

# Extended Common Core Social Studies Lesson Plan Template

**Lesson Title:** Why did postwar Americans of the 1950's and 1960's camp? Was it to reconnect with nature, save money or to protect the endangered family?

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**Appropriate for Grade Level(s):** 11<sup>th</sup> Grade US History

**US History Standard(s)/Applicable CCSS(s):**

**Nevada Social Studies Standards**

*H1.[9-12].7 Evaluate how cultural developments in the arts, literature, architecture, education, media, and leisure activities have reflected and changed society.*

***Social Studies Skills:** Content literacy is the acquisition and application of reading, writing and oral communication skills to construct knowledge. Information, media, and technology literacy is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens.*

***Social Studies Skills.** To engage in historical analysis and interpretation students must draw upon their skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. Civic Participation includes the skills necessary to prepare students to be active, informed, and literate citizens.*

*H2.[9-12].12 Describe the causes and effects of changing demographics and developing suburbanization in the United States.*

*G6.[9-12].1 Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.*

*G6.[9-12].5 Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.*

**Engagement Strategy:** Small group discussion with facilitator (taking turns facilitating) – “Think Dots” activity

**Student Readings (list):** variety of documents...

**Total Time Needed:** at least 3 days ahead, send home documents and questions to prepare. One day in class for activity. Follow-up writing activity to turn in the next class session.

**Lesson Outline:**

1. Send home reading on camping. All students read the same source and answer questions based on the source.
2. Next day in class: Hook – Why do you camp? What do you do when you camp? Brainstorm reasons (move them to role of nature, family, inexpensive)
3. Move into groups of 6.
4. Take out document packets and prepared answers to questions.

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*The pages that follow the Lesson Plan Template include student readings and reading strategy/questions, source(s), handouts, assignment sheet, and a rubric or grading checklist related to the student assessment of this lesson.*

5. Students discuss in groups, with student facilitators alternating.
6. Students take notes
7. Students reach consensus and present ideas to class in a speech.
8. Students reflect by writing (individually) an essay and also a self-reflection sheet.

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
3 nights ahead of class	Pass out document packet to students	Reading and annotating the documents
Day of class:	Introducing topic	listening
	Arranging students into groups of six	Getting into groups
	Asks students to take out "Preparation" (3 P's Prepared, Participate, Polite): questions answered on sheet of paper, documents are annotated	Students make sure their "Preparation" is visible on desks for teacher to mark off their completion
	Explaining how to do the activity, modeling with dice and a group	Listening, watching, reading instructions
	Gives scenarios to test student comprehension of instructions in activity	Students respond to scenario
	Give the go ahead to start	Begin by rolling dice to see who facilitates the first question.
	Wanders the room, first to check to make sure students are prepared (questions answered on sheet of paper, documents are annotated)	Continue discussion & taking notes on their note table (graphic organizer), continuing around the circle with dice.
	Wanders room to listen to discussion.	
	If teacher hears a common misunderstanding or point/theme, teacher will call attention to this in class	Asks teacher for clarification if necessary
	Once students finished going through questions, ask students to discuss the essential question and come up with a group consensus if they can. Groups must present a 1 to 2 minute speech explaining their claim and their reasoning	Students discuss essential question, come to consensus (if they can-if not they can break into groups of common thinking) and write a 1 to 2 minute speech giving their claim and their reasoning.
	Teacher explains writing activity – students will be working alone	Students listen to instructions
	Students start working in class on the writing activity based on the essential question, the documents and making sure they have solid claims, evidence and reasoning.	Students start their writing activity – working independently. Students can finish this at home.
	Before the bell, students must have filled out their self-reflection (rating their participation and understanding)	Students fill out self-reflection and turn it in.

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**Description of Lesson Assessment:** [Type text]

**How will students reflect on the process and their learning?** Come to a group consensus, write a speech reflecting on it, writing an essay in answer to the question, and completing a self-reflection worksheet.

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Why did postwar Americans of the 1950's and 1960's camp - was it to reconnect with nature, because it was cheap, or to protect the endangered family?



**Document: (Camp Four, Yosemite, 1966)**



**Document:**



*The pages that follow the Lesson Plan Template include student readings and reading strategy/questions, source(s), handouts, assignment sheet, and a rubric or grading checklist related to the student assessment of this lesson.*



**Document:**

**FORT MYERS (1967)** OPEN ALL YEAR \$3.00 per car for two persons. 25¢ each extra person. 10 miles Southwest on State Hwy. 867 (Beach Road) to Iona. Then 1 mile south on Fort Myers Beach Road (San Carlos Boulevard). Kampground only 3 miles from World's Safest Beach, Thomas A. Edison Home and Laboratory of our most famous citizen. Fresh and salt water fishing. Gladiola and Mum growing capital of the world. This is Tropical Florida at its best. OWNER: Iona Kampground, Inc., Fort Myers, Florida, P.O. Box 1502. Telephone: MO 4-9642.

**Thought Provoking questions:**

1.

**Document:**



[http://www.foresthistory.org/ASPNET/policy/Recreation/images/R9\\_495752\\_th.jpg](http://www.foresthistory.org/ASPNET/policy/Recreation/images/R9_495752_th.jpg)

Family camping at Franklin Lake Campground, Nicolet National Forest, Wisconsin, 1960 (R9\_495752).

## Document

Walt Disney Studios released its popular and wildly successful family comedy *The Parent Trap* in 1961 at a moment when the baby-boom era had arguably reached its zenith.<sup>1</sup> This was right at the end of the so-called consensus fifties and not long before the turmoil of the sixties began to atomize America. *The Parent Trap* might serve as a synecdoche for the period in terms of popular familial and gender concerns and how camping and outdoor recreation related to the two. Although superficially innocent (it was a movie for youngsters after all), the film took as its subject some very serious issues confronting post-World War II America: juvenile misbehavior, separation and divorce, spousal abuse, and even sexual uncertainty. It also depicts how the disrupted family, the endangered male-female monogamous relationship, and the values guiding the nation's youth might be returned to balance and normalcy thanks to the effects of the American outdoors, specifically through camping and the summer camp experience.

Source: <http://134.50.3.223/idahoyesterdays/index.php/IY/article/view/9/9>

## Document

In popular memory the 1950s has remained a golden era of simplicity and innocence where traditional family values prevailed, where American economic and military power and influence went unquestioned, and where the social complexities of our contemporary life seem nonexistent. At the scholarly level, historians have effectively debunked that myth: they have made central to our understanding of the period the very issues eating away at the American family—family discord and divorce, youthful defiance, and the sexual threat posed by the single woman. These issues—not to mention others such as race and civil rights, McCarthyism, controversial New Deal policies, juvenile delinquency, suburban isolation and boredom, consumer society's hollowness, and the emerging gay rights movement—reveal the deep fissures and discontents that actually ran straight through the heart of baby-boom society. Those issues made the fifties and early sixties anything but the idyllic place and time of popular memory.

Source: IDAHO YESTERDAYS, VOL 50, NO 1

## Need to condense and combine these

### Document:

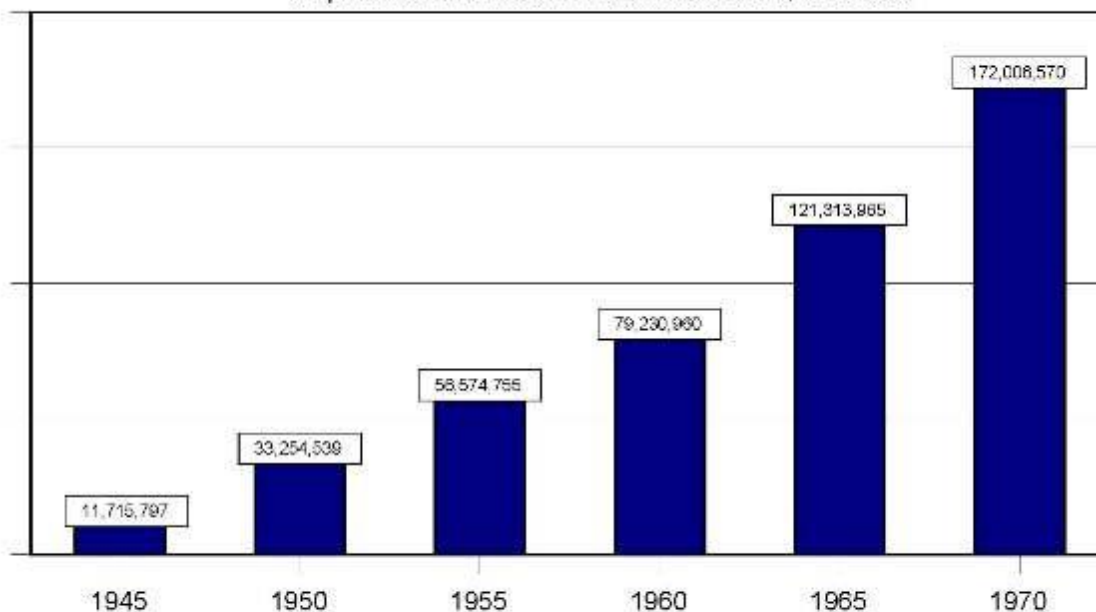
During this postwar/baby-boom era of social strain, Americans... took to the outdoors. They picnicked, hiked, backpacked, saw sights, boated and water skied, and camped at unprecedented and ever-increasing rates... In the fifties and sixties white middle-class families and their individual members scoured the outdoors for that which escaped them in the routine of their daily lives—family togetherness and cohesion, self-fulfillment and contentment, and even broader societal unity...

### Source:

Individual and family-style camping increased in popularity through the early years of the twentieth century, encouraged by such phenomena as the See America First Movement which began when World War I prevented vacationing Americans from traveling overseas. Although railroads initially promoted See America First, ready access to the Model T served as the movement's driving force. For example, one historian discovered that whereas in 1916 about an equal number of people entered Yosemite National Park by railroad (14,251) as they did by automobile (14,527), in 1925 autos transported nearly 27,000 visitors to the park, the railroad only about 4,000. Among this era's so-called "tin-can tourists," camping was central to the experience.

### Document:

Graph 2: Visitors to National Park Service Lands, 1945-1970



Figures are calculated from National Park Service Public Use Statistics Office, <http://www2.nature.nps.gov/stats/dec3140.pdf>, <http://www2.nature.nps.gov/stats/dec4150.pdf>, and <http://www2.nature.nps.gov/stats/dec5160.pdf> (accessed 30 August 2007)

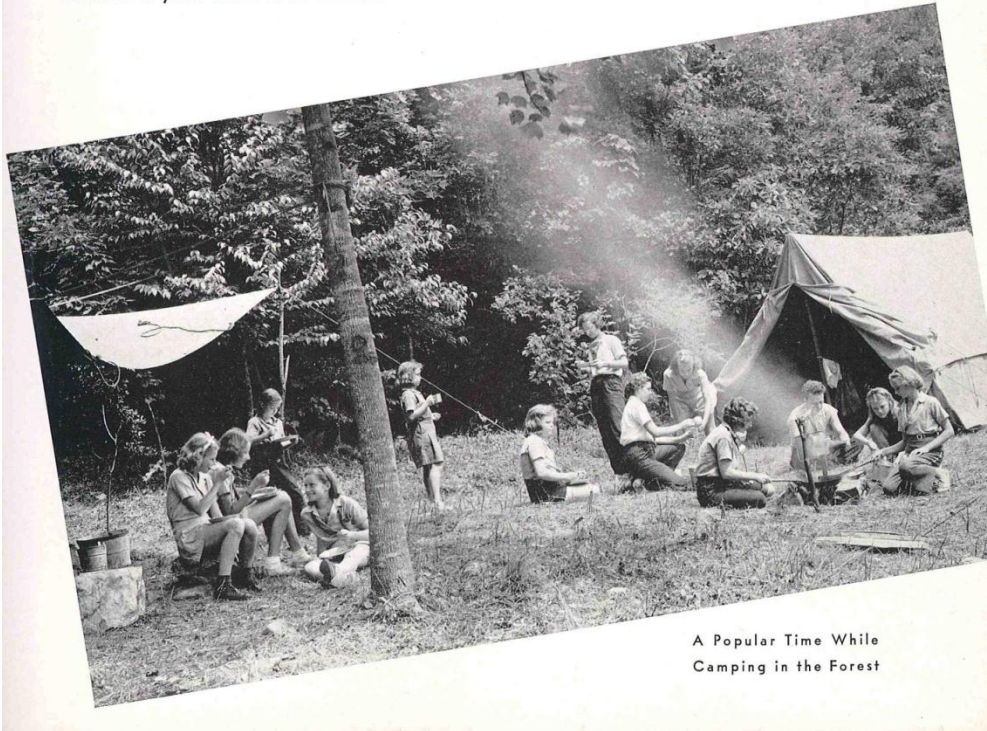
Source: Boag, Peter. Idaho Yesterdays. Family, Gender, Environmentalism, and the Postwar Camping Craze, 1945-1970. Retrieved from <http://134.50.3.223/idahoyesterdays/index.php/IY/article/viewFile/9/2>



**Document:**

Hikers delight in employing their newly acquired skill in woodcraft by pitching camp for a night in the open. At dusk fresh logs are piled upon the embers for an evening of songs and "bobbing" and of rest. The wheeling march of the stars, the whisper of the forest, the thunder of a nearby waterfall, and the palid beauty of the dawn make an impression upon the mind of youth never to be effaced.

## *Camping in the Mountains*



A Popular Time While  
Camping in the Forest

**Document:**

Donald Shedd wrote a popular article on the "Purposes and Goals of Family Camping" in 1966 wherein he responded to the question "*Why* do people camp?" with the answer, "We are continually encountering the suggestion that it is the only way a family can afford a vacation, particularly the present day family averaging 4.3 persons." Studies from the era indeed show that camping proved most popular among America's middle-income groups and particularly with families composed of three, four, and especially five or more members. Thus economy proved imperative, as in Edwin Brock's family of six who, in the forties, only "dreamed of making a trip to other sections of the country to view some of the splendor and beauty of America. But, like other middle-class families," Brock explained, "we have hesitated because of the cost."

**Source:** Boag, Peter. Idaho Yesterdays. Family, Gender, Environmentalism, and the Postwar Camping Craze, 1945-1970. Retrieved from <http://134.50.3.223/idahoyesterdays/index.php/IY/article/viewFile/9/2>

## Document:

# FAMILY VACATION

WHERE WE'VE BEEN, WHERE WE ARE, WHERE WE NEED TO GO  
DEBBIE FARR, UNIVERSITY OF NORTH TEXAS, [debbie.farr@unt.edu](mailto:debbie.farr@unt.edu)

### ABSTRACT

This literature based research presents the historical roots of the American family vacation and connects it with current United States family policies. This literature review also includes studies demonstrating the many benefits of family vacation, such as family cohesion, quality of life, improved communication, and overall physical and mental health.

### WHERE WE'VE BEEN...

**Early 1800's - 1850's**

- More resorts available (health-related, doctor-prescribed, and now recreational)
- Religious camps (middle class) but RULES were created to prevent rowdy behavior
- Use of the word "vacation" began, but interpreted negatively, since those taking a vacation often inhibited in what was considered lewd, lustful, or deviant behavior.

**Late 1800's**

- Doctors warned of dangers of overworking, so some companies offered paid vacation.
- Hotels were built
- Railroads helped bring travelers (western sites opened)
- Religious resorts (a counter to the hedonistic options)
- Some tourism began with family camping

**1920's**

- Much discussion regarding paid vacation for all workers
- Unions pushed for shorter hours, not vacation (30-hour work weeks)
- Creation of segregated vacation accommodations
- Prevailing view was that doing "work" while on vacation was okay, as long as it was different work from a typical work day.
- Lingering "fidelity" issues

**1930's & 1940's**

- Depression caused many to stop vacationing.
- But, vacation now seen as integral & acceptable
- 70% of companies offered paid vacation (lower & middle class)
- No government involvement in vacation pay
- 1933 - a 6-hour day, 30-hour work week almost became law
- 1935 - 30 countries already had national policy on vacation pay.
- Dept. of Labor Committee created to look at vacation pay. No results
- 1937 - Fair Labor Standards Act - 40-hour work week
- This was done IN PLACE OF vacation pay. WWII stopped most travel temporarily

### WHERE WE ARE...

**1740's to late 1700's**

- Minimal "vacations" - difficult travel
- Only for elite colonists
- Some vacation requests - (European spa style)

**1950's & 1960's**

- One of the purposes of travel became family togetherness.
- Most travel was done by car - "See America First"
- Paid vacation was included in most union agreements.
- Theme parks, resorts, camping, RV's
- Overcrowding at State and National Parks
- 1964 - Civil Rights Act opened up accommodations to non-Christian, non-white families

**Late 1960's & 1970's**

- Women's movement, sexual revolution
- Separate vacations
- Slight decline in traditional family vacations

**1980's & 1990's**

- Niche markets
- Working vacations, electronic devices
- Vacations shorter, but more frequent
- 1993 - FMLA

### WHERE WE NEED TO GO...

"The 21st century is and will continue to be an 'age of change'... it is important to help individuals embrace, balance, and cope with ongoing stress" (Austin, 2006, p. 17-18).

"I strongly encourage people to get out of their comfort zones and, to the best of their ability, take their children to visit places with unfamiliar foods and accents and customs. Teach them how to make reservations, navigate an airport, read a subway map and find activities they would enjoy. You'll return with kids who know they can make it through all kinds of situations" (Wimbrough, 2012).

**Do we need TRAINING?**

- Parent workshop?
- Create a "bouncer" handbook?
- Lobby Congress?
- Training for State Tourism offices? (Sikelaya & Somers, 2000) - gender bias
- Redefine family so all types feel included?

**CORPORATE EDUCATION**

"...employees appear to be working almost nonstop - in homes, in trains, in planes, at home, and during lunch breaks" (Waters, Winter, & Mandel, 2007, p.262).

"Powerful supervisors and coworkers provide support in taking advantage of family policies available."

**CAN VACATION GET US TO THE TOP?**

"Individuals indeed benefit from vacationing. In terms of happiness" (Newell, 2011, p. 595)

"We do not seem to me to be a free man who does not sometimes do nothing" - Cicero

"...human beings create the environments that shape the course of human development. Their actions influence the multiple physical and cultural facets of the ecology that shapes them, and this ecology makes humans - for better or for worse - active producers of their own development." (Urie Bronfenbrenner, 2005, xviii).

**RESEARCH SHOWS THESE POSITIVE EFFECTS**

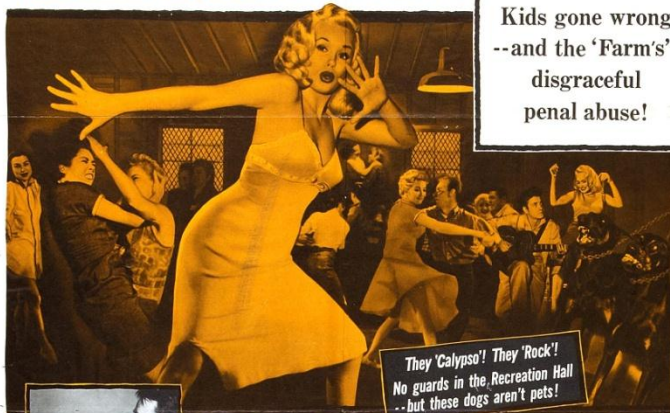
- TRADITIONS
- NEW ROLES
- RELAXATION & REFLECTION
- COMMUNICATION
- CLOSENESS
- FAMILY VALUES
- PERSONAL GROWTH
- CONNECTION WITH NATURE
- HEALTH AND REJUVENATION

### Survey on Vacation Satisfaction

Item	Mean	SD	Alpha
Overall Satisfaction	4.28	0.54	0.92
Family Functioning	4.15	0.61	0.89
Family Cohesion	4.10	0.65	0.87
Family Communication	4.05	0.68	0.85
Family Support	4.00	0.70	0.83
Family Time	3.95	0.72	0.81
Family Fun	3.90	0.75	0.79
Family Learning	3.85	0.78	0.77
Family Relaxation	3.80	0.80	0.75
Family Stress	3.75	0.82	0.73
Family Health	3.70	0.85	0.71
Family Wealth	3.65	0.88	0.69
Family Power	3.60	0.90	0.67
Family Status	3.55	0.92	0.65
Family Image	3.50	0.95	0.63
Family Reputation	3.45	0.98	0.61
Family Honor	3.40	1.00	0.59
Family Dignity	3.35	1.02	0.57
Family Respect	3.30	1.05	0.55
Family Pride	3.25	1.08	0.53
Family Esteem	3.20	1.10	0.51
Family Honor	3.15	1.12	0.49
Family Reputation	3.10	1.15	0.47
Family Image	3.05	1.18	0.45
Family Status	3.00	1.20	0.43
Family Power	2.95	1.22	0.41
Family Wealth	2.90	1.25	0.39
Family Health	2.85	1.28	0.37
Family Fun	2.80	1.30	0.35
Family Time	2.75	1.32	0.33
Family Learning	2.70	1.35	0.31
Family Relaxation	2.65	1.38	0.29
Family Stress	2.60	1.40	0.27
Family Health	2.55	1.42	0.25
Family Wealth	2.50	1.45	0.23
Family Power	2.45	1.48	0.21
Family Status	2.40	1.50	0.19
Family Image	2.35	1.52	0.17
Family Reputation	2.30	1.55	0.15
Family Honor	2.25	1.58	0.13
Family Dignity	2.20	1.60	0.11
Family Respect	2.15	1.62	0.09
Family Pride	2.10	1.65	0.07
Family Esteem	2.05	1.68	0.05
Family Honor	2.00	1.70	0.03
Family Reputation	1.95	1.72	0.01
Family Image	1.90	1.75	-0.01
Family Status	1.85	1.78	-0.03
Family Power	1.80	1.80	-0.05
Family Wealth	1.75	1.82	-0.07
Family Health	1.70	1.85	-0.09
Family Fun	1.65	1.88	-0.11
Family Time	1.60	1.90	-0.13
Family Learning	1.55	1.92	-0.15
Family Relaxation	1.50	1.95	-0.17
Family Stress	1.45	1.98	-0.19
Family Health	1.40	2.00	-0.21
Family Wealth	1.35	2.02	-0.23
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Family Status	1.25	2.08	-0.27
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Family Status	0.70	2.35	-0.49
Family Power	0.65	2.38	-0.51
Family Wealth	0.60	2.40	-0.53
Family Health	0.55	2.42	-0.55
Family Fun	0.50	2.45	-0.57
Family Time	0.45	2.48	-0.59
Family Learning	0.40	2.50	-0.61
Family Relaxation	0.35	2.52	-0.63
Family Stress	0.30	2.55	-0.65
Family Health	0.25	2.58	-0.67
Family Wealth	0.20	2.60	-0.69
Family Power	0.15	2.62	-0.71
Family Status	0.10	2.65	-0.73
Family Image	0.05	2.68	-0.75
Family Reputation	0.00	2.70	-0.77
Family Honor	-0.05	2.72	-0.79
Family Dignity	-0.10	2.75	-0.81
Family Respect	-0.15	2.78	-0.83
Family Pride	-0.20	2.80	-0.85
Family Esteem	-0.25	2.82	-0.87
Family Honor	-0.30	2.85	-0.89
Family Reputation	-0.35	2.88	-0.91
Family Image	-0.40	2.90	-0.93
Family Status	-0.45	2.92	-0.95
Family Power	-0.50	2.95	-0.97
Family Wealth	-0.55	2.98	-0.99
Family Health	-0.60	3.00	-1.01
Family Fun	-0.65	3.02	-1.03
Family Time	-0.70	3.05	-1.05
Family Learning	-0.75	3.08	-1.07
Family Relaxation	-0.80	3.10	-1.09
Family Stress	-0.85	3.12	-1.11
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Family Wealth	-2.85	4.12	-1.91
Family Health	-2.90	4.15	-1.93
Family Fun	-2.95	4.18	-1.95
Family Time	-3.00	4.20	-1.97
Family Learning	-3.05	4.22	-1.99
Family Relaxation	-3.10	4.25	-2.01
Family Stress	-3.15	4.28	-2.03
Family Health	-3.20	4.30	-2.05
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Family Pride	-5.95	5.68	-3.15
Family Esteem	-6.00	5.70	-3.17
Family Honor	-6.05	5.72	-3.19
Family Reputation	-6.10	5.75	-3.21
Family Image	-6.15	5.78	-3.23
Family Status	-6.20	5.80	-3.25
Family Power	-6.25	5.82	-3.27
Family Wealth	-6.30	5.85	-3.29
Family Health	-6.35	5.88	-3.31
Family Fun	-6.40	5.90	-3.33
Family Time	-6.45	5.92	-3.35
Family Learning	-6.50	5.95	-3.37
Family Relaxation	-6.55	5.98	-3.39
Family Stress	-6.60	6.00	-3.41
Family Health	-6.65	6.02	-3.43
Family Wealth	-6.70	6.05	-3.45
Family Power	-6.75	6.08	-3.47
Family Status	-6.80	6.10	-3.49
Family Image	-6.85	6.12	-3.51
Family Reputation	-6.90	6.15	-3.53
Family Honor	-6.95	6.18	-3.55
Family Dignity	-7.00	6.20	-3.57
Family Respect	-7.05	6.22	-3.59
Family Pride	-7.10	6.25	-3.61
Family Esteem	-7.15	6.28	-3.63
Family Honor	-7.20	6.30	-3.65
Family Reputation	-7.25	6.32	-3.67
Family Image	-7.30	6.35	-3.69
Family Status	-7.35	6.38	-3.71
Family Power	-		



**YOUTH TURNED 'ROCK-N-ROLL' WILD  
AND THE 'PUNISHMENT' FARM THAT  
MAKES THEM WILDER !**



**Turns a searing spotlight on teen-age  
'cons' in a House of Correction !**

# "UNTAMED YOUTH"

LILIBET--what she did  
on the outside gave  
her a real 'on' now!

"BONG" has a gone  
guitar and he's  
gone real bad!

BABY--a one mistake  
girl who learns plenty!

DUKE--just waiting  
for a 'break'!

STARRING THE GIRL  
BUILT LIKE A  
PLATINUM POWERHOUSE

**MAMIE VAN DOREN**  
**LORI NELSON**

CO-STARRING **JOHN RUSSELL · DON BURNETT**

SCREEN PLAY BY **JOHN C. HIGGINS** MUSIC BY **ELBAUER** PRODUCED BY **AUBREY SCHENCK** DIRECTED BY **HOWARD W. KOCH**

PRESENTED BY **WARNER BROS.**

The Life of a 1950s Teenager

[Richard Powers](#)

With the increased teen presence came disapproval, as marginalization and indifference turned into active condemnation of teenagers by parents and local authorities. Teen dances were shut down, rock'n'roll records were banned, and students were expelled for a multitude of rule infractions.

There have always been inter-family conflicts between parents and their adolescent children, but this cultural division was larger. A significant proportion of the adult generation disapproved of the values and lifestyle of the teens, and were doing something about it, including setting new rules, restrictions and prohibitions.

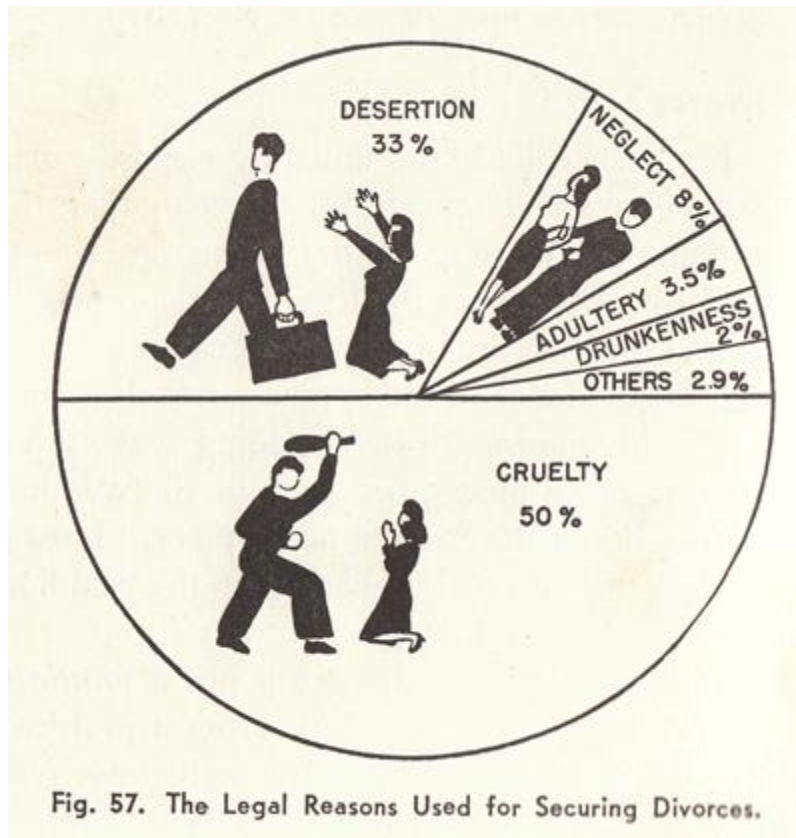
- Boy's hair touching the ears wasn't allowed, punishable by expulsion from school.
- Most girls weren't allowed to wear pants, and boys weren't allowed to wear blue jeans. Even Stanford University prohibited the wearing of jeans in public during the 1950s.
- The new slang - hipster talk - bothered most adults. It was part African American, part beatnik and part street gang... an offensive combination in the eyes of the status quo.
- There was alarm about teens dating and "heavy petting." Any talk about sex was taboo and could be punishable.
- Many parents were worried about their daughters adoring black rock musicians, fearing the possibility of racial commingling.
- Hot rods were considered dangerous. All it took was a few fatal accidents and the other 99% of the custom cars and hot rods were considered a menace to public safety.
- Dancing to rock'n'roll music was often banned, with school and teen dances shut down.

<http://socialdance.stanford.edu/syllabi/fifties.htm>



[http://3.bp.blogspot.com/\\_1Sr7EddpqFg/S7vlyqy6y8kl/AAAAAAAAABoc/ndYf5tQ66E0/s1600/jd.jpg](http://3.bp.blogspot.com/_1Sr7EddpqFg/S7vlyqy6y8kl/AAAAAAAAABoc/ndYf5tQ66E0/s1600/jd.jpg)

Document:



[www.missabigail.com/advice/marriage.../causes-of-divorce-1950/](http://www.missabigail.com/advice/marriage.../causes-of-divorce-1950/)

Document:

The new road circulation pattern that resulted would also enable nightly fees to be charged. According to the 6/1950 edition of Appalachia Magazine:

***Camping charges will be levied this year at Compton Pond Forest Camp.... in accordance with the policy requested by Congress.... This will be the first campground in the White Mountain National Forest to which this policy is applied.***

Source: <http://www.dollycopp.com/dollycopp11.php>



**Document:**

Campers Association correspondence from the Summer of 1954 gives us a glimpse of pleasant vacations; “We put on a dance for the campers every Tuesday and Saturday night at the Recreation Hall. Last night it was really crowded. We have a large supply of “funny books” that I have charge of, and the children come and borrow them. Their parents say it is a blessing for they keep them quiet, especially on rainy days.... We have so far this year 168 members.”

Casey Hodgdon remembers that in the early fifties “It was all tents as the modern camper trailer was yet to come. We started charging-- a dollar a night, five dollars a week, with no 14 day limit. Most people camped all summer and did not pay until Labor Day when they left.

Source: <http://www.dollycopp.com/dollycopp11.php>

**Document:**

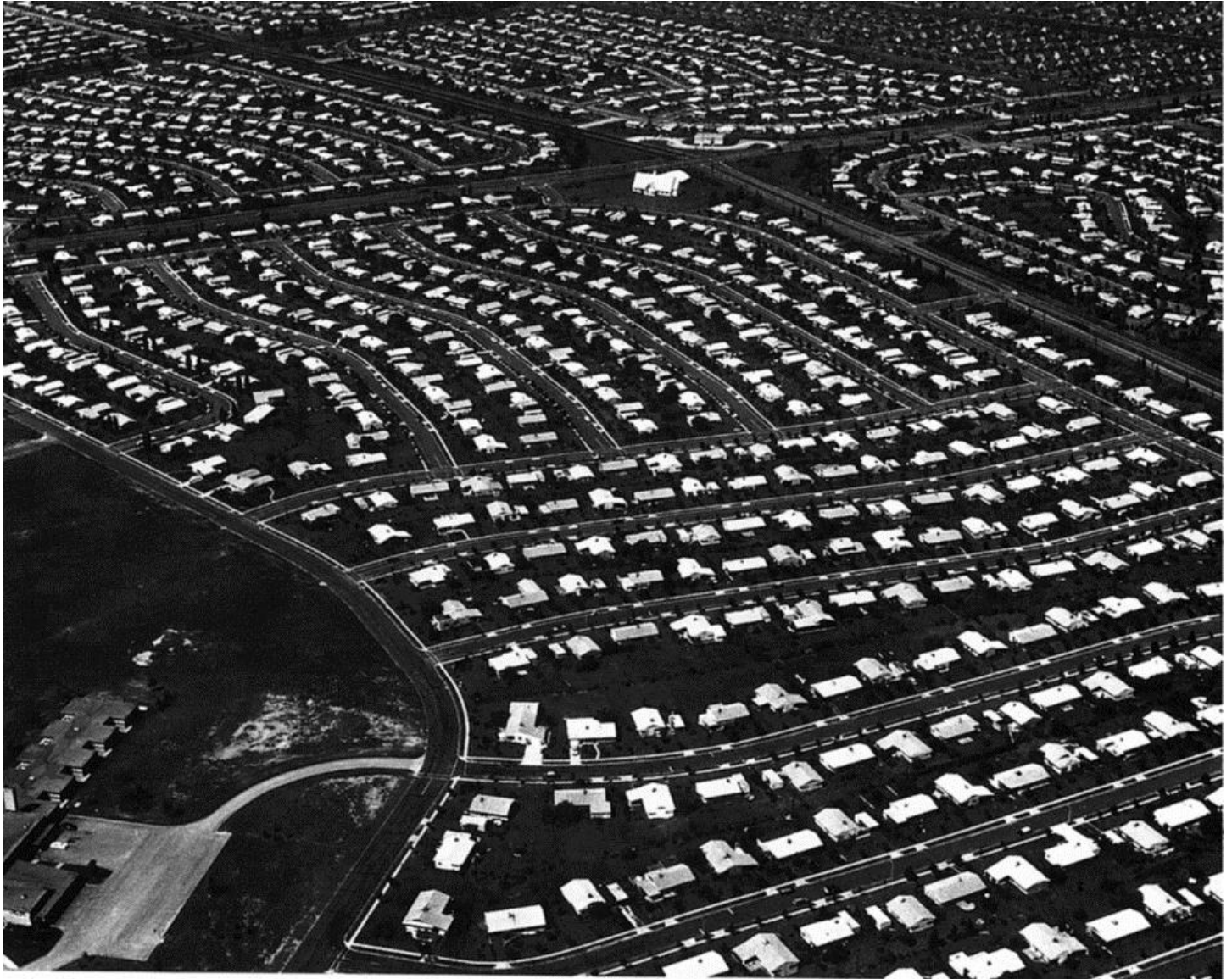


*Annual fifties "Field Day" race in Dolly Copp.*

*Most of the afternoon events were devoted to the adults and the varied types of contests gave everyone a chance to participate in one of more events. The climax of the afternoon program came with the election of Miss Dolly Copp.*

Source: <http://www.dollycopp.com/dollycopp11.php>

Document: (Suburban isolation)



[http://cdn.dipity.com/uploads/events/a15efdad67362d27054dd9cb114251ea\\_1M.png](http://cdn.dipity.com/uploads/events/a15efdad67362d27054dd9cb114251ea_1M.png)

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*The pages that follow the Lesson Plan Template include student readings and reading strategy/questions, source(s), handouts, assignment sheet, and a rubric or grading checklist related to the student assessment of this lesson.*

## Document

Some years ago historian Roderick Nash offered the now standard interpretation for what led to this incredible rush to the outdoors, attributing it to four revolutions: a revolution in transportation that made the outdoors more accessible, a revolution in camping equipment thanks to technological advancements made during World War II, an information revolution that made available sophisticated maps and stunningly accurate guides, and an intellectual revolution that provided a popular philosophy of the outdoors.

### Document:

**AUTOMOBILES.** Home ownership generated the need for many items, but few had more far-reaching effects than automobiles. With such a large proportion of Americans living in the suburbs, the ability to commute to work and shopping centers became essential, so a family car went from being a luxury to being a necessity in the 1950s. This was the birth of American car culture. Then, as now, a new car represented a substantial investment. The average income was \$3,216 a year, and the cost of a Ford was between \$1,399 and \$2,262—at least half of a family's annual income. (Interestingly, this ratio has remained about the same: in 2003 the median family income was about \$43,000, while a new car cost about \$21,000). Car ownership led to more travel, which spawned more business opportunities. Fast food restaurants allowed people to eat in their cars. Motels ("motor hotels") provided inexpensive places to stay (and park cars overnight). Convenience stores sprang up along the new highways, encouraging drivers to stop and shop while they were on the road. Even the camping and outdoor industry saw a rush to its products, as Americans purchased campers and other outdoor equipment and took to the road for family vacations. By 1950, 60% of American households had a car, and transportation-related expenses accounted for one out of every seven dollars spent by the typical American household (Jerome Segal, Cynthia Pansing, and Brian Parkinson, "What We Work for Now: Changing Household Consumption Patterns in the Twentieth Century," Common Assets Program, December 2001, (<http://www.rprogress.org/publications/whatwework>)). By 1999 the average American household had 1.9 cars, with those in the highest earnings bracket averaging 2.8 cars per household.

Source: <http://www.libraryindex.com/pages/1305/American-Consumer-RISE-CONSUMER-CULTURE.html>

<a href="http://www.libraryindex.com/pages/1305/American-Consumer-RISE-CONSUMER-CULTURE.html">The American Consumer - The Rise Of The Consumer Culture</a>

### Document:

With the advent of the affordable automobile, middle class Americans began to access a world beyond their neighborhoods. The first camping club, which formed in 1919 and grew to 100,000 members by 1930, was based on the automobile. Its members called themselves the "Tin Can Tourists" because most of them were Model T owners. Henry Ford and Thomas Edison were campers themselves... Eventually, cities and towns began to establish municipal campgrounds. Provisions were primitive - just a level space and an outhouse. Campers usually packed a tent, blankets, cook set, a limited menu of food and a milk carton to hold drinking water...

...

Source: <http://www.myoan.net/campart/rootsdeep.html>

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