

1950s Hoop-la

Standard

Understand the ways human beings view themselves in and over time.

Objective

Students will compare pop culture in the United States in the 1950s with the present.

Anticipatory Set

Dress in clothing from the 1950s (poodle skirts, rolled up jeans, T-shirts, leather jackets), and play music from that time period. Try to use a hula-hoop as the music plays.

Purpose

Tell students they are going to research a few aspects of life in the United States during the 1950s and compare it to life in the United States today.

Input

Give students a brief background about the 1950s. Talk about the recovery from World War II and the technological advances the war brought to the United States. Spend some time showing pictures and talking about cultural icons from the period, such as cars, clothing, famous people, and toys or games. Frame the discussion around students' knowledge of life in the United States today. *How many of you have ever played with a hula-hoop? Did you know the hula-hoop was trademarked in the late 1950s by the Wham-O company and has sold millions worldwide?*

Modeling

Try to use the hula-hoop for its intended purpose. Keep it going for as long as you can. When it falls, make a joke about how you can find a better use for it. Tape the hula hoop on the board and label it *1950s*. Try again with another hula-hoop. When it falls, tape that hula-hoop to the board. Make sure it slightly overlaps with the other hoop. Label the second hula-hoop *Today*. Label the part that overlaps as *Both*. Use the hula-hoop diagram as a class Venn diagram and describe how to use it.

Make a photocopy of the **Toys and Games reproducible (page 50)** onto cardstock. Cut out the cards and distribute one to each student. Have students read the card and show a partner what the card says. If the

“Humor adds novelty and increases motivation.”

Toys and Games		
Hula-Hoops	Bicycles	Jacks
Video Games	Barbie®	Radio Shows
Frisbee®	Marbles	Rollerskates
Legos®	Dodgeball	Tiddlywinks
Building Blocks	Model Trains	Silly Putty®
Mr. Potato Head®	Hot Wheels®	Play Doh®
Cartoons	Toy Soldiers	Lincoln Logs™
Scrabble®	Transformers®	DVDs
Power Rangers®	Pogo Sticks	Slip 'N Slide®
Polly Pocket™	In-line Skates	View-Master®
Jenga®	UNO®	Checkers
Remote Control Cars	Action Movie Figures	

students are unfamiliar with the toy or game on the card, ask them to discuss it with their partner. Describe the toys and games students don't know, or prompt students to do some research on the Internet.

Invite students to the board, and have them tape the card in the appropriate place on the hula-hoop diagram. Guide students as necessary. When all students have taped their cards to the board, read the diagram aloud.

Show students how they can use the information on the diagram to help them write a compare-and-contrast paragraph about the toys and games from the two time periods. The words in the center are the things the objects have in common. The two outside portions are the differences between the objects.

Check for Understanding

Ask students to participate in a “Hand Jive.” Play lively 1950s music and show students how to do a hand jive. Add a special signal at the end of the hand movements to indicate understanding. For example, at the end of the song, students will show right hand on top if they understand and left hand on top if they do not understand. Review as necessary.

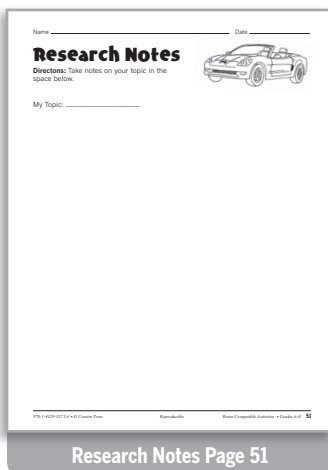
Guided Practice

Ask students to choose a topic they'd like to research. Encourage them to select a topic related to culture so they can compare the culture in the United States from today and the 1950s (music, television, social events, etc.). Give each student a copy of the **Research Notes reproducible (page 51)**. Allow students to use the Internet and library resources to gather information. Play background music with 60 beats per minute (no lyrics) during solo work. Circulate and assist as needed. Setting a timer helps with accountability and time management in multistep assignments.

Once students have finished the research, challenge them to organize the material on the **Venn Diagram (page 52)**. Then have them write a compare-and-contrast paragraph about culture in the 1950s and today. Direct them to use the **Paragraph reproducible (page 53)** and answer the reflection questions at the bottom of the page.

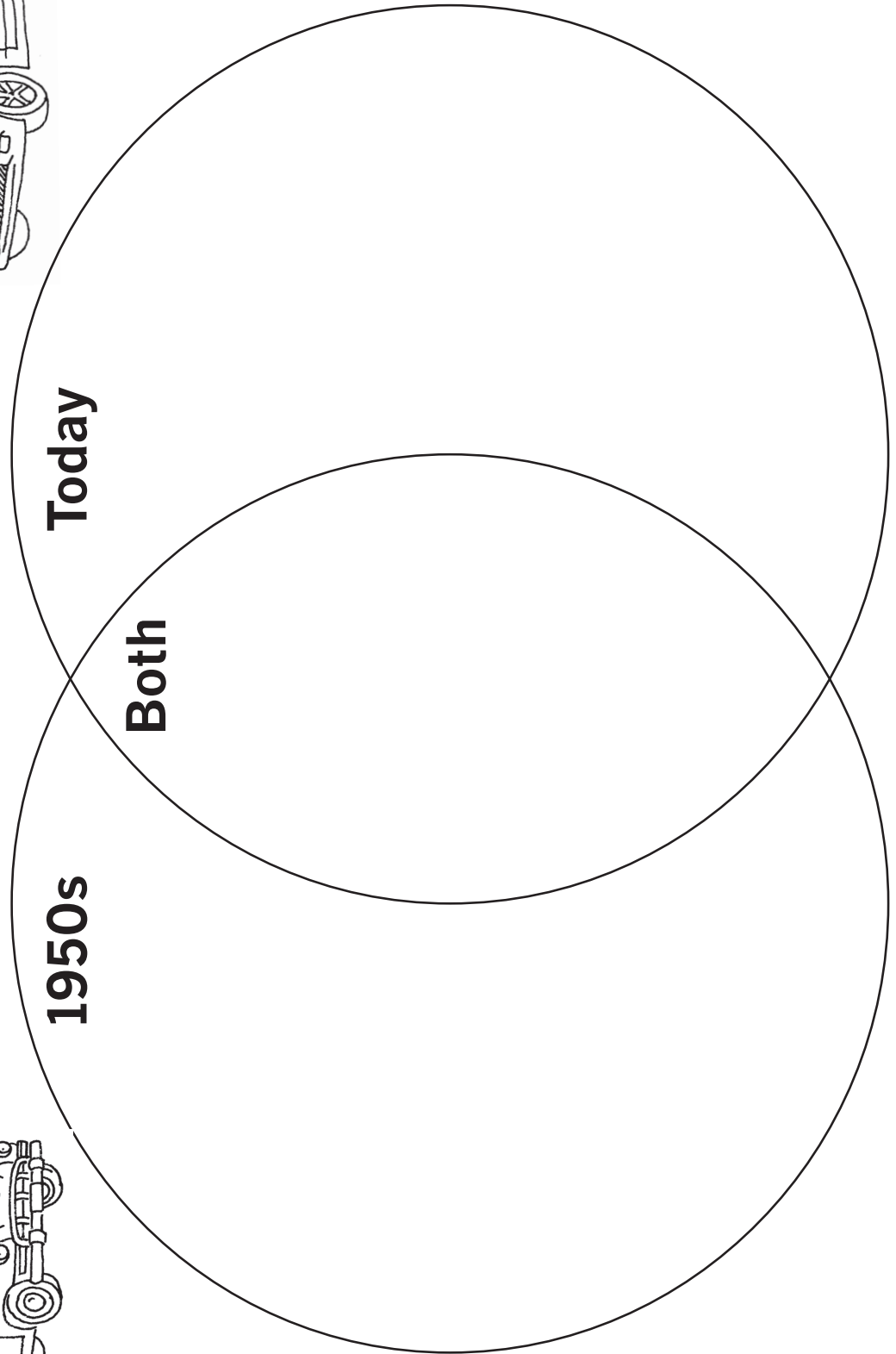
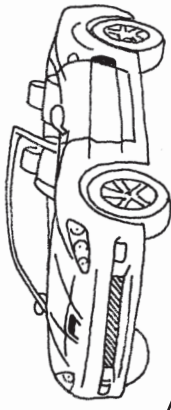
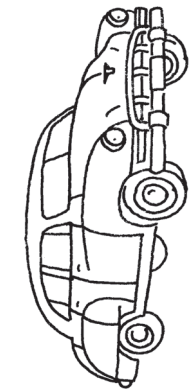
Closure

Invite students to read their paragraphs to the class. Have students respond to the following questions by sharing with a partner. *What are some of the most significant differences between life in the 1950s and today? What are some of the impacts of those changes?*



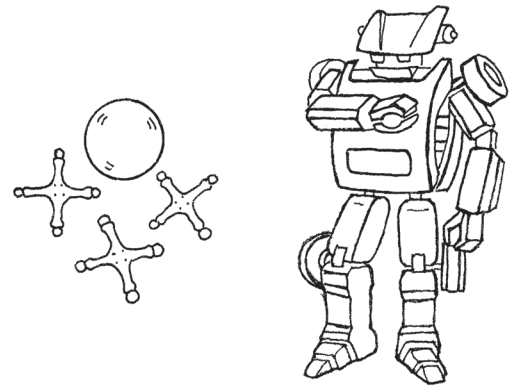
Venn Diagram

Directions: Complete the diagram to show the similarities and differences between culture in the 1950s and today.



Paragraph

Directions: Write a compare-and-contrast paragraph. Use the information from the Venn diagram.



_____ (topic)

Directions: Answer the following reflection questions.

1. What are the main differences between life in the 1950s and life now that you discovered in your research?

2. What impact do you think these differences have had on life today?
