SOCIAL, CULTURAL AND POLITICAL DEVELOPMENTS
1945-1950
American History, Grade 11, University Stream (CHA3U)

CURR 335
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December 16, 2016
## Lesson #1 Historical Mindedness

<table>
<thead>
<tr>
<th>Course: Grade 11 University Stream American History</th>
<th>Course Code: CHA3U</th>
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<td>Title: A Snapshot of Racial Unity in America 1945-50.</td>
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### Lesson Description

With a focus on historical mindedness, this lesson encourages students to reflect on issues of race during this time period and through an examination of primary and secondary sources, take an initial position as to how racially united they feel America was during this period.

### Ontario Curricular Overall Expectations

E3 Identify Citizenship and Heritage

### Ontario Curricular Specific Expectations

E3.1 Analyze how various groups, trends and cultural developments have affected identity, citizenship and heritage in the United States since 1945.

### Framing Questions:

- "How racially united or divided is American society after World War II?"
- "What is bringing Americans together, what is keeping them apart?"

### Learning Goals

1. Students will be able to distinguish bias in newspaper reporting through the language and phrasing of the reporter. Also the student will understand what the focus of coverage says about the reporter’s opinion of the story (What do they write? What do they leave out?).
2. Students will be able to examine a number of primary sources and identify patterns that help better inform the main topic being discussed.
3. Students will be able to confidently discuss the concept of historical mindedness and how it applies to the way they investigate a historical event. (Consolidation and Exit Card)

### Success Criteria

1. Are the students able to place post-it note comments on a graph paper relating to a reading that indicate they understand the content?
2. Are students able to divide up resource materials effectively, read it and teach each other what they have read?
3. Are students excited to show what they’ve found out about racial unity and talk about it in class?

### Assessment

**Assessment for learning:**
Posing Questions about racial unity and getting student responses

**Assessment for/as learning:**
Post-it note activity allows students to comment on how much they are understanding, not only the Jackie Robinson material, but also how well the are getting an idea of how divided America still was in 1945.

**Assessment for/as learning:** Exit card is distributed in the last 10 minutes of class. The card asks for levels of understanding about the primary sources and how they will apply historical mindedness in their
investigations of other historical moments.

### Materials/Classroom Organization/Sources/References

#### Materials
1. Print outs of the primary sources (included with lesson plan) or tiny urls to google docs
2. Instructions to the teacher
3. Chart Paper/Marker/Post-it notes
4. Teacher’s computer with access to internet/Chrome books for classroom

#### Classroom Organization:
Pod Seating- 6 desks each

#### Sources
- **BLM #1.1** Newspaper Accounts of Jackie Robinson's Debut Game
- **BLM #1.2** Exit Card
- **Google Doc #1.1**: Civil Rights Map 1949
- **Google Doc #1.2**: Journey of Reconciliation 1947
- **Google Doc #1.3**: 1945-A Change is Coming to New York (New York Times article July 1995)

#### References
- Wendell Smith Pittsburgh Courier account of Jackie Robinson’s first game
  Accessed as http://memory.loc.gov/cgi-bin/query/r?ammem/bbpix:@field(NUMBER+@band(cph+3c20275))
- Arthur Daley New York Times account of Jackie Robinson’s first game
- Civil Rights Map (1949) Library of Congress
  Accessed as http://www.loc.gov/exhibits/civil-rights-act/images/cr0076_enlarge.jpg
- Journey of Reconciliation Diary Notes
  Accessed as http://www.loc.gov/exhibits/civil-rights-act/world-war-ii-and-post-war.html#obj076
  Also see: Spartacus Education accessed as http://spartacus-educational.com/USAjor.ht

### Lesson Format

#### Context for Learning:
This lesson fits within this resource pack as they are all designed to specifically deal with American History during the 1945-50 period and can be used consecutively for American History Grade 11(CHA3U). Americans have come out of the turmoil and destruction of WW II and are asking themselves “How do I get a piece of the American dream?”

#### Minds On (5-10 min)

**Youtube Video: American Century** (10 min. -12 min. 15 sec. mark)
https://www.youtube.com/watch?v=4VdTtTw4qy8&t=1269s

Draw this chart on the white board.

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   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10
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a. On the left end is marked “Completely Divided” and on the right end is marked “Completely United” Ask students—“**How racially united is America currently?**” Indicate an average answer with a (N-for “now”) on the chart.
b. Quick class discussion on race in Post World War 2 America.
The United States seemed to be coming together as a country, right? All those victory parties! All those manufacturing jobs! Blacks and Whites serving together in combat and now working side by side in the homeland! Ask students - **“How racially united was America after World War II?”**
Indicate an average answer on your chart with a (T for “then”) on the chart.

### Hands On (50 minutes)

**Activity 1: Jackie Robinson: A Hero for All?**

Consider Jackie Robinson: Hall of Fame Baseball Player for the Brooklyn Dodgers, first person of colour to play in the Major Leagues

Read the two accounts of Jackie Robinson’s first game of baseball; one by the White Press (The New York Times) and one by the Black Press (The Pittsburgh Courier).

What differences do you notice when you read the two opinions about what we understand to be a very important day in American history?

At the front of the class will hang a blanks chart paper. Students will take the provided post-it notes and make comments about the New York Times article (left column) and the Pittsburgh Courier article (right column). Teacher will give 5-7 to do this and then have a 5-minute debrief. Ask if our “then” indicator (T) on the scale needs to change at all?

**Activity 2- How divided was America in 1945-50? (Groups of 6)**

On each pod are 3 pieces of information:
- A civil rights law map (1949)
- A diary account of the Journey for Reconciliation (1948)
- A modern account (1995) of New York City society post World War II

Students will divide up the resource information, read through it and begin to assemble a picture of the level of division that still existed between blacks and whites in 1945-1950’s America.

After 15 minutes, have them discuss their findings among the group.

### Consolidation (15 min)

The teacher will then canvas each table and ask for feedback. The teacher will then ask where they would put their (T) on the graph to indicate how together their thought America was during 1945-50 period. Teacher will ask them how they will apply the concept of “Historical Mindedness” to how they investigate a historic event.

Students will be provided with Exit Cards to give the teacher a sense of what new insights they took away from class.

### Extension Activities/Next Steps

After the class discussion, the teacher will wrap up with some quick thoughts on the state of racial harmony during 1945-50.

Later in the unit we will circle back to racial unity issues we touched upon today and go into more depth as part of an individual summative project.
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<tr>
<th><strong>Special Education Notes:</strong> Differentiated Instruction considerations/accommodations/assessment</th>
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<tr>
<td>Use of video with subtitles</td>
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<tr>
<td>Clicker 6 text reader available and installed</td>
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<td>All documents available online through links that will be posted</td>
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<tr>
<td>Chromebooks available but students welcome to bring in own devices</td>
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<td>Pod Seating for freedom of movement and better accessibility</td>
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<td>Group work with <em>assessment of</em> not graded. Instead group teaching and class discussion</td>
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| **Lesson Reflection: Teacher and Lesson** |
## BLM 1.1: Newspaper Accounts of Jackie Robinson’s first major league game
(April 19, 1947)

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<tr>
<td><strong>The Robinson Debut</strong></td>
<td><strong>Wears Big ‘42’</strong></td>
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<td>Brooklyn - The debut of Jackie Robinson was quite uneventful, even though he had the unenviable distinction of snuffing out a rally by hitting into a remarkable double play. His dribbler through the box in the fifth should have gone for a single but Dick Culler, playing in on the grass, made a diving stop.</td>
<td><strong>Robinson Mobbed by Cameramen and Fans at Historic Opener</strong></td>
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<td>The muscular Negro minds his own business and shrewdly makes no effort to push himself. He speaks quietly and intelligently when spoken to and already has made a strong impression. “I was nervous in the first play of my first game at Ebbets Field,” he said with his ready grin, “but nothing has bothered me since.”</td>
<td>Brooklyn - History was made here Tuesday afternoon in Brooklyn’s flag-bedecked, sun-kissed Ebbets Field when smiling JACKIE ROBINSON trotted out on the green-swept diamond with the rest of his Dodger teammates and played first base.</td>
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<td>A veteran Dodger said of him, “Having Jackie on the team is still a little strange, just like anything else that’s new. We just don’t know how to act with him. But he’ll be accepted in time. You can be sure of that. Other sports have had Negroes. Why not baseball? I’m for him, if he can win games. That’s the only test I ask.” And that seems to be the general opinion.</td>
<td>It was the first time in the history of modern baseball that a Negro had won a berth on a major league club. It marked the end of a long and militant battle on the part of thousands of fair-minded Americans and particularly on the part of the Negro press.</td>
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<td>Robinson’s tremendous speed afoot did accomplish one thing in the 7th inning, since it set up the winning run, which he personally brought home. His deft sacrifice bunt was so well placed that Pitcher Johnny Sain had to make a hurried throw to Jorgenson at the bag. His throw caromed off a Robinson’s shoulder blade into right field to give both runners an extra base. Then Pete Reiser doubled them both home.</td>
<td>When Jackie galloped out to his position at first base, it marked the highlight of Branch Rickey’s(The owner of the Brooklyn Dodgers) campaign to put a Negro player on the Dodgers. It took a lot of hard work on the part of the Brooklyn owner to make the ambition a reality. He fought many forces in the inner circle of baseball and had to handle the difficult task of putting Robinson on the team with it affecting its morale. But he did it and sat in his traditional box seat and watched his dream come true.</td>
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**Robinson’s Game Record (At Bat)**

- First inning - grounded out
- Third inning - flied to left
- Fifth inning: Was robbed of a hit on a sensational fielding play by shortstop Culler, who took Jackie’s grounder lying on his stomach near second, tossed to second baseman, Connie Ryan, forcing Hatten at second and then doubling out Robinson at first.
- Seventh inning: With Stanky on first, Robinson bunted neatly down first base. Pitcher Johnny Sain fielded the ball and threw to first. Jorgenson failed to catch the ball which was in line with the hard-running Dodger, and it rolled into rightfield. Stanky went to third and Robinson wound up at second. They both scored a moment later on Reiser’s drive against the right field screen.
1. How well did you understand the documents? 1 2 3 4 5
2. How confident are you in talking about what you read? 1 2 3 4 5
3. How well did your group members discuss what they had read? 1 2 3 4 5

What are 2 things that surprised/angered/impressed you about what you learned today?

1.

2.

How will the concept of “Historical Mindedness” change the way you look at a historical moment?
Google Doc. 1.2: Journey of Reconciliation (1947)

In early 1947, the Congress on Racial Equality announced plans to send eight white and eight black men into the Deep South to test the Supreme Court ruling that declared segregation in interstate travel unconstitutional. They felt that while the law had been passed to protect minorities, its wasn’t being followed. Organized by George Houser and Bayard Rustin, the Journey of Reconciliation was to be a two week pilgrimage by way of bus through Virginia, North Carolina, Tennessee and Kentucky.

Diary Entries of the Journey of Reconciliation

Petersburg to Durham, North Carolina, 11th April, 1947

On the Greyhound to Durham, there were no arrests. Peck and Rustin sat up front. About ten miles out of Petersburg the driver told Rustin to move. When Rustin refused, the driver said he would "attend to that at Blackstone." However, after consultation with other drivers at the bus station in Blackstone, he went on to Clarksville. There the group changed buses. At Oxford, North Carolina, the driver sent for the police, who refused to make an arrest. Persons waiting to get on at Oxford were delayed for forty-five minutes. A middle-aged Negro schoolteacher was permitted to board and to plead with Rustin to move: "Please move. Don't do this. You'll reach your destination either in front or in back. What difference does it make?" Rustin explained his reason for not moving. Other Negro passengers were strong in their support of Rustin, one of them threatening to sue the bus company for the delay. When Durham was reached without arrest, the Negro schoolteacher begged Peck not to use the teacher's name in connection with the incident at Oxford: "It will hurt me in the community. I'll never do that again."

Raleigh to Chapel Hill, North Carolina, 12th April

Lynn and Nelson rode together on the double seat next to the very rear of the Trailways bus, and Houser and Roodenko in front of them. The bus was very crowded. The one other Negro passenger, a woman seated across from Nelson, moved to the very rear voluntarily when a white woman got on the bus and there were no seats in front. When two white college men got on, the driver told Nelson and Lynn to move to the rear seat. When they refused on the basis of their interstate passage, he said the matter would be handled in Durham. A white passenger asked the driver if he wanted any help. The driver replied, "No, we don't want to handle it that way." By the time the group reached Durham, the seating arrangement had changed and the driver did not press the matter.

Durham to Chapel Hill, 12th April

Johnson and Rustin were in the second seat from the front on a Trailways bus. The driver, as soon as he saw them, asked them to move to the rear. A station superintendent was called to repeat the order. Five minutes later the police arrived and Johnson and Rustin were arrested for refusing to move when ordered to do so. Peck, who was seated in about the middle of the bus, got up after the arrest, saying to the police, "If you arrest them, you'll have to arrest me, too, for I'm going to sit in the rear." The three men were held at the police station for half an hour. They were released without charge when an attorney arrived on their behalf. A suit will be pressed against the company and the police for false arrest. The conversation with the Trailways official indicated that the company knew there was an interracial group making a test. The official said to the police: "We know all about this. Greyhound is letting them ride. But we're not."
Chapel Hill to Greensboro, North Carolina, 13th April

Johnson and Felmet were seated in front. The driver asked them to move as soon as he boarded. They were arrested quickly, for the police station was just across the street from the bus station. Felmet did not get up to accompany the police until the officer specifically told him he was under arrest. Because he delayed rising from his seat, he was pulled up bodily and shoved out of the bus. The bus driver distributed witness cards to occupants of the bus. One white girl said: "You don't want me to sign one of those. I'm a damn Yankee, and I think this is an outrage." Rustin and Roodenko, sensing the favorable reaction on the bus, decided they would move to the seat in the front vacated by Johnson and Felmet. Their moving forward caused much discussion by passengers. The driver returned soon, and when Rustin and Roodenko refused to move, they were arrested also. A white woman at the front of the bus, a Southerner, gave her name and address to Rustin as he walked by her. The men were arrested on charges of disorderly conduct, for refusing to obey the bus driver and, in the case of the whites, for interfering with arrest. The men were released on $50 bonds.

The bus was delayed nearly two hours. Taxi drivers standing around the bus station were becoming aroused by the events. One hit Peck a hard blow on the head, saying, "Coming down here to stir up the niggers." Peck stood quietly looking at them for several moments, but said nothing. Two persons standing by, one Negro and one white, reprimanded the cab driver for his violence. The Negro was told, "You keep out of this." In the police station, some of the men standing around could be heard saying, "They'll never get a bus out of here tonight." After the bond was placed, Reverend Charles Jones, a local white Presbyterian minister, speedily drove the men to his home. They were pursued by two cabs filled with taxi men. As the interracial group reached the front porch of the Jones home, the two cabs pulled up at the curb. Men jumped out, two of them with sticks for weapons; others picked up sizable rocks. They started toward the house, but were called back by one of their number. In a few moments the phone rang, and an anonymous voice said to Jones, "Get those damn niggers out of town or we'll burn your house down. We'll be around to see that they go." The police were notified and arrived in about twenty minutes. The interracial group felt it wise to leave town before nightfall. Two cars were obtained and the group was driven to Greensboro, by way of Durham, for an evening engagement.

Greensboro to Winston-Salem, North Carolina, 14th April

Two tests were made on Greyhound buses. In the first test Lynn sat in front; in the second, Nelson. A South Carolinian seated by Bromley on the first bus said, "In my state he would either move or be killed." He was calm as Bromley talked with him about the Morgan decision.
In the summer of 1945, New York was a city riding a wave of triumph, even as the undertow of the future began to tug at its feet. It was a time of unbridled self-confidence. The city had contributed 850,000 servicemen to the war effort. The war had transformed New York into the capital of the world. By 1946, seven airlines offered regular service between Queens and Europe, and the United Nations would later settle on the East Side of Manhattan, where the Modernist headquarters of an organization devoted to peace displaced a stand of odorous slaughterhouses.

As Jan Morris recalled in her book "Manhattan '45" (Oxford University Press, 1987), a promotional brochure from Bankers Trust proclaimed that New Yorkers were a people "to whom nothing is impossible."

"There were no strangers in New York yesterday," Alexander Feinberg wrote in The Times, reporting on the celebration of Japan's surrender.

But a Depression, a world war, migrations and government policies had already laid the foundation for profound political, social and economic change.

During the war, shortages of food-ration stamps for grocery purchases led more people to eat out. (Restaurants were serving eight million meals a day during the war compared with three million before.) Women moved in droves into the work force, replacing soldiers. The dearth of housing construction, coupled with an influx of defense workers, produced another shortage whose mixed legacy endures today: rent controls. When the war ended, 75,000 New Yorkers were still waiting for telephone service because so few new instruments were being manufactured. (By choice, not necessity, Mayor Fiorello H. La Guardia did not have a telephone on his desk at City Hall). A few months after V-J Day, 25,000 women mobbed Macy's after a sales clerk posted a sign advertising nylons.

Still, New York had not let a war a continent away (but within U-boat sight of New York harbor) disrupt its routine any more than necessary. The national curfew was midnight, but Mayor La Guardia insisted that New Yorkers be allowed to drink, legally, until 1 A.M. On West 56th Street, Miyako's, a traditional Japanese restaurant, took its orders from loyal customers -- not from Tokyo -- throughout the war. Broadway was awash with blockbusters, including "Carousel," "Harvey," "Oklahoma!" "On the Town" and a play, "The Glass Menagerie," by a popular new writer, Tennessee Williams. The city's baseball teams were doing less well on Aug. 14, 1945: The Yankees and Giants each in fourth place, the Dodgers in third. THE OTHER SIDE OF THE GOOD OLD DAYS

During the war years, Brooklyn still had its own daily newspaper (Queens had two, the Bronx one) and its own baseball team (run by Branch Rickey, who, a year later, broke the sport's color barrier by recruiting Jackie Robinson). Harlem was still a mecca for aristocrats of black culture. Downtown, Manhattan was still home to Augustus Van Horne, the last descendant of Peter Stuyvesant.

In the summer and fall of 1945, millions of them turned out for separate ticker tape parades to welcome Eisenhower, de Gaulle, Gen. Jonathan Mayhew Wainwright, Adm. Chester W. Nimitz and Claire Chennault. Harry S. Truman visited that fall, in what was described as the first time a sitting President paid his respects to a New York City mayor at City Hall. La Guardia read the funnies on radio during a newspaper strike that year (providing, perhaps, besides the airport that bears his name, the most durable memory of his mayorality).
But if, apart from the anxiety about loved ones overseas, the war years seem in retrospect like the
good old days, they were not that good (though, in some respects, statistically, at least, better than
today). About 165,000 families were living doubled up. Welfare consumed $70 million or nearly
10 cents of every dollar of the city's budget (compared with nearly 25 cents for the Human
Resources Administration today). The poor were growing so out of hand that the Mayor tightened
a ban on begging in the subway. New mothers were leaving about 1,000 babies a year at the New
York Foundling Hospital.

New York, as it has always been, was a changing city in the 1940’s. And, as always, the
instruments of that change were considered suspect -- even when they were fellow Americans
lured, like newcomers before and since, by the promise of better life in the form of defense
industry jobs.

Puerto Ricans, outgrowing the island's agricultural economy, began migrating to the city during
the decade in record numbers -- tripling their population to nearly 190,000 by 1950. As a result of
an influx from the American South, the city's black population rose by more than 60 percent.
But, much more so than today, the city was racially segregated. It was still acceptable then not
only to admit it but to justify it. Sacrificing civil rights for an opportunity to lure private
investment to vitally needed housing, in 1943 La Guardia reluctantly agreed to municipal tax
breaks that would enable the Metropolitan Life Insurance Company to build Stuyvesant Town in
Manhattan -- apartments for which blacks need not apply. As the company's president explained
at the time, "Negroes and whites don't mix."

The City Council adopted a resolution prohibiting city participation in any similar projects unless
the agreements with private developers included an anti-discrimination clause. La Guardia,
seeking to reconcile seemingly intractable goals, wrote the insurance company that if the tenant
selection process at Stuyvesant Town were ever challenged in court, the city's position would be
that racial discrimination should not be tolerated. Charles V. Hamilton, researching his biography
of Adam Clayton Powell Jr., later discovered a copy of the letter in the Mayor's files with a
handwritten notation: "Not sent."
The following year, Metropolitan Life announced plans for another housing project, the Riverton
in Harlem. That was the same year that Harlem proudly elected Powell as New York's first black
Congressman, projecting his advocacy involving issues like Stuyvesant Town onto the national
stage and onto the House floor, where using the word "nigger" was still tolerated.

In Brooklyn's Little Harlem, as Bedford-Stuyvesant was known, a grand jury investigation
concluded that "it has become dangerous and unsafe to traverse the streets of this area before and
particularly after dark." The grand jurors took pains, though, to blame the situation not on race
but on lapses in law enforcement and on social conditions, including too many people illegally
collecting home relief and living tripled up or worse in former one-family homes, many of which
had been carved into rooming houses for Brooklyn Navy Yard workers. (As if to further confirm
that crime was an equal-opportunity employer, a sign posted in the changing rooms at S. Klein
warned in Italian and Yiddish, as well as English: "Do not disgrace your family. The punishment
for stealing is jail.")

The Brooklyn grand jury reported that "many churches have closed completely because their
parishioners do not dare attend the evening services," that "groups of young boys armed with
penknives of all sizes and other weapons roam the streets at will and threaten and assault passers-
by," and that "many law-abiding children and adults residing in this area are therefore forced to
carry similar knives and weapons for protection."

Foreshadowing an era plagued by similar problems but later bedtimes, the grand jury suggested
that at 9 every night radio stations broadcast the question: "Parents, where are your children right
now?"

Wartime manpower demands had shrunk the police force, which was further challenged after V-E
Day by a growing arsenal of illegal guns brought home by returning servicemen. After V-J Day,
there was nearly one murder a day committed in the city, or about double the previous year's rate.
Early that year, after three tumultuous terms, La Guardia decided not to seek re-election. The mayor, Thomas Kessner wrote in his biography, "left no party legacy, no structure, no institutional fusion or urban reform movement." After being shut out of the mayoralty for 12 years, the Democrats were revived by the election of William J. O'Dwyer, the former Brooklyn District Attorney (whose grand jury had produced the Bedford-Stuyvesant report). The selection of O'Dwyer, who had arrived in New York City from Ireland at the age of 19, marked the 11th consecutive time (since 1909) that the Democrats had chosen a mayoral nominee of Irish descent.

But the election of New York City's 100th mayor was also a turning point, even if it took another two decades for the decline of the Democratic Party machine to play itself out. Tammany, unable to meet the mortgage payments, had to sell its Union Square headquarters. Its demise was further signaled by two developments: New Deal programs had largely supplanted the party as a provider for the poor and powerless (by 1946, more than 100,000 people were receiving relief); and, in the year of the ethnically-balanced ticket, a Hollywood producer created campaign "newsreels" for the Democratic ticket, which foreshadowed the radio and television commercials that candidates would soon regularly broadcast to appeal directly to the voters.

Moreover, Edward N. Costikyan, a former Tammany leader, remembers: "World War II broke the geographic solidity of the Democratic Party's control over the electorate. After the war, people were more mobile and their long-term relationships with their district captains and district leaders disappeared."

Winning wasn't everything. What O'Dwyer inherited, he later recalled, was a city in which "not a single hospital had seen a paintbrush in the 16 years prior to my swearing-in ceremonies. "In the meantime," he said, "the city's population had increased by a million residents, and each department was woefully understaffed. The smoke was choking New Yorkers, and the raw sewage had long ago discouraged fish in the bay or in the North River and had rendered our beaches dangerous for bathing . . . Veterans were returning home with no place to live . . . the rapid transit system, once our pride and joy, was falling apart and badly in need of equipment and repair."

The morning after the election, he also inherited a plan. A minion of Robert Moses, whose 1939 World's Fair had made the public -- and himself -- absolutely giddy about the future, delivered the master builder's master plan for reconstructing the city. His ambitious blueprint with a $1.5 billion price tag called for completing the Brooklyn-Battery Tunnel and Idlewild Airport and for new housing, as he prepared to bulldoze existing homes to complete a network of highways, including three elevated expressways that would slice across Manhattan.

Soon after, Cleveland Rodgers, a City Planning Commissioner, and Rebecca B. Rankin, librarian of the Municipal Reference Library, echoed O'Dwyer's lament. "New York has never kept up with the demands for vitally needed facilities and services," they wrote in 1947. "It has not solved the basic problems of existence. Nowhere are there more glaring contrasts between rich and poor. Life is hard for millions and living and working conditions are deplorable in many respects."

Life in the city was also increasingly congested. (Unlike many other American cities, New York had lots of undeveloped land then, but Manhattan still had more residents than Queens.) Gas rationing during the war had slowed the migration to the suburbs. But between 1940 and 1950, for the first time, more people moved out of the city than in (over all, though, the population rose from about 7.4 million to more than 7.8 million because of higher birth rates at the beginning of the Baby Boom). While nearly 100,000 more foreigners, 230,000 nonwhites and 130,000 Puerto Ricans settled in the city than moved away, at least 340,000 more non-Hispanic whites left than arrived -- a middle-class exodus that accelerated in succeeding decades. THE RISE OF THE CAR, THE SPREAD OF HIGHWAYS
Meanwhile, more and more of those who had left were returning to work in the city by car. By 1950 (the year that alternate-side parking was instituted and one year after O'Dwyer finally doubled the nickel subway fare), nearly 120,000 people were commuting to the city by car -- more than three times the number only two decades earlier.

Even more fundamental changes would soon be wrought by the deliberate and the unintended consequences of the Government's postwar policies on housing, transportation and veterans' benefits as the city's political influence waned in Washington. At the beginning of 1945 -- and not since then -- the President of the United States, Roosevelt, was a native New Yorker. More congressmen came from New York City that year than represented the entire state of California.

That an expected recession, like the one that occurred after World War 1, did not materialize reflected, in part, the Government's decision not to limit veterans' pensions to the elderly and disabled but to subsidize the education of returning soldiers and their ability to buy a home. But the criteria for Federally insured mortgages generally favored suburban developments, not urban housing -- just as Robert Moses's network of parkways had opened Long Island, Westchester and Connecticut to an influx of New York City expatriates.

Plenty of people were left, though, and more were on their way. By the end of the decade, E. B. White would write a paean to New York, with a caveat. Never, he wrote then, had the city been "so uncomfortable, so crowded, so tense." The Summer of '45: A Diary
LESSON #2  Continuity and Change

COURSE: Grade 11 University Stream American History— HIS CHA3U

OVERALL EXPECTATION: E3— Identity, Citizenship, and Heritage:
Analyze how various groups, trends, and cultural developments have affected identity, citizenship, and heritage in the United States since 1945.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity & Change

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence; Cause & Consequence; Historical Significance; Historical Mindedness

LESSON # 2 of 4 (75 mins).

TITLE OF STORY: ‘1945-1950: The Beginnings of America the Policeman?’

OVERVIEW: Through an investigation of several political cartoons and newspaper editorials/publications, students will explore the evolution of American thought on the U.S.’ place in the 20th century’s world order. The lesson will begin with an examination of the concept of change and continuity through an examination of Times Square. From here the class will hear a brief talk on developments in interwar America that made isolationism an attractive proposition. Students will then examine political cartoons and newspaper editorials or publications to explore the evolution of American thought on the question of isolationism/interventionism.

The lesson is directly related to the overall learning goal in that it attempts to highlight shifts in the American socio-cultural milieu that perhaps informed or shaped subsequent political and social developments. Though the lesson explores the historical concept of ‘Change and Continuity’, it seeks to trace shifts in American opinion and, as a consequence, perhaps emphasizes ‘change’ more so than ‘continuity’.

LEARNING GOALS:

RESOURCE PACK LEARNING GOAL: To develop an appreciation for the social, cultural and political developments of the 1945-50 period

<table>
<thead>
<tr>
<th>Lesson Learning Goals</th>
<th>Success Criteria</th>
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<tr>
<td>• (i) To analyze and extract the appropriate and necessary historical information (changes in the)</td>
<td>(i) Students demonstrate an understanding of both ‘isolationist’ and ‘interventionist/internationalist’ sentiment in the primary source texts.</td>
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</tbody>
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U.S’ sense of self) from primary sources.

- Historical inquiry is not limited to the written word.

(ii) Students can **analyze** the arguments put forth by organizing visual information into distinct groupings/subheadings (i.e. identifying an editorial as isolationist or interventionist).

- (ii) To trace, though historical **analysis**, the **change** in American self-perception, from isolationist to strongly internationalist.

(i) Students correctly **identify** editorials published in the 1930s as isolationist in leaning; students correctly identify editorials published post 1945 are internationalist in nature.

(ii) Students can **point** to specific indicators (evidence) of change(s) in disposition (i.e. tone of the piece, language of the piece, the argument(s) advanced and how they are framed, etc.).

- (iii) To **apply** knowledge of the issue to novel settings.

(i) Students **consider** how these changes in attitudes may have shaped the way in which the United States behaved vis-à-vis Korea, Vietnam, Iraq and the ‘War on Terror’ more generally, and can **create** arguments to that effect.

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### Instructional Strategies and Learning Activities:

<table>
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<tr>
<th>Time Allotted (in Minutes)</th>
<th>PLAN OF INSTRUCTION</th>
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<tr>
<td><strong>Warm up – Hook (The Wonder)</strong></td>
<td>The class will be shown an image of Times Square, NY. One image will come from the early 20th century, while the other will depict the site as it stands today (21st century, see BLM 2.1). Individually, students should take note of the similarities and differences (continuity and change). Once students have had a chance to record their thoughts, they will pair off with a peer and discuss their findings. Afterwards, the teacher will take up the activity and deconstruct the process students went through to arrive at their conclusions (observation through sight, inferences, etc.). The teacher will then begin to transition into a discussion that centers on the background knowledge the activity demands of students.</td>
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The objective of the hook is to have students visualize change and continuity— in short, to see history. We often lose sight of historical change largely because we operate in the present as beneficiaries of changes that we did not effect or witness ourselves.

**Resources:** SmartBoard; Powerpoint; high resolution photo of Times Square (BLM 2.1)

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<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
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<tr>
<td>(A)- 15 mins</td>
<td>(A) Discussion: Delivering/Activating Background Knowledge. Students have a fairly good understanding of the isolationist/interventionist question. That said, the teacher will begin with a brief lecture on the state of affairs in the United States in the interwar period. The discussion will cover the American participation in WWI, the onset of isolationist sentiment in the 1920s and its hardening in the 1930s, and close with some remarks on the significance of the Great Depression. Though students will be provided with a handout (see BLM 2.2), they are expected to take their own notes as some of the information will be of great help when interrogating the primary source work. The teacher will then briefly discuss the importance or usefulness of political cartoons and newspapers as a primary source, especially for gauging public opinion on certain matters. Gauging the opinions of ordinary citizens is rather difficult for historians, but newspapers, by virtue of the large memberships, offer us a glimpse into the public milieu. Of course, we are making an assumption that readers agreed with the sentiments expressed, but most historians agree that the media offers us the most accurate vestige of public opinion.</td>
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<tr>
<td>(B)- 15 mins</td>
<td>(B) Modelling and Scaffolding: Demonstrating Skillsets Students will be given a worksheet (see BLM 2.3). The worksheet is designed to help guide students in their examination of the primary sources. On the Smartboard, the teacher will pull up a newspaper editorial published in the 1930s (see PSD 2.1). The teacher will read through the document and then proceed to work through the questions on the worksheet. While doing so, the teacher ought to be highlighting how one interrogates a primary document. He/she will consider when the document was produced and the larger context of the time, who produced it, the arguments presented, and what they reveal about that newspaper’s, and by extension its readers’, stance on the isolationism v. interventionism.</td>
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<td>(C)- c.35 mins</td>
<td>Total= 65 mins.</td>
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The teacher will then engage in the same process when investigating an editorial produced in the late 1940s (see PSD 2.2). Once this has been completed, students will pair off and work through the four (4) remaining primary sources (a mixture of visual and written publications). Handouts will be provided (see PSD 2.3-6).

**Resources/materials:** Powerpoint; SmartBoard; handout (BLM 2.2)

- (C) Guided Practice

In dyads, students will work through the remaining primary sources. They will respond to the questions/prompts on the worksheet, which walks through the thinking processes the good historian undertakes (see BLM 2.3). At this point the teacher will circulate around the room and make themselves available should students have any concerns, questions or comments.

To answer some questions, students may have to complete additional research (e.g. researching a newspaper’s political leanings). They are encouraged to use their own devices or the I-pads stored at the back of the room to this purpose. Need will vary from source to source.

**Resources/materials:** PowerPoint; Smartboard; handout (BLM 2.3); primary source documents (PSD 2.3-6).

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**Consolidation – Wrap Up**

* How will you and the students solidify their understanding of the concepts/skills introduced in the lesson? How do you plan to end the class (i.e., connect the dots, final assessment, etc.)?

c. 5-10 mins.

- Exit card exercise.

Once students have completed and submitted their worksheets, they can begin to respond to an exit card (see BLM 2.4). The exit card will ask them two (2) questions, of which students must respond to one (1) in 2-3 sentences. The tasks are as follows: (i) define isolationist and interventionist/internationalist thought and (ii) describe the transition from an isolationist to an interventionist. Provide evidence in support of your answer (hint: draw on the sources we used in class).

If students are unable to complete the exit card before the conclusion of class, they may submit it at the beginning of tomorrow’s class period. Leave the class with the following question for consideration: “We have observed a shift in thinking, but how do we account for it?” The class will then be primed for tomorrow’s lesson which takes as its focus the historical concept of ‘Cause and Consequence’.

**Resources/materials:** Exit cards (BLM 2.4).
Assessment of Learning – Informal Summative

Upon their submission, worksheets will be evaluated and assessed for their understanding of the learning goals and success criteria. Worksheets that are indicative of a firm understanding of the isolationist/interventionist debate, thoughtful consideration of the sources in question and exemplify some of the concepts of historical thinking can expect to receive a Level 4.

Differentiated Instruction and/or Accommodation(s):

Sally suffers from a severe case of dyslexia. For the purposes of working through the primary source work, she has been assigned an I-Pad with a reader function. She is encouraged to take notes with the help of a scribe (EA) and is expected to share her observations with her partner (and other peers if applicable). She is not, however, expected to submit a worksheet (though if she would like to she is more than welcomed). With respect to her summative evaluation, the teacher will move around the room and listen in all the groups’ discussions, but only Sally will be assessed for the quantity and, more importantly, the quality of her oral contributions. This, in addition to her participation, will constitute the overwhelming majority of her evaluation. In this sense, Sally is being offered an accommodation as opposed to a modification as expectations for her learning remain identical to her peers’.
Appendices

Primary Sources Document Appendix

PSD 2.1

“…If madmen on another continent can generate a catastrophe within their own spheres of influence, why must we jump to the conclusion that we must be prepared for any emergency? Why must we, too, become hysterical, fertilizing the emotions for possible lunacy? Why doesn’t Washington go about its own business, keep its mouth shut about Europe, save to let Europeans know that Uncle Sam won’t make a damned fool of himself now, as in 1917 [WWI]? All [the men in Washington] need do is say to Europe, ‘This will be your war, if you start it. We will have none of it’.”


PSD 2.2

“… At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one.

One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression.

The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio; fixed elections, and the suppression of personal freedoms.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures. I believe that we must assist free peoples to work out their own destinies in their own way. I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.

The world is not static, and the status quo is not sacred. But we cannot allow changes in the status quo in violation of the Charter of the United Nations by such methods as coercion, or by such subterfuges as political infiltration. In helping free and independent nations to maintain their freedom, the United States will be giving effect to the principles of the Charter of the United Nations…

The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive. The free peoples of the world look to us for support in maintaining their freedoms…”

**PSD 2.3**

![Cartoon of Uncle Sam with a cart labeled 'National Defense' and various labels such as 'Billion for defence', 'Unemployment', and 'Egad uncle! You haven't fixed those tires yet!']

Published in the *Chicago Tribune*, September, 1940.

**PSD 2.4**

![Map of Europe with various countries and symbols indicating influence by different powers] Produced by British artist Leslie Illingworth in June 1947. It appeared in the *Washington Post* in the same year.
Published by Theodore Geisel (Aka Dr. Seuss) in the newspaper *PM*, 1941

**PSD 2.6**

Artist Unknown, published in the *Boston Globe* in 1948.
Black Line Masters Appendix

BLM 2.1

Times Square c. 1900

Times Square as it appears today
BLM 2.2 (Lecture Aid)

Chronology:

1917:
   The United States enters the First World War

11 November, 1918:
   Armistice

1919:
   Peace is struck at Paris

1920:
   Congress fails to ratify the Treaty of Versailles. The action, or lack thereof, is interpreted by many as retreat on the international stage.

1928:
   The United States signs the Kellogg-Briand Pact renouncing war as a part of national policy.

1934–1936:
   The Nye Committee of the U.S. Senate begins investigating the causes for U.S. involvement in World War I.

1935:
   Congress passes the first of a series of neutrality acts to protect the United States from world problems.

1935:
   The Roosevelt administration adopts the Moral Embargo to keep faith with neutrality commitments in Congress.

24 February, 1936:
   The Nye Committee publishes its final report highlighting industry profits made from World War I arms sales but clearing industry of conspiring to lead the United States into war.

1939:
   Congress passes the last of the series of neutrality acts to further maintain American isolation from world problems.

1941:
   In a major step away from isolationism, Congress passes the Lend-Lease Act to provide aid to the Allies including support to Great Britain for its war with Germany.
BLM 2.3

Primary Source Worksheet with Guiding Questions/Prompts

1.) Who or what (organization, institution, outlet) produced the document in question?

2.) When was the document produced? Consider the wider context of the time. In other words, what was happening internationally and domestically at this time?

3.) Is the piece of an isolationist or interventionist persuasion? Justify your response.

4.) What does this document reveal about how Americans see their country?
BLM 2.4

Exit Card

In the space provided below, please respond to one (1) of the following two (2) statements:

(i) In your own words, define isolationist and interventionist/internationalist thought

OR

(ii) Describe the transition from an isolationist to an interventionist. Provide evidence in support of your answer (hint: draw on the sources we used in class).
Lesson #3 – Cause and Consequence

| Title: America since 1945-Cause and Consequence | Subject: CHA 3U |
| Time: 75 minutes | Strand: E |

**Desired Results**

**Lesson Description**

Students will learn how the chain of events in American history in the post-World War II period were caused by and contributed to each other. The overall goal of this lesson is that students will gain an appreciation of the concept of cause and consequence – that historical events do not occur in a vacuum. After completing a “minds on” activity, students will be taught some significant events. Following that, they will be asked to complete an activity that forces them to think of these events in terms of cause and consequence – how they are related to each other.

**Ontario Curricular Overall Expectations**

E3. Identify Citizenship and Heritage

**Ontario Curricular Specific Expectations**

E3 Identify Citizenship and Heritage
E3.1 Analyze how various groups, trends and cultural developments have affected identity, citizenship and heritage in the United States since 1945.

**Learning Goals**

By the end of the lesson, students will have learned:

- The concept of cause and consequence as it relates to American history after World War II
- The application of cause and consequence to the discipline of history

**Success Criteria**

By the end of the lesson, successful students will be able to:

- Link various historical events by using cause and consequence
- Recall the causes and consequences of events on a test
- Identify causes and consequences of a historical event in an essay

**Assessment**

Assessment for learning: Minds on activity
Assessment as learning: In-class activity
Assessment Tool: Question on unit test

**Materials**

- Paper/Pencil

**Lesson Format: What Teachers Do/Say**
### Context for Learning

- Students will have a basic background of the events after World War II, enabling them to dive deeper into the cause and consequence of some of them.
- After this lesson, students will be able to apply the concept of cause and consequence to other historical events.

### Minds On: Motivational Hook/engagement /introduction/ASK (5-10 min)

On a sheet of lined paper, using a pencil, students will make a list of the things that they did in the previous day. Students should have about 15-20 items on the list. Once they are done, they will erase every second item on the list. When all students have erased every second item on their list, the teacher will call on students to read their lists in order, i.e. “first I...then I...” With items missing, the lists will not make sense. This illustrates the concept of cause and consequence; events do not just happen, something must lead to it.

### Hands On: During /working on it/action/ACQUIRE,EXPLORE,ANALYSE (55 minutes)

Students will be given a list of the following headlines:

- “Big Three Carve up World at Yalta”
- “Bomb Dropped on Hiroshima”
- “Marshall Unveils Plan to aid Europe”
- “Soviets Blockade West Berlin”
- “First Census Since World War II Shows American Population at 150 Million”

Using their prior knowledge, as well as the Internet if necessary, students will place the headlines in chronological order. Once that is done, they will identify how each event led to the next one, i.e. cause and consequence. They may use prior knowledge, as well as Internet research, to complete this. Students should write a minimum of one paragraph per event.

### After: Consolidation : Reflect and Connect/ACT (10 min)

Students will share the connections that they made with the class. This is an opportunity for students who have not quite completed the activity to get caught up, as well as an opportunity for the exchange of ideas and viewpoints. The teacher can call back to the minds on activity by asking the class to imagine erasing half of the events.

### Extension Activities/Next Steps

An interested student could research the events further, or zero in on one or two events and really flesh out the connection between them in a longer paragraph or essay.

### Special Education Notes: Differentiated Instruction considerations/accommodations/assessment

Students incapable of writing may type.

### Cross Curricular Links: Oral, reading, Writing, Media, Social Studies, Science, Math, Visual Arts, Drama, Music, PE&H, (describe if present)

### N/A

### Lesson Reflection: Teacher and Lesson
Lesson #4 Historical Significance

**Title:** “What’s historically significant? What isn’t?”

**Subject** Grade 11 University Stream American History-- **CHA3U**

**Strand:** E3- Identity, Citizenship and Heritage

**Time:** 75 mins

**PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:** Historical Significance

**SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:** Historical Mindedness; Change & Continuity; Evidence

### Desired Results

**Lesson Description**

Students will learn the concept of historical significance as it relates to American history in the period 1945-1950. Students will be introduced to this concept via an activity where they will debate the significance of two historical figures. Building on this activity, the students will, as a class, create a definition of historical significance. They will then complete an activity based on their definition, where they will determine the relative significance of events. In groups, students will debate the significance of these events. They will then present their lists to the class, leading to the consolidation of the lesson, where students realize that historical significance is ultimately subjective.

**Ontario Curricular Overall Expectations**

E3— Identity, Citizenship, and Heritage:
Analyze how various groups, trends, and cultural developments have affected identity, citizenship, and heritage in the United States since 1945.

**Learning Goals**

- Critically examine and argue for historical significance in the elimination stage
- Deliberate collaboratively on historical events/issues as expressed in their Top 5 list

**Success Criteria**

- Form and express an opinion and argument for an event to be more historically significant than another

**Assessment**

Assessment for learning: photo activity (Minds On)
Assessment as learning: collaborative group discussion
**Materials**

- Dedicated computer/iPads/BYOD
- Photos for Minds On activity
- Video camera for teacher

**Lesson Format : What Teachers Do/Say**

**Context for Learning:**
At this point, students have worked through the previous 3 lessons in the resource pack. After this lesson, students will have dealt with four of the six Big Historical concepts. The aim of this lesson in particular, is to impart students with the skills required to engage in meaningful historical discourse.

In the following week, students will deal with the two remaining concepts, namely ethical dimensions and evidence.

**Minds On: Motivational Hook/engagement /introduction/ASK (5-10 min)**

Guiding Question: “What is Historical Significance?” (Teacher will revisit this question at the end of the class. Exit Video)

Students will be shown a picture of Chuck Yeager with his airplane, and Jackie Robinson playing baseball. Students will be able to identify them from prior knowledge. Students will consider the question, “who is more significant?” By a blind show of hands, students will vote on who they feel is the more historically significant individual. The teacher will then facilitate a class discussion/debate, leading to the conclusion: *why is one more historically significant than the other?* This leads into the next portion.

**Hands On: During /working on it/action/ACQUIRE,EXPLORE,ANALYSE (55 minutes)**

Students will be asked to name things that make a person or event historically significant. Possible answers include:

- Remembered many years later
- Regarded as morally superior
- Affect significant change
- Evidence of their existence

The following 10 “historically significant” headlines will be projected on the Smartboard. The students will be asked as a class to eliminate 5 from the list.

1. Big Three Carve up world at Yalta Feb. 11, 1945
2. Computer manages 5000 steps at once, ENIAC computer Feb. 1946
4. Marshall Unveils plan to aid Europe June 5, 1947
5. Chuck Yeager breaks sound barrier Oct 14, 1947
6. Soviets Blockade Berlin West Germany June 26, 1948
7. First McDonald’s opens in California December 1948
8. Truman defeats Dewey Nov. 3, 1948
9. Boxing Champ Joe Louis calls it quits after 11 years Mar 3, 1949
10. 1st Census since World War II shows American population at 150 million by 1950
A show of hands from the class will decide the “Top 5” most historically significant moments. From there, the students will work in their pods of 5-6 to reorder this top 5 from most significant to least. The students have some familiarity with the material but we will give 15 minutes for the students to use their computers/chromebooks/phones to refresh their understanding of each event. After the 15 minutes are up, students within their groups will negotiate their list. After an additional 10 minute negotiation period, a representative from each table will write their Top 5 list on the board.

**Consolidation : Reflect and Connect/ACT (10 min)**

The Top 5 lists will make clear to the students that assessing/assigning historical significance is at the mercy of individual subjectivity.

Teacher will get students to line up single file and ask again “In a word or sentence, what is historical significance?” After 30 seconds, the teacher will use their iphone camera to record student responses. We will show the video next class. We are expecting a diverse range of answers which proves the “subjectivity” angle of our lesson.

**Special Education Notes:** Differentiated Instruction considerations/accommodations/assessment

- Students with visual impairments should be encouraged to sit near the front as there is a visual component
- The Pod seating is a UDL-inspired practice that assists anxious learners (small groups) and kinesthetic learners

**Lesson Reflection: Teacher and Lesson**

What went well? What changes would you make next time? How was the pacing? Engagement? Understanding?