

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.

Guided Activity 6 4 Answers Us History

Sabine Zange



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Focus on U.S. History Kathy Sammis,1997 Early colonists Colonial conflicts and Native Americans Rise of individualism and the seeds of democracy Religious diversity and freedom Social and cultural life Colonial economy Rise of slavery Reproducible student activities cover colonial experiences including interaction with Native Americans family and social life the beginnings of slavery and the seeds democracy

Resources in Education ,1996-04 Cambridge Global English Stage 4 Teacher's Resource Nicola Mabbott,Claire Medwell,Jane Boylan,2014-06-19 Cambridge Global English is a nine stage language rich course for learners of English as a Second Language following the Cambridge International Examinations curriculum framework Teacher s Resource 4 provides step by step guidance notes for teachers for each lesson in every unit to support teaching the content of Learner s Book 4 Notes on Activity Book 4 are also included A unit overview provides a snapshot of lesson objectives and the language and skills covered The notes include answer keys to activities in the Learner s Book and Activity Book complete audio scripts suggestions for differentiation and assessment cross curricular links portfolio opportunities and additional unit linked photocopiable activities and unit based wordlists

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

Service Bulletin of the FREC. ,1939 *American Vision, Unit 5 Resources* McGraw-Hill Staff,2002-04 **Cumulated Index Medicus** ,1977 **Visualizing Elementary Social Studies Methods** John K. Lee,2007-09-17 This debut edition of

Visualizing Elementary Social Studies offers students a unique way to explore issues and ideas about how to teach social studies using text pictures and graphics brought together in a stimulating and thoughtful design In this book content and pedagogy are blended to take advantage of the rich visual context that National Geographic images provide Students who use this book will explore central teacher education topics in elementary social studies along with concepts and ideas from social studies disciplines including history geography political science economics and behavioral sciences Visualizing Elementary Social Studies is infused with explorations of how to teach in subject matter contexts given the democratic purposes of social studies This Wiley Visualizing title is a unique book that combines Wiley s expertise in creating top quality textbooks with rich visual resources such as photographs maps illustrations diagrammatic art and videos and the content and teaching expertise of new and current authors and unique partnerships Visualizing Elementary Social Studies relies heavily on the integration of these visuals with text to elucidate concepts for students and solidify their understanding of them The goal is to help students understand the world around them and interpret what they see in a meaningful accurate and exciting way The content design and layout of the titles take advantage of the full capacity in which students process information visual as well as verbal Looking for a more cost effective way to purchase this text Check out www.wiley.com/college/wileyflex to learn more

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Index Medicus ,2001 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings **Cognitive Capitalism** Heiner Rindermann,2018-02-15 Nations can vary greatly in their wealth democratic rights and the wellbeing of their citizens These gaps are often obvious and by studying the flow of immigration one can easily predict people s wants and needs But why are there also large differences in the level of education indicating disparities in cognitive ability How are they related to a country s economic political and cultural development Researchers in the paradigms of economics psychology sociology

evolution and cultural studies have tried to find answers for these hotly debated issues In this book Heiner Rindermann establishes a new model the emergence of a burgher civic world supported by long term background factors furthered education and thinking The burgher civic world initiated a reciprocal development changing society and culture resulting in past and present cognitive capital and wealth differences This is an important text for graduate students and researchers in a wide range of fields including economics psychology sociology and political science and those working on economic growth human capital formation and cognitive development *Teaching History* William Caferro,2019-10-08 A practical and engaging guide to the art of teaching history Well grounded in scholarly literature and practical experience Teaching History offers an instructors guide for developing and teaching classroom history Written in the author s engaging and often humorous style the book discusses the challenges teachers encounter explores effective teaching strategies and offers insight for managing burgeoning technologies William Caferro presents an assessment of the current debates on the study of history in a broad historical context and evaluates the changing role of the discipline in our increasingly globalized world Teaching History reveals that the valuable skills of teaching are highly transferable It stresses the importance of careful organization as well as the advantages of combining research agendas with teaching agendas Inspired by the Scholarship of Teaching and Learning movement the book encourages careful reflection on teaching methods and stresses the importance of applying various approaches to promote active learning Drawing on the author s experience as an instructor at the high school and university levels Teaching History Contains an authoritative and humorous look at the profession and the strategies and techniques of teaching history Incorporates a review of the current teaching practice in terms of previous methods examining nineteenth and twentieth century debates and strategies Includes a discussion of the use of technology in the history classroom from the advent of course management Blackboard systems to today s digital resources Covers techniques for teaching the history of any nation not only American history Written for graduate and undergraduate students of history teaching and methods historiography history skills and education Teaching History is a comprehensive book that explores the strategies challenges and changes that have occurred in the profession **The Evangelical Herald** ,1915 **Normal Instructor** ,1907

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