LIBRARY OF CONGRESS—PATHWAYS

Title: “Some say it was the best time in American History.” -Entertainment of the 1950s.

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Theme: Culture

Historical Period: The Post War United States, 1945-Present
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/postwar/

Lesson Module Overview: Students will actively learn about the entertainment of the 1950s through exploring and analyzing primary resources from the Library of Congress such as images, interviews, and posters. Students will engage in lessons covering the rise of television, popular music, and popular dance during the time period from 1950-1959 to gain a sense of life during this time period.

Grade Range: Intermediate/Middle Level (3rd-6th)

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DAY 1

Title: The Rise of the Television and its Impact on Society

Learning Goals:

Knowledge

- Students will begin to develop an understanding of the entertainment culture of the 1950s in regards to the rise of television.
- Students will have an understanding of who Philo Farnsworth was and what his contribution to history was.

Skills

- Students will explore 1950s entertainment and the rise of television.
- Students will present a topic within the field of television to their peers.
- Students will compare and contrast family life and the television from the 1950s to today’s family culture.

Dispositions

- Students will begin to develop an understanding of life in the 1950s.
- Students will develop an appreciation for the aspects of their lives today compared to the 1950s.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

- Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.
- People, Places, and Environments: Social studies programs should include experiences that provide for the study of people places, and environments.

Materials Needed:

- Video clip of Philo Farnsworth on TV show in 50s (See Appendix II)
Lesson Procedures:

Introduction

1. To introduce the lesson, present a photograph of a family watching television together in the 1950s (Appendix I: Image 1). Ask students to make as many observations about the photo as possible. Some prompting questions could be:
   a. What is this family doing?
   b. What might they be watching?
   c. Why might we be looking at this photo?
   d. What year would you guess this would be?
2. After students have written down their questions and observations, have them turn to a partner and discuss their thoughts.
3. Show a video clip containing the man who invented the television on a game show (video clip can be found in Appendix II, Philo Farnsworth on 1950s Game Show).
4. As an attempt to further hook students’ attention, read aloud the book *The Boy Who Invented TV: The Story of Philo Farnsworth*, by Kathleen Krull and Greg Couch.
5. Explain that the next unit is all about 1950s entertainment and the first topic to be covered is the rise of the television.

Development

1. Divide students into three groups for a research project. Each group will be given a photograph. On the back of each photograph will be their topic of research. Group one (Appendix I: Image 2) will research the inventor of television, Philo Farnsworth, in more detail. Group two (Appendix I: Image 1) will compare and contrast family life and the television from the 1950s and today. Group three (Appendix I: Image 3) will research popular TV shows that aired from 1953-1955, often referred to as “The Golden Age” of television.
2. Each group will have 45 minutes to an hour to research and compile their information. Students will present their information to the class using a poster with pictures and facts they learned about their topic.

Culmination
1. Students will present their information to the class using the poster they created and the list of facts gathered from provided websites. The websites can be found in Appendix II, Webliography.

2. After students have listened to each presentation, they will have a choice between two writing expansion activitie:
   - The first option is to write a thank you letter to Philo Farnsworth, inventor of the television. In this letter students should express why they are thankful for television and explain the impact Philo’s invention has made on our modern society.
   - The second writing choice would be to compile a journal entry written from the perspective of a child viewing television for the first time in the 1950s.

Assessment

1. Students will be formally assessed by receiving a grade for their presentation. Inclusion of photos, amount of detail in facts given, and enthusiasm while presenting are three components of grading the presentation.

2. Students will also turn in their journal entry. The teacher will read each entry and check for understanding of concepts and be sure they followed directions clearly.
DAY 2

Title: Impact of “I Love Lucy”

Learning Goals:

Knowledge
- Students will understand the major aspects of the show “I Love Lucy” and its impacts on the American Society.

Skills
- Students will work in groups to find and present information about the show.
- Students will explore various types of primary sources including images, videos and documents.

Dispositions
- Students will actively engage in small and large group discussions on the different aspects and impacts of the show “I Love Lucy.”

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

- Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.
- Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Materials Needed:
- Paper
- Pencil/writing utensils
- Computer with internet access
- Press Releases, 1952 (See Appendix I, image 4)

Lesson Procedures:

Introduction
1. By a show of hands, who here has seen or heard of the show “I Love Lucy”? Can I have a volunteer to share with us a little of what the show was about.

2. Share the famous chocolate clip to introduce all the students to the show. The episode, “Job Switching” that this clip is from originally aired on September 15, 1952 in season 2. (See Appendix II, Lucy’s Famous Chocolate Scene)

3. This show had a huge impact on the American society in the 1950’s and today we are going to explore those impacts and the impacts it still has to this day.

Development

1. The show had great impact right from the start. Use the document “Press Releases, 1952,” found in Appendix I, to display the popularity of the show from the beginning.
   a. Can somebody share what they found interesting in this press release?
   b. What do these statistics tell us about the show?

2. Break the students up into 5 groups. Each group will be responsible for one of the Themes found on the Library of Congress “I Love Lucy” theme page--Latin Roots/Yankee Roots; The Cast, Crew, and Set; I Love Lucy-On the Move; Theme Songs; and Legacy. (See Appendix II, I Love Lucy Themes)
   a. Each group should have a reporter (speaker) and recorder (writer)
   b. Each group should come up with key points of their section and be prepared to share their findings with the class.
   c. Students are not limited to using information just from this page; it is merely a starting point.

3. Bring the class back together after about 20 minutes of work time to share their findings with the class. Each group will take turns in having their reporter share a couple main facts that they found for their theme.
   a. As they are sharing the teacher can be making a master list of the key points for the whole class to see.
   b. Students should also be listening and writing down other groups’ response for their own notes and final lesson assessment.

Culmination

1. Students will revisit their posters on the different aspects of 1950’s television and in their small groups discuss how those aspects were relevant in the show “I Love Lucy.”

Assessment

1. As a closing assessment to the lesson, the students will be asked to write a “quick write”. This quick write should include the following:
   a. Two facts they learned about the show “I Love Lucy.”
   b. One memorable thing that they will take from this lesson.
DAY 3

**Title:** *Music of the 50s: The Rise of Rock & Roll and Country Western Music*

**Learning Goals:**

**Knowledge**
- Students will know what kind of music was popular in the 50s.

**Skills**
- Students will be able to identify music of the 50s.

**Dispositions**
- Students will appreciate the similarities and differences between musical eras

**National Council for the Social Studies Themes:**
[http://www.socialstudies.org/standards/strands](http://www.socialstudies.org/standards/strands)

- **Time, Continuity, & Change:** Social studies programs should include experiences that provide for the study of the past and its legacy.

- **Culture:** Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.

- **Individual Development and Identity:** Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

**Materials Needed:**
- CDs of Country Western music and Rock and Roll (if there is not internet access)
- Pictures for the learning center (See Appendix I, images 5-9)
- Writing utensils
- Lyric sheets (See Appendix III, artifact 2)

**Lesson Procedures:**

**Introduction**

1. Have 50s music playing while students are getting ready for the lesson to begin.
2. Ask students if they have ever heard of the song and if they know the artist.

Development
1. Students will be divided into groups and will participate in 5 different learning centers about music in the 1950s.
2. The following are the different learning centers:
   - **Concert Compare**
     - Have students watch the clip from Walk the Line and compare what concerts were like in the 50s and today. (See Appendix II for Walk the Line Video)
   - **Country Western Music**
     - Students will listen to Country Western music (See Appendix II for a list of websites to find music) and discuss the following questions:
       1. What are some unique characteristics of Country Western Music?
       2. What did you think of the song?
       3. Would you have listened to it if you lived in the 50s?
       4. How do you think this impacted today’s Country music?
   - **Rock & Roll Music**
     - Students will listen to Rock & Roll music (See Appendix II for a list of websites to find music) and discuss the following questions:
       1. What are unique characteristics of Rock & Roll music?
       2. What did you think of the song?
       3. Would you listen to Rock & Roll if you lived in the 50s?
       4. What music genre is comparable to Rock & Roll?
       5. How does Rock & Roll compare to modern day music artists?
   - **Images of 50s Artists**
     - Students will look through pictures (Appendix I, Images 5-9) and discuss the following questions:
       1. What was your first reaction to the images?
       2. Did any of the images have any similarities or differences? What were they?
       3. What do these images tell us about the 50s?
       4. What genre of music do you think each person plays?
       5. Does the image give us hints on what genre of music they play? If no, why do you think this?
       6. If you were to look at an image of a musician of today, would you be able to guess what genre of music they sing? Why?
   - **Comparing Lyrics**
     - Students will read through lyrics (found in Appendix III, artifact 2), discuss them, then answer the following questions:
       1. What do the lyrics have in common? Any differences?
       2. What genre would you classify each son?
       3. What do these songs tell us about the 50s?
       4. Are there any lyrics that depict what life in the 50s might’ve been like?
Culmination

1. Bring the class together to have a group discussion about what they have learned in the learning centers.
2. Use the following questions to guide the students through discussion:
   a. What did you learn today?
   b. Can you name a few of the musicians that were discussed during the centers?
   c. Did anyone know any of these musicians or their songs previously?
   d. Do you think people still listen to this music today? Why do you think so?
   e. Was there anything surprising that you learned at any of the centers?
   f. During the 50s, Rock & Roll and Country Western became popular, how do you think this impacted the culture?
   g. Why do you think these two genres arose during the 1950s?

Assessment

1. Ask the students to complete an “Exit Ticket.” This consists of writing two new things they learned at each center during today’s lesson and one question about the topic. Use these to influence you planning for future lessons. (Exit Ticket can be found in Appendix III, artifact 1)
DAY 4

Title: The Rise of Rock & Roll: Elvis Presley

Learning Goals:

Knowledge

- Students will learn about the life of Elvis Presley, including the major highlights of his life.
- Students will appreciate the various songs written and/or recorded by Elvis Presley.

Skills

- Students will create a timeline of Elvis Presley’s life.
- Students will develop a life-size outline of Elvis, incorporating essential elements of his life into the poster.
- Students will be able to recognize music recorded by Elvis Presley.
- Students will discuss the impact of Elvis Presley on music in the 1950s as well as today.

Dispositions

- Students will develop an understanding and appreciation of the importance of Elvis Presley to music throughout history and still today.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

- **Time, Continuity, & Change:** Social studies programs should include experiences that provide for the study of the past and its legacy.

- **People, Places, and Environments:** Social studies programs should include experiences that provide for the study of people places, and environments.

- **Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Materials Needed:

- Images of Elvis Presley (Appendix I, images 10-12)
- Elvis Presley CD
- CD player
Lesson Procedures:

Introduction

1. Tell students they will be going on an imagination journey (script can be found in Appendix III, Imagination Journey). They will be traveling back in time to the 1950s to attend an Elvis Presley concert! Tell them to listen carefully for any action words in the imagination journey and act them out. For example, if I say “jump for joy,” the students will physically jump for joy. Whenever they do perform an action, it must be in place. Proceed to walk them through the imagination journey. Be sure to include the images while taking the students on the imagination journey (found in Appendix I, images 10-12).
2. Once the imagination journey is finished, ask students if they know who Elvis Presley is. Allow students to share their thoughts and ideas.
3. Once students are finished sharing, tell them they will be learning all about the rise of rock & roll through the life of Elvis Presley.

Development

1. Share with students how they will be doing their own research of Elvis’ life through credible websites, books, (found in Appendix II) and any other resources they wish.
2. After they do their research, they will be creating a timeline to map out Elvis’ life.
3. Students will be broken into six groups. Each group will receive a specific amount of time in which they will create the timeline. The groups will be broken into the following amounts of time:
   i. Birth-1953
   ii. 1954-1957
   iii. 1958-1960
   iv. 1961-1969
   v. 1970-Death
   vi. Death-Present day
4. Show the students how they will make their timeline on the large sheet of paper.
5. On the other side of the large paper, tell students they will be drawing an outline of Elvis’ body.
6. To create him, they must use important pieces from his life in their specific time span. For example, students could draw records for Elvis’ eyes and a guitar for his mouth. The drawing of Elvis should tell the audience about his life. They will do this once their timeline is finished.
7. Let students know they will be presenting their timelines and images to the class. They will want to make them very legible and creative so everyone will be able to understand them.
8. Ask students if they have any questions. If not, proceed to the sharing of groups.
9. Share with students the groups they will be in. This could be premade or drawn from a container.
10. Once groups are formed, place one member from each group into a different container. Place the different time spans into a different container.
11. To be fair, first draw a group member. Then draw a time span. Continue this process until all groups have been assigned a time period for their timeline.
12. Once all groups have been assigned, ask students if they have any questions. If not, allow them to get in their groups, begin their research, and create the timelines. During this time, play Elvis Presley’s music in the background.

**Culmination**

1. Once all students have completed their projects, come back together as whole group.
2. Call each group up in sequence of their time period.
3. Each group will present their timeline to the class.
4. Each group will also present their Elvis picture, either explaining why they used the pieces they did or allowing the class to guess the significance.
5. Once each group is finished presenting, ask them to reform into their small groups for discussion. Ask each group to discuss the following questions:
   a. How was Elvis different from the artists prior to him?
   b. What made Elvis so appealing to the general public?
   c. Why do you think Elvis was such a huge music sensation?
   d. Can you relate Elvis to any current artist? Please explain.
6. After each group has been given an adequate amount of time to discuss, come together as a whole group to further discuss the questions. Be sure each group is able to share at least once.

**Assessment**

1. Students will be informally assessed on their cooperation in the group setting. They will be expected to fully participate and collaborate efficiently with their classmates.
2. Students will also be assessed on the presentation of their timelines and images. They will be critiqued on the accuracy of the information in their timeline as well as the quality of their presentation.
3. Students will be informally assessed on their participation in the group discussions. I will be circling the room with a clipboard containing the class list, highlighting those who are seen enhancing the participation.
DAY 5

Title: The Culture of Dance in the 1950s

Learning Goals:

Knowledge
• Students will know the main types of dances.
• Students will understand the similarities and differences between the different types of dance.

Skills
• Students will be able to explain the cultural impact of society from dance.
• Students will be able to compare and contrast dance from the 1950s to dance now.
• Students will research their type of dance and re-teach it to the class.

Dispositions
• Students will value the history of dance and how it has changed over time.
• Students will value the cultural impact of dance from the 1950s.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

• Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

• Culture: Cultures are dynamic and change over time.

• Individual Development & Identity: Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Materials Needed:
• Computers for student use with internet access
• Video Clip of Rock N’ Roll 50s Dance (see Appendix II)
• Poster board
• Markers
• Images of dancing/dancers of the 50s (see Appendix I, Images 13-15)

Lesson Procedures:
Introduction
1. Use images 13-15 found in Appendix I and hang them around the classroom to help students get the feel for being in the 1950s.
2. Hook students by showing a video clip of 1950s dance (see Appendix II).
3. Ask the question, “Can anyone guess what we are going to learn about today?”
4. Discuss with the students: “How is dance different now than it was back in the 1950s?”
5. Show students any of the images. Give students 5 minutes to write down as many things about this image as they can:
   a. How does this make you feel?
   b. How can you connect to it?
   c. What is going on in the image?
   d. What was the photographer trying to capture in this moment?

Development
1. Students are going to be working in groups and doing a jigsaw activity.
2. Each group will be assigned one of the following types of dance:
   a. The Swing
   b. The Hand Jive
   c. Lindy
   d. The Rock and Roll
   e. The Jitterbug
3. Once you have assigned a type of dance to each group, give them the following directions:
   a. Each group must create a visual aid (graphic organizer, poster, collage, etc.) for their type of dance. The main goal is for students to focus on the culture aspect of dance in this time era. Give each group a poster board to do this on.
   b. Using the Internet, students must work cooperatively to research their type of dance. The goal here is that they will be experts on their type of dance.
      i. Suggested Online Resources (links can be found in Appendix II):
         1. Rewind the Fifties: Some Favorite 50s Dances
         2. Living-Family-History: Saturday Night Dancing
         3. The Pop History Dig: American Bandstand
         4. Stanford University: Teen Dances of the 1950s
   c. The visual aid must have words and visuals (printed or drawn) on it. It must be visually appealing and the information must be arranged in a manner that makes sense.
   d. Here are some things to be considered when researching for their project:
      i. History
      ii. Age Group that performed
      iii. Dates in which it was most common
      iv. Type(s) of music associated with it
      v. General overview of how the dance was performed (Steps)
      vi. Type of attire worn
   e. The main goal for students to teach their peers is:
      i. “Why was this type of dance important in this time era?”
      ii. “What was its impact on the culture and society?”
f. After students have researched their project, they must find a video of their type of dance to show to the class. The video can be taped in the time era or it can be a re-make of the dance. This way, students are able to see the dance in action.

4. Once students have researched and created their visual aids, they are to teach what they researched to the rest of the class using their style of dance to the rest of the class.

5. Students are to share the responsibility of teaching and explain their visuals. They must also be prepared to answer questions about their type of dance.

6. After students have presented, they are to show their video clip of the dance.

7. Each group is to present to the class and everyone in the group must participate.

Culmination

1. Hold a discussion about the different types of dance.
   a. How was dance incorporated into culture in the 1950s?
   b. What was something you thought was interesting?
   c. What are some things you learned about 1950s dance that you did not know before?
   d. How is dance different now than it was back then?

Assessment

1. Students are to write a one-page response about why and how culture was impacted by dance in the 1950s. In addition to that, students must list each of the types of dances presented and 2 things they found interesting about each type of dance. The visual aids can be displayed in the classroom for the assessment.
APPENDIX I: IMAGES AND GRAPHIC MATERIAL FROM THE LIBRARY OF CONGRESS

1. Image
This photograph portrays a family sitting around a television enjoying a televised program during the 1950s.
2. Image
The man in the center is Philo Farnsworth, who invented the electric television at the age of fourteen.
3. Image
This image portrays an adolescent watching an educational program during the 1950s.

This document shows the striking popularity of the 1950s show “I Love Lucy.”

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**ARB Press Information**

American Research Bureau

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Contact: Marion Cedarblade

**ARB Television Reports Reveal 'I Love Lucy':**

**First TV Show in History to Reach 10 Million Homes**

For the first time in the history of television, a regularly scheduled TV program has been seen in 10 million American homes. American Research Bureau Reports for April reveal the Monday night comedy show "I Love Lucy" reached 10,600,000 homes on April 7. In announcing the figure ARB Director James W. Seiler said this is a "first" for the industry and a milestone in television viewing.

The program, presented on CBS Monday nights from 9 to 9:30, stars the husband and wife team of Lucille Ball and Desi Arnaz. In addition to breaking the 10-million mark, "I Love Lucy" was the top program in the nation in April with a rating of 63.2, and it was the first-ranking show in practically every major city. The program is released in 62 of the 64 television markets, but actually is within range of viewers in all 64 areas.

ARB Director Seiler also pointed out that while the program reached 10,600,000 homes, there was an average of 2.9 viewers watching on each television set. This means, he said, the show actually was seen by 30,740,000 individuals - nearly a fifth of the nation's population. Of those, a compilation of ARB diary figures shows 32% or 9,836,800 were men, 44% or 13,525,600 were women, and 24% or 7,377,600 were children.

"I Love Lucy" made its TV debut this season and was rated for the first time in November. The ARB report for that month shows it reached 5,050,000 homes, had 50

(more)
outlets and a rating of 38.5 - the 16th most popular program in the nation. In December it jumped to 7th place on the ARB rating list; in January and February it was 9th, and in March it became the second-ranking program in the nation.

A summary of ARB figures from the six reports covering "I Love Lucy" shows the program has increased its rating 24.7 points in the period, has more than doubled the number of homes it reaches and has added 17 million viewers to its audience.

-30-

4/30/52
5. **Image**

Elvis Presley- King of Rock and Roll
6. **Image**

This image shows Carl Perkins- 1950’s Rock and Roll.
7. **Image**

This image portrays Jerry Lee Lewis, a famous Rock & Roller in the 1950s.
8. **Image**

This image shows Chuck Berry, a 1950s musician.
9. **Image**

This is a photo of Hank Williams, a country western star of the 1950s.
10. **Image**

Elvis Presley’s Heartbreak Hotel record, released as a single on January 27, 1956.
11. **Image**

Elvis Presley performing one of his hits onstage during a concert.
12. **Image**

Elvis Presley at a photo shoot surrounding his hit single, Jailhouse Rock. (1957)
13. Image

Dancing was a very popular social gathering for teens in the 1950s. Here, a group of teens are in their own worlds, dancing with each other.
14. **Image**

Young adults taking up any space they can to dance their hearts away. This picture was taken in a basement where young adults gathered every Saturday night.
This couple is dancing in a dance hall to a type of dance called the Jitterbug.
APPENDIX II:
BIBLIOGRAPHY
AND
WEBLIOGRAPHY

Bibliography

“Elvis Presley: The man, the life, the legend.” CD-ROM. Ashland, Or.: Blackstone Audiobooks, 2005.


Webliography

1950s TV Shows
This website provides information about popular television shows that aired in the 1950s. Students can use these links to gather information for the group project during Day 1.
http://www.crazyabouttv.com/decades/1950s.html

American Cultural History, 1950-1595
This is a great resource for teachers looking to develop a background on information about the rise of television and other important events that occurred during the time period.
http://kclibrary.lonestar.edu/decade50.html

Country Western Music
This is a video of Hank Williams singing “Hey Good Lookin.” Students will watch or listen to the song and discuss country western music in the 1950’s.
http://www.youtube.com/watch?v=95aP0OWx4jY
CMT-Elvis Biography
This website offers a detailed biography of Elvis Presley’s life along with photos and video clips. This site also offers links to song lyrics and awards that Elvis won. Students will use this website for research on Day 4.
http://www.cmt.com/artists/az/presley_elvis/artist.jhtml

Elvis Presley Biography
This website provides photos and details to encompass the life of Elvis Presley. Students will use this website on Day 4.

I Love Lucy Themes
The Library of Congress has created a fantastic page full of the themes that can be found in “I Love Lucy.” Use these themes for student groups on Day 2.
http://myloc.gov/Exhibitions/ilovelucy/Pages/Themes.aspx

Living Family History: Saturday Night Dancing
Need to know more about the culture of dancing? This is the place to be. This website gives a brief history of Saturday Night dancing in the 40s and 50s and how it affected the culture of that time.
http://www.living-family-history.com/dancing.html

Lucy’s Famous Chocolate Scene
This is a short clip taken from an episode of “I Love Lucy.” Use this clip during Day 2 to introduce students to the phenomenon.
http://www.youtube.com/watch?v=8NPzLBSBzP1

Lyrics Mode Website
This website includes lyrics used during Day 3.
http://www.lyricsmode.com/lyrics/c/carl_perkins/#share

Philo Farnsworth on 1950s Game Show
A video of Philo Farnsworth, inventor of the electric television, on a 1950s game show I Have a Secret. Use this video during Day 1 in order to hook the students’ attention and raise curiosity on the subject.
http://www.youtube.com/watch?v=86jEsgzinDQ

Stanford University: Teen Dances of the 1950s
Read about the culture of dance in the 1950s and how it became popular with the teen culture. Also learn how these common dances changed over time.
Rewind the Fifties: Some Favorite 50s Dances
This website gives a list of some common 1950s dances and brief descriptions to go with each type of dance.
http://www.lotli.com/fifties_favorite_50s%20-dances.htm

Rock & Roll 50s Dance
This YouTube video displays a typical dance in the 1950s. This video can be used as an attention-getter during Day 5.
http://www.youtube.com/watch?v=nJQyhKTZNII

Rock & Roll Hall of Fame
This website provides a detailed biography of the life of Elvis Presley. Students will use this website on Day 4 in order to learn more about his life.
http://rockhall.com/inductees/elvis-presley/bio/

Rock and Roll Music
Students will listen or watch the video of Jerry Lee Lewis singing “Great Balls of Fire” and discuss Rock and Roll music in the 1950’s.
http://www.youtube.com/watch?v=7IjgZGhHrYY

The Pop History Dig: American Bandstand
American bandstand was very popular in the 1950s. Learn more about it here.
http://www.pophistorydig.com/?tag=american-bandstand-1950s

Top 10 Rock & Roll Songs of the 1950s
This site contains top Rock & Roll songs of the 50s as well as lyrics to the songs that will support the lesson for Day 3 of this module.

Walk the Line Movie Clip
Students will watch the clip from the movie Walk the Line, a movie about Johnny Cash, and compare this concert to modern day concerts.
http://www.youtube.com/watch?v=Roug4qG7qCY&feature=related

Wessels’ Living History Farm, Television
This site provides a brief overview of the history of television beginning in the late 1940s and ending in the 1960s.
http://www.livinghistoryfarm.org/farminginthe50s/life_17.html
APPENDIX III:
ADDITIONAL INSTRUCTIONAL MATERIALS

1. Exit Ticket for Learning Centers

This worksheet is a form of assessment used during Day 3 to assess students’ learning of the day’s activities.

50’s Music Learning Centers

Write 2-3 points you learned or discussed at each learning center.

1. Concert Compare

2. Rock and Roll Music

3. Country Western Music

4. 50’s Artist Images

5. Lyric Compare

6. Question:
2. Lyrics for Learning Centers

These lyrics will be used on Day 3 for one of the learning centers.

1. **Come Fly Away, Frank Sinatra**

   Come fly with me, let's fly, let's fly away
   If you can use some exotic booze
   There's a bar in far Bombay
   Come fly with me, let's fly, let's fly away
   
   Come fly with me, let's float down to Peru
   In llama land there's a one-man band
   And he'll toot his flute for you
   Come fly with me; let's take off in the blue
   
   Once I get you up there where the air is rarified
   We'll just glide, starry-eyed
   Once I get you up there I'll be holding you so near
   You may hear angels cheer 'cause we're together
   
   Weather-wise it's such a lovely day
   You just say the words and we'll beat the birds
   Down to Acapulco Bay
   It's perfect for a flying honeymoon, they say
   Come fly with me, let's fly, let's fly away
   
   Once I get you up there where the air is rarified
   We'll just glide, starry-eyed
   Once I get you up there I'll be holding you so near
   You may hear angels cheer 'cause we're together
   
   Weather-wise it's such a lovely day
   You just say the words and we'll beat the birds
   Down to Acapulco Bay
   It's perfect for a flying honeymoon, they say
   Come fly with me, let's fly, and let's fly
   Pack up, let's fly away!!

2. **Hound Dog, Elvis Presley**

   You ain't nothin' but a hound dog
   Cryin' all the time
   You ain't nothin' but a hound dog
   Cryin' all the time
   Well, you ain't never caught a rabbit
   And you ain't no friend of mine
   
   Well they said you was high-classed
   Well, that was just a lie
Yeah they said you was high-classed
Well, that was just a lie
Well, you ain't never caught a rabbit
And you ain't no friend of mine

You ain't nothin' but a hound dog
Cryin' all the time
You ain't nothin' but a hound dog
Cryin' all the time
Well, you ain't never caught a rabbit
And you ain't no friend of mine

3. **Blue Suede Shoes, Carl Perkins**

Well, it's one for the money,

Two for the show,
Three to get ready,
Now go, cat, go.

But don't you step on my blue suede shoes.
You can do anything but lay off of my Blue suede shoes.

Well, you can knock me down,
Step in my face,
Slander my name
All over the place.

Do anything that you want to do, but uh-uh,
Honey, lay off of my shoes
Don't you step on my Blue suede shoes.
You can do anything but lay off of my blue suede shoes.

You can burn my house,
Steal my car,
Drink my liquor (Cross this line out to teach)
From an old fruit jar.

Do anything that you want to do, but uh-uh,
Honey, lay off of my shoes
Don't you step on my blue suede shoes.
You can do anything but lay off of my blue suede shoes
3. Imagination Journey

The paragraph below is an imagination journey that the teacher will read aloud to students during Day 4.

You just received the best news of your life! Your best friend just surprised you with a ticket to see Elvis Presley tonight! You are so excited that you do a little dance out of excitement. Once you are finished dancing, you rush to your closet and pick out what you want to wear. Of course you want to look your best for the concert. Next, you run to the bathroom and fix your hair very nicely. Lastly, the finishing touches. You spritz your favorite cologne and put on your shoes. You hear your friend’s car pull into the driveway. You wave goodbye to your mom, hold on tightly to your Elvis record (show image 10, found in Appendix I) and skip out the door. You hop into your friend’s car and Elvis is playing on the radio (begin music). You dance out of excitement because you know you will be seeing him in one short hour. Finally, the moment has arrived. You are bursting with excitement as Elvis runs onto the stage (show image of Elvis singing, Appendix 1, image 11). You immediately begin jumping up and down and waving like crazy. You can’t believe you are actually watching Elvis Presley in person right now! He continues to sing to all of your favorite songs and you dance the night away. This has been the best night of your life!