

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 overall impact of prosperity and consumerism from the 1950s in Memphis, TN.

This lesson also uses the Overton Park Shell – images, virtual walking tour, dedication program, Admission at Overton Shell to Disappear with Fences; Newman’s pictures of Mid-Century Modern buildings - the Britling Cafeteria, Goldsmith’s Department Store, and the Mid-South Coliseum. The article on Mid-Century Modern should also be used.

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>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>Britling Cafeteria</u></p> <p>How was the Britling Cafeteria a symbol of the new style of architecture in the 1950s?</p>
<p><u>Goldsmith's Department Store</u></p> <p>Where was Goldsmith's Department Store located? What was the reaction of the store to development of new commercial districts in East Memphis?</p>	<p><u>Mid-Century Modern Article</u></p> <p>What happened to Memphis construction, architecture, and development during the 1950s?</p>

Using evidence from the documents analyzed, draw a conclusion as to how prosperity and consumerism of the 1950s impacted Memphis' growth and vitality.