

## **Newman to Now Project** - : <https://www.viseyes.org/visualeyes/?gid=2559>

This lesson addresses one aspect of the Newman to Now Project only. The site has numerous artifacts to explore.

**TN US History Standard 71:** Analyze the impact of prosperity and consumerism in the 1950s, including: the growth of white collar jobs, the “suburban ideal”, the impact of the G.I. Bill, and the increased reliance on foreign oil.

**TN US History Standard 76:** Describe the emergence of a youth culture, including beatniks and the progression of popular music (from swing to rhythm and blues to rock ‘n’ roll), and the impact of Tennessee on the music industry, including the influence of B.B. King, Elvis Presley, Stax Records, and Sun Studio.

**Performance Based Objective:** I can analyze various graphics to explain the importance of the Overton Park Shell in Memphis history.

This lesson focuses on the Overton Park Shell; artifacts used are as follows: The 3 pictures of the Overton Park Shell, The Virtual Walking Tour video clip, Newspaper Articles – Dedication Program, Admission at Overton Shell to Disappear with Fences, Parking Lot May Replace Park Shell, Bill Day Political Cartoon.

Additional information which may be useful for those unfamiliar with the Levitt Shell can be found under more information.

### **Do Now:**

Have the students complete a See Think Wonder using the 1949 picture of the Overton Park “Levitt” Shell. (Addendum #1 – See Think Wonder Image)

### **Teaching Strategy – Stations: Interacting with Multiple Texts**

Step 1: Prepare you stations – provide a copy of each source at the station. You may want to have copies of the documents for your students at each station or give each student a laptop and directions on how to navigate through the site. Provide a way for one station to play the video clip.

Step 2: Copy the graphic organizer students will be using as they interact with the texts.

Step 3: Divide your students into groups of no more than 3 or 4.

Step 4: Direct the students to fill in the graphic organizer as they visit each station. Encourage peer discussion of the artifact and consensus before filling in the graphic organizer.

Step 5: When each group is finished rotating through the stations, have the students to answer the reflection question.

Addendum #2 – Graphic Organizer

Interacting With Texts – Overton Park Shell

<p><u>Images of Overton Park Shell</u></p> <p>What observations can you make about the images? How are they alike and different?</p>	<p><u>Virtual Walking Tour</u></p> <p>What role did the Shell have in the career of Elvis Presley? What attempts were made to save the Shell from destruction?</p>
<p><u>Dedication Program</u></p> <p>What role did the Great Depression have in the creation of the Shell? What benefits did Memphis gain from this development?</p>	<p><u>Admission at Overton Shell to Disappear with Fences</u></p> <p>What factors led to the decline in popularity of the Shell?</p>
<p><u>Parking Lot May Replace Park Shell</u></p> <p>Based on this article, draw conclusions as to what the Mayor at the time felt about the Shell. What could have impacted his opinion?</p>	<p><u>Bill Day 4-24-84 Political Cartoon</u></p> <p>Does Bill Day support saving or abolishing the Shell? What evidence from the cartoon supports your conclusion?</p>

Reflection: How was the Overton Park Shell a symbol of a growing city?

# See Think Wonder



**SEE**

What do you see?



**THINK**

What do you think is going on?



**WONDER**

What does it make you wonder?