

Guided Reading Activity

networks

Postwar America, 1945–1960

Lesson 2 *The Affluent Society*

Review Questions: Identifying Supporting Details

DIRECTIONS: Read each main idea. Use your textbook to supply the details that support or explain each main idea.

A. Main Idea: The 1950s was a decade of prosperity, with people moving to the suburbs, buying new products, and working in offices.

- Detail:** Americans produced an abundance of goods and services because of New techniques and technology.
- Detail:** Many Americans moved to the suburbs to avoid the crime and congestion of city neighborhoods.
- Detail:** From 1945 to 1961, the the birthrate exploded. Some contributing factors of the baby boom were: GI benefits encouraged the growth and popular celebrated large families.

B. Main Idea: American scientists broke new ground in the areas of electronics, manufacturing, and medicine.

- Detail:** In electronics, the development of the transistor made radios smaller and portable; the development of the computer launched a revolution, and the development of the jet made airline travel available to many.
- Detail:** The development of powerful antibiotics and vaccines made infections much more treatable.
- Detail:** Scientist Salk developed an injectable vaccine to prevent polio. Later, the the Sabin vaccine became the common method of prevention.

C. Main Idea: As television became popular, other forms of entertainment had to adapt in order to survive.

- Detail:** By 1957, nearly 80% percent percent of families had at least one television. Popular formats included comedy, variety shows, and action programs.
- Detail:** The Automobiles saved the radio industry as commuters listened in transit.

Answers American History Guided Activity 1

Terry C. Jones



Answers American History Guided Activity 1:

Focus on U.S. History Kathy Sammis,1997 Reproducible student activities cover early Native American settlements African and western European influences and Spanish and Portuguese exploration **The American Journey** Joyce Oldham Appleby,Alan Brinkley,James M. McPherson,2003 **Internet Scavenger Hunt American History** Michelle Robinette,2002-07 Contains twenty reproducible worksheets designed to help students in grades four through eight conduct Internet searches on events in American history each with reading comprehension questions and graphic organizers

Resources in Education ,2000-04 Call to Freedom Sterling Stuckey,2003 Teaches U S history employing the themes geography economics government citizenship science technology and society culture Constitutional heritage and global relations **United States History, Volume One** Mark C. Schug,Jean Caldwell,Donald R. Wentworth,Beth Kraig,Robert J. Highsmith,1993 Supplementing secondary U S history textbooks this publication blends historical facts and economic reasoning through case studies lectures and class discussion **Federal Register** ,2014-02 Workbook in American History Julian Carter Aldrich,1946 Consumer Society in American History Lawrence B. Glickman,1999 This volume offers the most comprehensive and incisive exploration of American consumer history to date spanning the four centuries from the colonial era to the present Complete PET Workbook with Answers with Audio CD Peter May,Emma Heyderman,Amanda Thomas,2010-02-04 Complete PET combines the very best in contemporary classroom practice with stimulating topics aimed at teenagers and young adults *Language Power: Grades 3-5 Level B Teacher's Guide* Christine Dugan,2012-10-30 **Todd & Curti's the American Nation** Paul S. Boyer,1995 This book explores seven broad themes central to American history global relations the Constitutional heritage democratic values technology and society cultural diversity geographic diversity and economic development They provide a context for the historical events which will help the student understand the connections between historical events and see how past events are relevant to today's social political and economic concerns Themes in American history Throughout the book the student is asked to think critically about the events and issues that have shaped U S history Helping the student develop critical thinking skills is a key goal of the text Critical thinking and the study of history **Library of American History** ,1855 **American Vision, Unit 9 Resources** McGraw-Hill Staff,2002-05 **Developing Core Literacy Proficiencies, Grade 11** Odell Education,2016-09-06 The Developing Core Literacy Proficiencies program is an integrated set of English Language Arts Literacy units spanning grades 6-12 that provide student centered instruction on a set of literacy proficiencies at the heart of the Common Core State Standards CCSS Reading Closely for Textual Details Making Evidence Based Claims Making Evidence Based Claims about Literary Technique Grades 9-12 Researching to Deepen Understanding Building Evidence Based Arguments The program approaches literacy through the development of knowledge literacy skills and academic habits Throughout the activities students develop their literacy along these three paths in an integrated engaging and empowering way Knowledge The texts

and topics students encounter in the program have been carefully selected to expose them to rich and varied ideas and perspectives of cultural significance. These texts not only equip students with key ideas for participating knowledgeably in the important discussions of our time but also contain the complexity of expression necessary for developing college and career ready literacy skills.

Literacy Skills The program articulates and targets instruction and assessment on twenty CCSS aligned literacy skills ranging from making inferences to reflecting critically. Students focus on this set of twenty skills throughout the year and program continually applying them in new and more sophisticated ways.

Academic Habits The program articulates twelve academic habits for students to develop, apply, and extend as they progress through the sequence of instruction. Instructional notes allow teachers to introduce and discuss academic habits such as preparing and completing tasks that are essential to students' success in the classroom. The program materials include a comprehensive set of instructional sequences, teacher notes, handouts, assessments, rubrics, and graphic organizers designed to support students with a diversity of educational experiences and needs. The integrated assessment system centered around the literacy skills and academic habits allows for the coherent evaluation of student literacy development over the course of the year and vertically across all grade levels.

Teaching History with Film Alan S. Marcus, Scott Alan Metzger, Richard J. Paxton, Jeremy D. Stoddard, 2018-07-04

Teaching History with Film provides a fresh, engaging, and clear overview of teaching with film to effectively enhance social studies instruction. Using cases of experienced teachers to illustrate accomplished history teaching through movies, this text provides pre- and in-service teachers with ideas for implementing film-based lessons in their own classrooms and offers a deeper understanding of the thorny issues involved in using film to teach history. The second edition is completely revised and updated, including two entirely new case studies, a new chapter focusing on using international film, and incorporating a more global view in the classroom and additional material on using film to tackle difficult and controversial issues, as well as updates to all of the cases. Each section of the book focuses on how teachers can effectively support the development of students' historical film literacy through topics such as using film to develop interpretive skills to explore controversial issues and to develop historical empathy. By developing the skills students need to think critically about the past or what they think they know about history, the lessons in this book illustrate how to harness the pedagogical power of film to provide the tools necessary for rigorous inquiry and democratic citizenship. Special features include Reflection on the Case following each chapter, analyzing and discussing the strengths and limitations of the teacher's approach, as well as providing strategies for using and choosing films specific to the educational outcome. Sample unit outlines, descriptions of class texts and films, worksheets, essay questions, viewer guides, and exercises for the classroom throughout. Discussion of the practical considerations facing classroom teachers, including juggling time restraints, issues of parental permission, and meeting standards.

Document-based Assessment Activities for U.S. History Classes Kenneth Hilton, 1999. Covers significant eras in U.S. history. Encourages students to analyze evidence, documents, and other data to make informed

decisions Includes guidelines for students answer prompts and a scoring rubric Develops essential writing skills **Writer's Choice** GLENCOE, Jacqueline Jones Royster, 1996 An elementary level language arts textbook which develops good writing skills through exercises in reading writing and grammar **The Story of America** John Arthur Garraty, 1994 **Building Vocabulary: Level 9 Kit** Timonthy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline Newton, 2009-07-22 Building Vocabulary from Word Roots provides a systematic approach to teaching vocabulary using Greek and Latin prefixes bases and suffixes Over 90% of English words of two or more syllables are of Greek or Latin origin Instead of learning words and definitions in isolation students learn key roots and strategies for deciphering words and their meanings across all content areas Building Vocabulary from Word Roots Level 9 kit includes Teacher s Guide Student Guided Practice Book Each kit includes a single copy additional copies may be ordered in quantities of 10 or more Assessments to support data driven instruction and Digital resources including modeled lessons 50 bonus activities and more

Answers American History Guided Activity 1 Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the ability of words has be much more evident than ever. They have the capacity to inspire, provoke, and ignite change. Such could be the essence of the book **Answers American History Guided Activity 1**, a literary masterpiece that delves deep to the significance of words and their effect on our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

https://legacy.tortoisemedia.com/About/scholarship/Documents/7g_tronic_manual.pdf

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Answers American History Guided Activity 1 Introduction

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