

# CHAPTER 27 ASSESSMENT

## TERMS & NAMES

For each item below, write a sentence explaining its historical significance in the 1950s.

1. suburb
2. Dixiecrat
3. Fair Deal
4. conglomerate
5. baby boom
6. mass media
7. beat movement
8. rock 'n' roll
9. urban renewal
10. *bracero*

## MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

### Postwar America (pages 840–846)

1. How did the GI Bill of Rights help World War II veterans?
2. What domestic and foreign issues concerned voters during the 1952 presidential election?

### The American Dream in the Fifties

(pages 847–855)

3. What shift in employment trends had occurred by the mid-1950s?
4. How did life in the suburbs provide the model for the American dream?

### Popular Culture (pages 858–863)

5. What strategies did radio stations use to counteract the mass popularity of television?

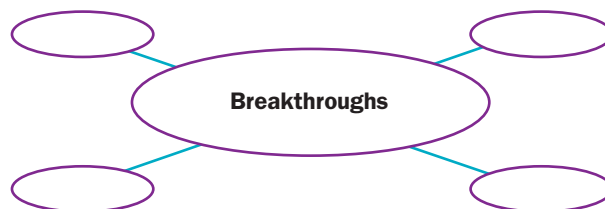
6. How did African-American performers influence American popular culture in the 1950s?

### The Other America (pages 866–869)

7. How did many major cities change in the 1950s?
8. What obstacles to improving their lives did Native Americans face in the 1950s?

## CRITICAL THINKING

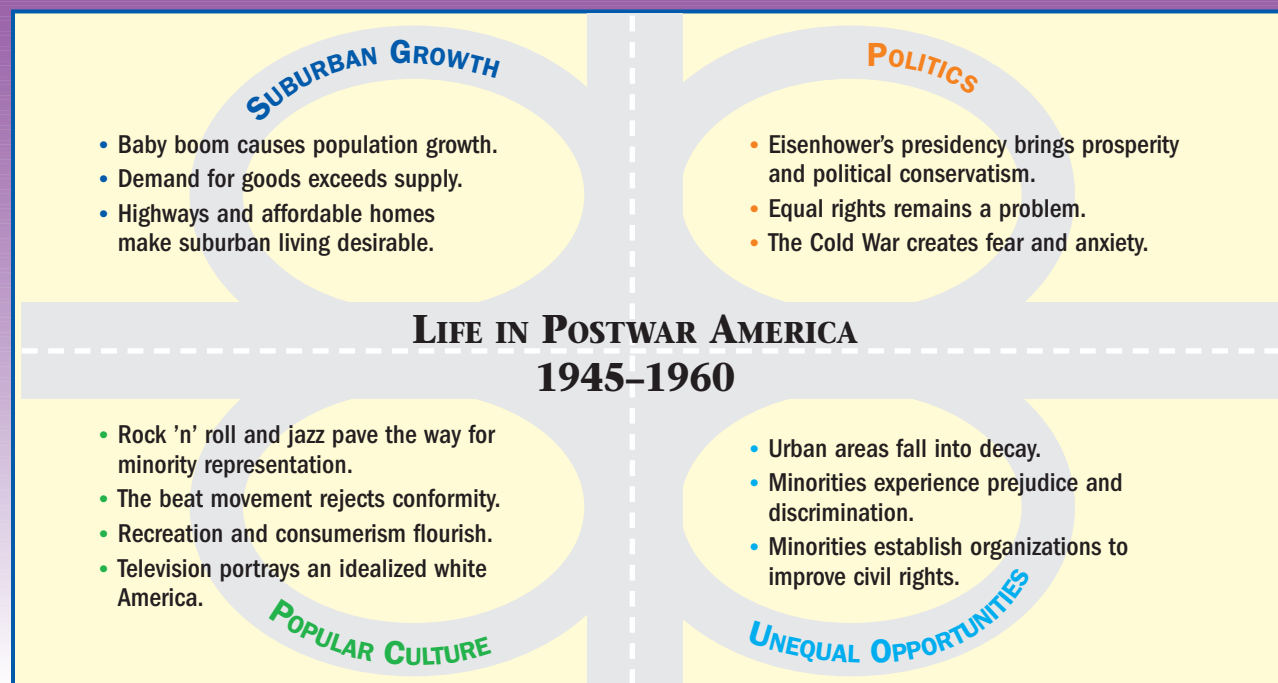
1. **USING YOUR NOTES** In a web like the one below, show the postwar technological advances you consider most influential.



2. **HYPOTHESIZING** During America's first two centuries, the national character was marked by individualism. Why do you think conformity became the norm in the 1950s?
3. **ANALYZING PRIMARY SOURCES** Do you agree or disagree with the following quotation from *Life* magazine on American culture in 1954: "Never before so much for so few"? Support your answer with evidence.

## VISUAL SUMMARY

## THE POSTWAR BOOM



## Standardized Test Practice

Use the chart and your knowledge of U.S. history to answer questions 1 and 2.

**Geographic Distribution of U.S. Population, 1930–1970**

Year	Central Cities	Suburbs	Rural Areas and Small Towns
1930	31.8%	18.0%	50.2%
1940	31.6%	19.5%	48.9%
1950	32.3%	23.8%	43.9%
1960	32.6%	30.7%	36.7%
1970	31.4%	37.6%	31.0%

Source: Adapted from U.S. Bureau of the Census, *Decennial Censuses, 1930–1970*

- Which of the following statements supports the information in the chart?
  - From 1940–1960, more people lived in cities than in rural areas.
  - In 1960, twice as many people lived in cities as in suburbs.
  - By 1960, suburbs had surpassed cities in total population.
  - From 1930–1970, the percentage of U.S. population in rural areas decreased every decade.

- From 1940–1970 the distribution doubled —

- in cities and suburbs.
- only in suburbs.
- only in cities.
- only in rural areas.

Use the song lyric below and your knowledge of U.S. history to answer question 3.

### “Little Boxes”

Little boxes on the hillside,  
 Little boxes made of ticky-tacky,  
 Little boxes on the hillside,  
 Little boxes all the same.  
 There’s a pink one and a green one  
 And a blue one and a yellow one,  
 And they’re all made out of ticky-tacky  
 And they all look just the same.

—Malvina Reynolds

- This popular song of the era describes —

- planned obsolescence.
- urban renewal.
- suburban communities.
- beatnik life style.

**ADDITIONAL TEST PRACTICE, pages S1–S33.**



**TEST PRACTICE** [CLASSZONE.COM](http://CLASSZONE.COM)

## ALTERNATIVE ASSESSMENT

- INTERACT**  
WITH HISTORY

 Recall your discussion of the question on page 633:

### *What is the American dream of the 1950s?*

Suppose you are a beat poet and have been asked to write an original poem entitled *A Postwar American Dream*. Use information from Chapter 19 and your knowledge of American history to support your poem. Remember to include a wide range of lifestyles in your poem.

- INTERNET ACTIVITY**

[CLASSZONE.COM](http://CLASSZONE.COM)

Visit the links for Chapter Assessment to plan and prepare a Web page about one aspect of popular culture—music, television, fashion, or the movies—from the 1950s. Include particular events and personalities of that period.

**Cooperative Learning Activity** Talk to other students in your class to identify those who chose a topic that was different from yours. Then work with those students to plan an electronic presentation that includes all elements of popular culture. Present your complete guide to 1950s popular culture to the class.