the drawbacks were immediate, and others took longer to materialize. In the immediate development of the interstate system, preference was given to white neighborhoods, so planners routed roads through Black and Latino neighborhoods, disrupting communities and, in many cases, undervaluing properties. In the long term, the highway system has increased American dependency on cars and oil, which has increased pollution.*
- In what ways did the larger postwar society benefit from the scientific advances made during and just after the war? *Answers will vary but may include that surgical procedures benefited the most from developments made during the war, leading to the discovery of how to lower the body's temperature during surgery, which paved the way for many procedures. Wound care improved and was carried over to civilian patients. Antibiotics became widely used during the 1950s. Microscopes began to be used during surgery, and vaccines, including one for polio, became widely used.*
- How did Americans conform to traditional values and materialism in the 1950s? *Answers will vary but may include that the rise of the suburban lifestyle became the platform for many manifestations of conformity. One way that families conformed was to purchase material goods as decor for their suburban neighborhood: cars, household appliances, and identical houses. In addition, churchgoing became a standardized behavior, with religious leaders using television to send their message of conformity to a worldwide audience.*
- In what ways did various groups rebel against this picture of conformity? *Answers will vary but may include that the younger generation adopted rock and roll as a means of personal expression. The Beats, another rebellious group who rejected materialism and sought to find inner peace and a "beatific" life, adopted bebop jazz as a form of expression.*

## NOTES

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# PRIMARY AND SECONDARY SOURCES

POSTWAR AMERICA

SUBURBS AND INTERSTATES

CHANGES IN TECHNOLOGY AND CULTURE

INQUIRY

PRIMARY SOURCE

## MESSAGE TO THE CONGRESS REGARDING HIGHWAYS

### THINK LIKE A HISTORIAN: SOURCING INFORMATION

**Summary:** This is an excerpt from a 1955 correspondence President Dwight D. Eisenhower sent to Congress in which he urged them to improve and modernize the nation's roads and construct the interstate highway system. In response, Congress passed the Federal-Aid Highway Act in 1956.

**Purpose:** The purpose of the correspondence was to persuade Congress—and also the American people—that improving the

U.S. road system and constructing the interstate highway system was a crucial responsibility of the federal government.

**Intended Audience:** The intended audience was Congress, but the White House also released the correspondence to the press.

**Source Considerations:** This source helps answer the Compelling Question because it provides President Eisenhower's reasons for wanting to develop the United States highway system and his vision for the federal government's role in its development.

### READING COMPREHENSION SUPPORT

ELL

**Style:** By including terms like *inescapable evidence* and *obligation*, Eisenhower uses persuasive rhetoric to make his conclusion seem foregone, both to lawmakers and to citizens reading the message in the newspaper.

**Genre:** This “message to Congress” was delivered not only to Congress but also directly to the news media on the same day by Eisenhower's press secretary.

### READ, COMPREHEND, AND DISCUSS

- Why did Eisenhower deliver this message to Congress? *He wanted to persuade Congress to pass sweeping legislation quickly to improve the U.S. highway system.*
- Which detail in the source, supported with evidence, shows Eisenhower's purpose for writing? *Answers will vary but may include “All three [groups studying the highway] were confronted with inescapable evidence that action, comprehensive and quick and forward-looking, is needed.”*
- What makes this evidence relevant to the Compelling Question? *It shows how important the highway was to the federal government at that time.*

Online



#### INQUIRY AND RESEARCH SKILL | Analyzing Historical Significance

According to Eisenhower, why was the need to develop the highway historically significant? Select the three correct answers.

**B. Correct.** Eisenhower writes, “In case of an atomic attack on our key cities, the road net must permit quick evacuation of target areas, mobilization of defense forces and maintenance of every essential economic function.”

**D. Correct.** Eisenhower writes, “Each year, more than 36 thousand people are killed and more than a million injured on the highways.”

**E. Correct.** Eisenhower writes, “The physical condition of the present road net increases the cost of vehicle operation, according to many estimates, by as much as one cent per mile of vehicle travel. At the present rate of travel, this totals more than \$5 billion a year.”

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

## PRIMARY SOURCE

## TELEGRAM TO PRESIDENT TRUMAN, SEPTEMBER 19, 1948

## THINK LIKE A HISTORIAN: SOURCING INFORMATION

**Summary:** This source is a telegram that Harry Robbins sent to President Harry S. Truman on September 19, 1948. It requests that the president postpone the evictions of residents due to the construction of the Congress Street Expressway.

**Purpose:** The purpose of this telegram is to inform President Truman of the impact that immediate eviction would have on the community and to request that he use his influence as president to postpone the evictions.

**Intended Audience:** The intended audience of this telegram is President Truman.

**Source Considerations:** This source helps answer the Compelling Question because it provides a firsthand perspective of the hardships that construction of the Congress Street Expressway caused residents, and it provides an example of a change caused by the development of the highway system in the U.S.

## READING COMPREHENSION SUPPORT

ELL

**Genre:** Students may be unfamiliar with how telegrams are written. Explain that telegrams are printed using only capital letters. Furthermore, explain that the cost to send a telegram is calculated per word and that punctuation costs extra, which is why this telegram includes periods only.

**Vocabulary:** Students may not understand the geography of Chicago. Encourage students to research the Congress Street Expressway and use mapping tools to find its location in Chicago.

## READ, COMPREHEND, AND DISCUSS

- What evidence in the source is most relevant to the Compelling Question? *Answers will vary but may include that the new highway will displace “FAMILY OF VERY LIMITED INCOMES SMALL BUSINESS CONCERNS WHOSE PROPRIETORS WILL LOSE THEIR INVESTMENT AND STUDENTS SOME PARTIALLY INCAPACITATED BY MILITARY SERVICE.”*
- What makes this evidence relevant to the Compelling Question? *Answers will vary but may include that the highway had a negative impact on many Americans.*

## Online



## INQUIRY AND RESEARCH SKILL | Analyzing Relationships Between Sources

How might Harry Robbins respond to Eisenhower’s “Message to the Congress Regarding Highways”?

**D. Correct.** *Robbins might say that although the government may have reasons to make highway improvements quickly, the relocation of people displaced by new highways should be prioritized.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

## PRIMARY SOURCE

## WHITE MAN’S ROAD . . . THRU BLACK MAN’S HOME!

## THINK LIKE A HISTORIAN: SOURCING INFORMATION

**Summary:** This source is a poster created by Sammie Abbott, publicity director of the Emergency Committee on the Transportation Crisis (ECTC). It depicts lanes of cars with the text “White Man’s Road . . . thru Black Man’s Home!”

**Purpose:** The poster’s purpose was to protest against the proposed construction of highways in Washington, DC, that would have displaced thousands of residents.

**Intended Audience:** The intended audience is the general public and residents of Washington, DC, who would have been affected (either positively or negatively) by the construction of urban expressways.

**Source Considerations:** This source helps answer the Compelling Question because it illustrates how some Black Americans felt about the construction of highways through urban areas.

#### SOURCE ANALYSIS SUPPORT

ELL

**Genre:** A poster or flier like the source is intended to convey information and express an opinion in a way that is easily and quickly digestible. Explain how elements like text size, font, and visuals contribute to a poster's impact.

**Media:** Have students analyze and annotate the poster and discuss the tactics and details that make the poster effective or ineffective as a publicity device.

### ANALYZE AND DISCUSS

- What details do you observe in the image? *Answers will vary but may include the volume of speeding cars and the lack of a depiction of a Black American's house.*
- How do these details connect to information you learned in the chapter about the displacement Black Americans faced in this era? *Answers will vary but may include how redlining led to the segregation of Black Americans in certain urban areas as well as how highway construction often led to the eviction of Black Americans in urban areas.*

Online



#### INQUIRY AND RESEARCH SKILL | Constructing Explanations

According to *White Man's Road . . . thru Black Man's Home!* by Sammie Abbott of the Emergency Committee on the Transportation Crisis, what were the effects of the development of the highway system? *Highway construction projects had many effects. While they created new roads, they also caused problems. Among these was the displacement of Black Americans from their homes.*

#### SCAFFOLDING AND DIFFERENTIATION

ELL

A word bank, sentence frame, and sentence starters are available digitally for English language learners.

POSTWAR AMERICA

SUBURBS AND INTERSTATES

CHANGES IN TECHNOLOGY AND CULTURE

INQUIRY

PRIMARY SOURCE

## DAISY MYERS IN SUBURBAN LEVITTOWN, PENNSYLVANIA

### THINK LIKE A HISTORIAN: SOURCING INFORMATION

**Summary:** In this photograph, the first Black American woman to move to suburban Levittown, Pennsylvania, Daisy Myers, is seen holding one of her children in their home.

**Purpose:** This photograph was one of several taken by a professional photographer for *Look* magazine to document the circumstances surrounding the Myerses' struggle to live peacefully in a new suburban community.

**Intended Audience:** The audience would have included regular readers of *Look* magazine.

**Source Considerations:** William Levitt created seven "Levittowns" that featured modern, low-cost homes. However, Levitt designed these communities as white-only and prohibited Black Americans from purchasing the homes when they were new. This source helps answer the Compelling Question because the photograph and background information provided show that the suburbs, whose development was aided by the highway system, were not open to all people. Black Americans who moved to the suburbs faced discrimination and violence.

**Media:** Students may be curious about the circumstances around this photograph and why it is historically significant. Have students research *Look* magazine's influence on American society and discuss how the photograph adds to their understanding of life in the 1950s.

**Style:** This photograph is not a traditional portrait but rather a snapshot of daily life for Daisy Myers. Ask students to consider how well this style of photography is suited for the purpose of showing what life was like for the Myers family in Levittown.

## ANALYZE AND DISCUSS

- What details about Daisy Myers do you observe in the photograph? *Answers will vary but may include Myers's facial expression and body language over what she sees through the window, or that Myers appears to be from the upper middle class.*
- Who was the audience for this source? *readers of Look magazine*
- How does this photograph change your perspective on the Compelling Question? *Answers will vary but may include that this image conveys that not only were Black Americans displaced by new highways and the development of suburbs, but also that even when they did manage to move to the new suburbs, Black Americans faced intense racial discrimination there.*

### Online



#### HISTORICAL READING SKILL | Analyzing Photographs and Artwork

What effect of the development of suburbs does this image and its historical context represent?

**A. Correct.** *The image conveys a Black American mother and her child looking with concern. As stated in the introduction, Daisy Myers and her family were terrorized after they moved to Levittown, Pennsylvania.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

POSTWAR AMERICA

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## SECONDARY SOURCE

# HOUSING SEGREGATION AND REDLINING IN AMERICA: A SHORT HISTORY

### THINK LIKE A HISTORIAN: SOURCING INFORMATION

**Summary:** This excerpt is from a video published by National Public Radio. The video explains how the process of redlining put Black Americans, as well as immigrants and poor white populations, at a disadvantage with regard to housing.

**Purpose:** The purpose of this source is to explain how redlining hurt the people who lived in redlined areas by making it difficult for them to receive loans, leading to a decrease in the neighborhood's value.

**Intended Audience:** The intended audience is both the general public and listeners of National Public Radio, specifically the podcast *Code Switch*.

**Source Considerations:** President Franklin D. Roosevelt's New Deal included the National Housing Act of 1934, which introduced the 30-year mortgage and low, fixed interest rates. This meant that people with lower incomes could become property owners. The Home Owners' Loan Corporation's residential security maps were drawn to designate which areas were perceived to have the highest and lowest rates of financial responsibility. This source helps answer the Compelling Question because it shows how laws and regulations related to the development of the highway system have had lasting and damaging effects.

**Genre:** The use of visuals in a video can provide greater context to the subject matter. Have students pay attention to how the video displays additional information and context to the narration.

**Media:** The video combines map images with narration detailing the effects of redlining. Have students reflect on these choices, naming the specific techniques that made certain information the most memorable to them.



# CHAPTER INQUIRY

## ? COMPELLING QUESTION

How did the development of highways change the United States?

## 1 | COMPELLING QUESTION

### INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind them that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect to their prior knowledge.

### FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- Message to the Congress Regarding Highways
- Telegram to President Truman, September 19, 1948
- White Man's Road . . . thru Black Man's Home!
- Housing Segregation and Redlining in America: A Short History

### SCAFFOLDING AND DIFFERENTIATION

B

- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the sourcing information for examples.
- Have students include a claim and evidence from a third source in their reflections.

## 2 | SOURCE SET



### MESSAGE TO THE CONGRESS REGARDING HIGHWAYS

**Genre:** Correspondence  
**Author:** Dwight D. Eisenhower  
**Date:** 1955



### LIVING THE AMERICAN DREAM, 1950s SUBURBAN LIFE

**Genre:** Video  
**Creator:** Unknown  
**Date:** 1950s



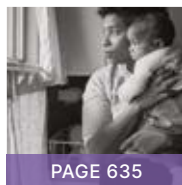
### HOUSING SEGREGATION AND REDLINING IN AMERICA: A SHORT HISTORY

**Genre:** Video  
**Producer:** National Public Radio  
**Date:** 2018



### TELEGRAM TO PRESIDENT TRUMAN, SEPTEMBER 19, 1948

**Genre:** Correspondence  
**Author:** Harry Robbins  
**Date:** 1948



### DAISY MYERS IN SUBURBAN LEVITTOWN, PENNSYLVANIA

**Genre:** Photograph  
**Photographer:** Charlotte Brooks  
**Date:** 1957



### REDLINING MAP OF JACKSONVILLE, FLORIDA

**Genre:** Map  
**Creator:** Home Owners' Loan Corporation  
**Date:** 1937



### WHITE MAN'S ROAD . . . THRU BLACK MAN'S HOME!

**Genre:** Poster  
**Artist:** Sammie Abbott  
**Date:** 1968

### 3 | COMMUNICATING CONCLUSIONS

#### ADAPT AN ARGUMENT

Remind students that effective communicators adapt their arguments to their audience, venue, and format. Have students use the Review and Discuss, Plan, and Respond steps to adapt their argument to meet the needs of this specific assignment.

Have students use the bulleted checklist as needed to create their artistic representation. Depending on the needs of your classroom, consider grouping students to provide peer feedback on their artistic representations or working with a small group who could benefit from additional support. Use these guiding questions to support students in generating ideas for their artistic representation:

- What change will you include in your artistic representation?
- What two sources will you use in your reflection?
- What evidence from your chosen sources best represents changes that resulted from the development of the highway system?

#### SAMPLE CLAIMS AND SUPPORTING SOURCES

| Argument Stem 1                                                                                                                                                                                                                                                                                                                                                           | Argument Stem 2                                                                                                                                                                                                                                             | Argument Stem 3                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Highways changed the United States by providing a safer and more efficient transportation system, which allowed people to move to the suburbs.</p> <ul style="list-style-type: none"> <li>• Message to the Congress Regarding Highways</li> <li>• Living the American Dream, 1950s Suburban Life</li> <li>• Daisy Myers in Suburban Levittown, Pennsylvania</li> </ul> | <p>Highways were constructed in a way that was detrimental to Black American communities.</p> <ul style="list-style-type: none"> <li>• Telegram to President Truman, September 19, 1948</li> <li>• White Man's Road . . . thru Black Man's Home!</li> </ul> | <p>While some Americans were able to move to suburbs because of the highway system, redlining prevented Black Americans and others from benefiting from the highway system.</p> <ul style="list-style-type: none"> <li>• Living the American Dream, 1950s Suburban Life</li> <li>• Housing Segregation and Redlining in America: A Short History</li> <li>• Redlining Map of Jacksonville, Florida</li> </ul> |

#### INQUIRY RUBRIC AND RESPONSE

Review the rubric online with students before they begin their responses to the Inquiry Prompt.

Use the scaffolds below to differentiate instruction for your English language learners (ELL) and approaching-grade-level (A) learners.

| SCAFFOLDING AND DIFFERENTIATION                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>BEGINNING:</b> Sentence Starters 1 and Word Bank<br/> <b>INTERMEDIATE:</b> Sentence Starters 2 and Word Bank<br/> <b>ADVANCED &amp; APPROACHING:</b> Sentence Starters 2</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Word Bank</b><br/>           safe, efficient, suburbs, transportation, Black American communities, redlining, benefits, downsides, construction</p>                          | <p><b>Sentence Starters 1</b></p> <ul style="list-style-type: none"> <li>• My artistic representation shows . . .</li> <li>• Highways changed the U.S. by . . .</li> <li>• One piece of evidence that shows the historical significance of the highway system is . . .</li> <li>• My artistic representation also shows . . .</li> <li>• Highways also changed the U.S. by . . .</li> <li>• Another piece of evidence is . . .</li> </ul> | <p><b>Sentence Starters 2</b></p> <ul style="list-style-type: none"> <li>• My artistic representation shows . . .</li> <li>• Highways changed the U.S. by . . .</li> <li>• One piece of evidence is . . .</li> <li>• My artistic representation also . . .</li> <li>• Highways also changed the U.S. by . . .</li> <li>• Another piece of evidence is . . .</li> </ul> |