

CANNON ART GALLERY

Our Lives

America's Greatest Generation

Our Stories

January 26 through March 16, 2014



A Guide for Educators

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Steps of the Three-Part-Art Gallery Education Program

Resource Guide:

Classroom teachers will use the preliminary lessons with students provided in the pre-visit section of the *Our Lives, Our Stories: America's Greatest Generation* resource guide. On return from your field trip to the Cannon Art Gallery the classroom teacher will use post-visit activities to reinforce learning. The resource guide and images are provided free of charge to all classes with a confirmed reservation and are also available on our website at www.carlsbadca.gov/arts.

Gallery Visit:

At the gallery, an artist educator will help the students critically view and investigate original art works and artifacts. Students will recognize the differences between viewing copies and seeing original artworks and artifacts, and learn that visiting art galleries and museums can be fun and interesting.

Hands-on Art Project:

An artist educator will guide the students in a hands-on art project that relates to the exhibition.

Outcomes of the Program

- Students will discover that art galleries and museums can be fun and interesting places to visit, again and again.
- Students will begin to feel that art galleries and museums are meant for everybody to explore and will feel comfortable visiting.
- Students will make art outside of the classroom.
- Students will expand their definition of what art is by viewing a range of artworks and artifacts.

How to use this Resource Guide

This resource guide allows teachers and students to investigate the artworks and artifacts on display in the William D. Cannon Art Gallery's *Our Lives, Our Stories: America's Greatest Generation* exhibition while fulfilling the learning goals set by the Common Core Standards. The Common Core Standards and the Visual Arts are a natural fit. A quality art education program teaches careful observation, attention to detail, evidence finding, awareness of process and dedication to craft which are all components of the Common Core Standards. *Our Lives, Our Stories: America's Greatest Generation* will inspire your students to look closely, analyze details and synthesize ideas in creative speaking, writing, studio art activities and learning about local Carlsbad history and its connections to United States history.

To Get Started:

- Begin reading through the guide before using it with your students. Familiarize yourself with the vocabulary, the images, the questioning strategies provided with each image, and the suggested lessons and art activities.
- Each lesson includes an image accompanied by questions. Teachers should facilitate the lessons by asking students the *Artful Thinking* questions developed by the Harvard Graduate School of Education, while looking at the image. To have a successful class discussion about the artworks, plan to spend at least 5-to 10-minutes on each image.
- Encourage looking! Encourage students to increase their powers of observation and critical thinking by seeing. Challenge students to look closely and be specific in their descriptions and interpretation of the images.
- Looking and considering take time. Wait a few seconds for students' responses.

Your students' responses to the questions in this guide may vary. Be open to all kinds of responses. Respond to your students' answers and keep the discussion open for more interpretations. For example, "That's an interesting way of looking at it, does anyone else see that or see something different?" Remind students to be respectful of others and to listen carefully to each others' responses.

Making the most of your Gallery Visit

Visiting the Cannon Art Gallery is “Part Two” of the Three-Part-Art gallery education program. A carefully planned gallery visit will greatly enhance your students’ classroom learning and provide new insights and discoveries. The following guidelines were written for visiting the Cannon Art Gallery, but also apply to visiting any other gallery or museum.

STUDENT NAME TAGS ARE GREATLY APPRECIATED.

Reservation Information:

School groups of all ages are welcome free of charge at the Cannon Art Gallery with advance reservations. Priority is given to third and fourth grade students attending any Carlsbad public or private school. Reservations are accepted by phone only at 760-434-2901 or via email at tonya.rodzach@carlsbadca.gov and are on a first-come, first-served basis. You will receive an email confirmation notice within 48 hours if your request can be accommodated. We require that at least one adult accompany every five students. If any of your students have any special needs, please let us know when you make the reservation. The docent-led tour and related hands-on art projects take approximately one hour each. The resource guides are written to address third and fourth graders, but the guides may be adapted for other grade levels as well.

Late Arrivals and Cancellations:

As a courtesy to our gallery staff and other visiting groups, please let staff know if your group will be late or cannot keep their reservation. We will not be able to accommodate any group that arrives later than 10 minutes from their appointed time without prior notice. To cancel your visit, please call **at least one week** in advance of your scheduled visit, so we can fill the vacated slot with a class from our waiting list.

It is the teacher’s responsibility to arrive promptly at the scheduled time and let the artist educator know that the group is ready for their visit. Please make prior arrangements for someone to cancel reservations in case of an emergency or illness. Schools and classes with a history of frequent cancellations, or late arrivals, are documented, and will be considered a lower priority for future tour reservations.

Gallery Visit Checklist:

- Allow appropriate travel time so that your tour begins on time.
- Plan ahead for chaperones. Make sure that they understand they are to remain with the students during the entire visit and that it is inappropriate to talk privately during the docent-led tour. Please remind chaperones not to bring their younger children on the field trip due to the poor acoustics in the gallery.
- Visit the exhibit beforehand so that you can preview the artwork.
- Make sure that your students understand the gallery etiquette written below.

Gallery Etiquette:

Please go over the following points with your students (and chaperones) and make sure they understand why each rule must be followed.

- No eating or drinking.
- Remember to look and not touch the artwork. Fingerprints damage the artwork.
- Please no talking when the artist educator is talking.
- Please remind all adults to turn off their cellphones while participating in the program.
- Please walk at all times.
- Classroom teachers and chaperones must stay with the group. The artist educators need to direct their full attention to helping your students learn about the exhibition and art project.

Program Evaluation:

In order to continue providing the highest quality resource guides, artist educator tours, and hands-on art projects, we ask that the classroom teacher complete an evaluation form after participating in the program. Careful consideration is given to teacher input so that we can best address your students' learning. Please feel free to share your comments and concerns with any gallery staff as well. Or, you may contact the arts education coordinator directly at 760-434-2901 or via email at tonya.rodzach@carlsbadca.gov.

The Artful Thinking Program

The purpose of the *Artful Thinking* program is to help teachers regularly use works of art (and music) in their curriculum in ways that strengthen student thinking and learning. The program's goals are: (1) to help teachers create rich connections between works of art and curriculum topics; and (2) to help teachers use art as a force for developing students' critical thinking.

Benefits of *Artful Thinking* Routines

- help to easily integrate art with other curriculum areas especially social studies and language arts
- questioning strategies are short, easy to learn
- questioning strategies are flexible and can be repeated to deepen student learning
- questioning strategies can be selected according to which type of critical thinking the teacher wants to emphasize; such as questioning/investigating, observing, describing, comparing and connecting, finding complexity, exploring viewpoints and reasoning

Understanding Harvard's Project Zero: *Artful Thinking Palette*

What is the *Artful Thinking Palette*? Why is it useful to teachers?

The *Artful Thinking Palette* is a series of questioning strategies that were created to help develop students' thinking dispositions and build a deeper understanding of content. The questions were designed to be used with works of art, music and other primary resources. They are known as thinking routines and meant to be used over and over again in the classroom. The teacher chooses the content, time, and thinking skill they want to foster. The routines can be used all throughout a unit. For example, at the beginning without prior knowledge, during with prior knowledge, and at the end of a unit to challenge or extend.

Why use the *Artful Thinking Palette*? What are the benefits?

The questioning strategies that make up the *Artful Thinking Palette* help students to find connections and move beyond the given. They help students to build clear explanations, consider different viewpoints and perspectives, capture the heart of an idea and form conclusions based on reasoning and evidence. Regular use of the strategies helps to motivate students to think deeply and create a culture of thinking in the classroom.

Thinking Routine Categories: Reasoning centered, perspective taking, questioning and investigating, observing and describing, comparing and connecting, and complexity centered.

Note:

For more in-depth information on this valuable teaching tool check out the *Artful Thinking* website found at www.old-pz.gse.harvard.edu/tc/index.cfm

Curriculum Connections

Adapted from the 3rd and 4th grade California Content Standards

This guide is designed to assist teachers with the instruction of Visual Arts, English-Language Arts and History Social-Science lessons and are aligned with the 3rd and 4th grade California Content Standards. Each lesson concentrates on teaching those content areas through a meaningful exploration of the artworks in this guide.

Grade 3

Visual Arts Content Standards for California Public Schools

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts.

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

3.0 HISTORICAL AND CULTURAL CONTEXT

3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Careers and Career-Related Skills

5.4 Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives.

History-Social Science Content Standards for California Public Schools

Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.

3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

History-Social Science Content Standards for California Public Schools

Continuity and Change

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

Grade 4

Visual Arts Content Standards for California Public Schools

Visual Arts

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.

2.0 CREATIVE EXPRESSION

2.6 Use the interaction between positive and negative space expressively in a work of art.

History-Social Science Content Standards for California Public Schools

California: A Changing State

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

- 4.** Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
- 9.** Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

Grade 3

Common Core State Standards English-Language Arts

Writing

Text Types and Purposes

CCSS.ELA-Literacy.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- **CCSS.ELA-Literacy.W.3.2a**
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **CCSS.ELA-Literacy.W.3.2b**
Develop the topic with facts, definitions, and details.
- **CCSS.ELA-Literacy.W.3.2c**
Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- **CCSS.ELA-Literacy.W.3.2d**
Provide a concluding statement or section.

Speaking & Listening

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- **CCSS.ELA-Literacy.SL.3.1a**
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **CCSS.ELA-Literacy.SL.3.1b**
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-Literacy.SL.3.1c**
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **CCSS.ELA-Literacy.SL.3.1d**
Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Grade 3

Reading Informational Text

Key Ideas and Details

- **CCSS.ELA-Literacy.RI.3.1**
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-Literacy.RI.3.3**
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Reading: Informational Text

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RI.3.7**
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Grade 4

Common Core State Standards English-Language Arts

Reading: Informational Text

Ideas and Details

- **CCSS.ELA-Literacy.RI.4.1**
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RI.4.3**
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Reading: Informational Text

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RI.4.7**
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Speaking & Listening

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- **CCSS.ELA-Literacy.SL.4.1b**
Follow agreed-upon rules for discussions and carry out assigned roles.
- **CCSS.ELA-Literacy.SL.4.1c**
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **CCSS.ELA-Literacy.SL.4.1d**
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Writing

Text Types and Purposes

CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- **CCSS.ELA-Literacy.W.4.2a**
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **CCSS.ELA-Literacy.W.4.2b**
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

About the Exhibition

Our Lives, Our Stories: America's Greatest Generation

Our Lives, Our Stories explores the life arc of a single generation—the stories of their lives, told in their words—from birth to old age. Born in the 1910s and 1920s, this generation of people were decisively shaped by their experiences during the Depression and World War II. This generation came of age during World War II and formed the military forces of men in combat and the women who supported these forces and their families back home. They went on to make the “baby boom” and shape the economic boom of the postwar era, and to become some of the twentieth century’s most influential figures. Today—well into the 21st century—we are all living with their legacy. This exhibition from the Minnesota Historical Society draws on the stories and memories gathered together to help us begin to understand not only who they were, but who we are.

World War II has never been far from the center of American popular memory—in books, movies, television, museums, and memorials. But in the last decade, attention has shifted from the events and the outsized personalities of the war to the men and women who were on the war’s front lines, at home and abroad, ordinary people who made an extraordinary difference. The focus on the war—which for Americans lasted less than four years—has led us, perhaps, to overlook the experiences of lifetimes. This exhibition seeks to restore a wholeness to these histories, to listen to our elders along the entire arc of their lives.

The exhibition journey of *Our Lives, Our Stories* begins with the babies of the 1910s and 1920s, and asks a central question: what defines a “generation?” What experiences and decisions create a sense of group identity? Moving through the Great Depression and into World War II, the exhibition explores the human impact of both homefront efforts and front line combat. Concepts like duty and responsibility become a consistent refrain. But *Our Lives Our Stories* moves beyond these events to also explore in more detail the larger social aftermath of the “booms” that followed this tumultuous period. From the population growth of the baby boom to the material growth of a media-driven consumer culture, *Our Lives, Our Stories* reveals how a strong sense of group identity informed and shaped this generation’s response to the post-war world. What opportunities were realized? Did everyone enjoy the benefits of the boom? How did this generation’s contact with a world beyond their local communities change their perspective about their role in a global society? The exhibition features several semi-immersive environments like a soda fountain, induction station, and 1950s-era kitchen. The checklist includes media artifacts (television, radio), transportation objects, military items, early consumer culture artifacts and toys, leisure and souvenir items, and other domestic and cultural objects.

Our Lives, Our Stories was organized by the Minnesota History Center/Minnesota Historical Society and originally entitled *Minnesota's Greatest Generation*. It was curated by Brian Horrigan and has been adapted and toured by NEH on the Road, a program of Mid-America Arts Alliance. Exhibit design and fabrication by Flint Hills Design of Newton, Kansas.

Pre-Visit Activities

Lesson One:***Meeting the “Greatest Generation”*****Lesson Overview:**

This activity gives students an opportunity to learn more about events that shaped the outlook of members of the Greatest Generation by studying two artifacts from the exhibition.

Related Subjects:

Visual Arts; English-Language Arts; History-Social Science

Class Time Required:

One 30-minute class session

Resource Guide Images/Materials:

- Image 1: How to Shop with Ration Tokens
- Image 2: Postcards, travel map and 1956 tourist pennant
- Artful Thinking Routine—*See, Think, Wonder*
- Artful Thinking Routine—*Perceive, Know, Care About*

Procedures:

1. Introduce students to the concept of generation. Guide them to understanding that it can be more than a group of people born in the same place or period. It can also mean that the generation can take on a shared identity due to beliefs or experiences.
2. Explain to students that they will be studying two primary resources that all members of the “Greatest Generation” would recognize to try to understand what life was like for them and what things were important to them. These artifacts come from two or three historic eras that shaped this group of people: the Depression and World War II (the third being the Boom). Tell them that one of the mottos of the “Greatest Generation” was “use it up, wear it out, make do or do without” and we will be looking for this motto in action in the images.
3. Use Image 1: How to Shop with Ration Tokens and the Artful Thinking Routine—I See, I Think, I Wonder to start students thinking critically about how the generation valued frugality, resourcefulness and patriotism. Rationing during this time period is explained on page 33.
4. Look at Image 2: Postcards, travel map and 1956 tourist pennant and use the Artful Thinking Routine—*Perceive, Know, Care About* which will encourage your students to explore the perspective of the people artifacts collected by Americans who were benefiting from an economic boom which allowed them greater financial freedom and leisure time.
5. Conclude the lesson by discussing the question how people who believe in “frugality” could have a positive impact on life in the United States.

Extension:

Ask students to think up traits that will describe their own generation. If time permits they can make a collage or pictures of these traits.

Lesson Two:

There's No Place Like Home: Getting to Know Carlsbad's Unique History

Lesson Overview:

This lesson will allow students to become more familiar with their community's unique history by creating an artistic timeline featuring important people and events from the past.

Related Subjects:

Visual Arts; English-Language Arts; History Social-Science

Class Time Required:

One hour class session

Resource Guide Images/Materials:

- Image 3: Beach Picnic, 1932 (image not in the exhibit)
- Image 4: Family in front of El Gato Negro, c. 1940 (image not in the exhibit)
- Image 5: Carlsbad High School, 1958 (image not in the exhibit)
- Image 6: Children standing outside a theater, 1930
- 12" x 18" sheets of construction paper (cut in half, to 6" x 18" sheets)
- Pencils
- Assorted colored markers
- Colored pencils
- "Script: *Highlights of Decades*" paragraphs (see page 17)

Procedures:

1. Share selected Images 3, 4, 5 and 6 from the resource guide. Ask students to look for things in each image that appear similar and different to things that they see around Carlsbad today. Share with them the key dates and events that impacted the Greatest Generation and ask them if they see if the events had impact on anything shown in the image.
2. Pass out copies *Highlights of the Decades*, construction paper strips and drawing materials. Direct students to fold the construction paper into quarters in an accordion fold fashion. Once the strip is folded into an accordion direct students to fold strip in half.
3. Next, direct students to open their strip and label each rectangle with the years 1930s, 1940s, 1950s and 1960s. In the far left rectangle above the fold students should write local and below the fold national details of what was taking place during those time periods.
4. Now that their accordion fold book format is set up, students should pick one national and one local event to illustrate on each "page" of their book.
5. At the conclusion of this lesson, ask students to explain whether or not they still feel that impact of that event on their lives or in our community today.

Script

Highlights from the Decades

National 1929/1930s: October 29, 1929—Black Thursday is most devastating stock market crash in United States history. Signals start of the Great Depression.

Carlsbad 1930s: In 1930, the population of Carlsbad was 1,784 people. The California Carlsbad Hotel opened in the same year. Carlsbad beach became a state recreational park in 1933. The Davis Military Academy moved from Pacific Beach to Carlsbad in 1936, and became the Army Navy Academy. Leo Carrillo bought 1600 acres of the old Matthew Kelly homestead in 1937. Local businessmen created a sanitation department to be paid for with local taxes. Buena Vista Lagoon became a bird sanctuary in 1939, when shooting was banned in the lagoon and the Buena Vista Lagoon Association was formed. The first fire station in town was built in 1939 on land (on the corner of Carlsbad Boulevard and Beech) donated by Julia Shipley.

National 1940s: Pearl Harbor bombed December 7, 1941. United States enters World War II. December 2, 1945 World War II ends.

Carlsbad 1940s: In 1940, the population of Carlsbad was 2,278 people. Over 220 local men served during WWII. Carlsbad had become the center of the avocado industry by 1948. Bing Crosby was one of the investors that formed Carlsbad Properties in 1944. They bought the former Albert Cohn estate, and opened the Royal Palms Motel (now Norte Mexican Restaurant). In 1948, SDG&E bought 110 acres along Agua Hedionda Lagoon to build a power plant.

National 1950s to 1957: Peak of the Baby Boom with 4,300,000 babies born in the United States.

Carlsbad 1950s: In 1950, the population of Carlsbad was 4,383 people. Jefferson Elementary School opened in 1951. Carlsbad incorporated in 1952, after a failed attempt to annex the village and coastal area of Carlsbad to Oceanside. Carlsbad hired attorney T. Bruce Smith as its first paid employee at \$300 per month. In 1953, the first ten miles of I-5 connecting Carlsbad to Oceanside was dedicated. SDG&E opened the Encina power plant in 1954. Our first library was established in 1956 with Georgina Cole as the librarian. Magnolia Elementary School opened in 1957. In 1958, Carlsbad High School opened and Palomar Airport was constructed.

National 1960s to 1967: Summer of Love. Many children of the Greatest Generation rebel against their parents lifestyles and values. They choose to identify as “hippies,” embracing communal living, environmental awareness and antiwar sentiment. Many hippies gathered in San Francisco in the summer of 1967 to share these ideas.

Carlsbad 1960s: In 1960, the population of Carlsbad was 9,437 people. By 1960, the Santa Fe Railroad ended its passenger and freight transport. The La Costa Resort opened in 1965. The new city library opened in 1967. Until the 1960s, the flower industry was our largest employer.

Post-Visit Activities

Lesson Three:

Making Friends with the Past

Lesson Overview:

Students will use observation and inference to draw conclusions about what life might have been like for members of the Greatest Generation. They will make connections between past and present by writing a letter to an imaginary member of the Greatest Generation.

Related Subjects:

Visual Arts; English-Language Arts; History Social-Science

Class Time Required:

One hour class session

Resource Guide Images/Materials:

- Image 3: Beach Picnic, 1932 (image not in the exhibit)
- Image 4: Family in front of El Gato Negro, c. 1940 (image not in the exhibit)
- Writing paper
- Pencils
- Colored pencils (for decorating the letters, if time permits)
- Optional: Smart Board, link to resource guide image online at www.carlsbadca.gov/arts

Procedures:

1. Review with students some of the unique qualities that identify the Greatest Generation. These are frugality, responsibility and patriotism. Other qualities are hard work, resourceful and resilient. Let them know they will imagine what it was like to be a member of this group.
2. Project Image 3 onto the Smart Board and explain to students that they will be making observations only. They may describe only what can be seen in Images 3 and 4. Ask them to carefully observe and describe people's clothes, expressions and the settings. Follow this process describing several people in Images 3 and 4.
3. Students will now make educated guesses or inferences from the original observations. Ask → Who are these people? → How do they feel? → What makes you think so? Record these inferences on a piece of chart paper, or on the white board.
4. Now ask for volunteers to come forward and take the pose of a person from the selected image. While they get into position, ask another student to step forward in the role of the Reporter.
5. The Reporter should now take turns asking each actor to describe what they are doing and how they are feeling.
6. Repeat with Image 4.
7. Keep the list of inferences up from each image. Direct students to write a letter to one of the people from the images asking them about their life is like and describing what their life is like today. Students can ask about and describe their own pastimes, transportation and technology.

Extension:

Consider the art of letter writing by turning their letter into a work of art by rewriting it with creative lettering and illustrations, as well as decorating the envelope and designing a stamp for it. Ask students how often they have received a letter by the postal mail service in their lives compared to how often they have received an email or text message.

Lesson Four:

They Don't Make Them Like They Used To!

Lesson Overview:

Students examine how everyday objects from the 1950s and 1960s have changed or stayed the same by creating a Pop Art inspired work of art.

The Pop Art, a shortening of the word “popular,” movement began in Britain in the 1950s and spread to America in the 1960s. Artists in this movement typically featured everyday life and objects using art techniques typically used by commercial artists and illustrators, such as repetition and bold color.

Related Subjects:

Visual Arts; History Social-Science

Class Time Required:

One hour class session

Resource Guide Images/Materials:

- See Appendix Images, Toaster, Typewriter and Television
- 9" x 9" white construction paper
- Pencils
- Assorted colored markers (including black for outlining)
- Artful Thinking Routine—Creative Questions

Procedures:

1. Share image of Television (see page 41). Lead class to closely examine the television through the use of the Artful Thinking Routine—Creative Questions (see page 38).
2. Next, pass out Xerox copies of the television, toaster and typewriter to the students. These are all items members of the Greatest Generation would have been familiar with and even used. Direct students to select one thing that they would like to draw four times in their Pop Art artwork (for online examples—search “Andy Warhol soup cans.”)
3. Direct students to fold their paper in half and in half again to create four even squares. Ask students to draw the same object four times. Repetition was a hallmark of Pop Art and a concept that they adapted from the world of advertising.
4. Let students choose bright, bold colors to make the object pop out from the solid colored background.
5. To conclude the lesson ask students to describe what they noticed about the object that they didn't see before they started drawing it. Ask students to describe what they learned, liked or noticed during the course of the lesson.

Glossary

Glossary

Community: A group of people living in the same place or having a particular characteristic in common.

Duty: A responsibility.

Elders: An older, influential member of a family, tribe or community.

Generation: A group of people born and living during the same time.

Great Depression: The economic crisis beginning with the Stock Market Crash of 1929.

Homefront: Term describing civilian population of a nation at war as an active support for their military.

Memory: The act of retaining and recalling past experience.

Patriotic: Having or expressing devotion to and vigorous support for one's country.

Pearl Harbor: United States military base on Hawaii that was bombed by Japan, bringing the United States into World War II.

Primary resource: A document or physical object which was written or created during the time under study.

Stock Market Crash of 1929: The name for the period lasting from October 29 to November 13 in 1929 during which the stock market dropped violently, losing much of its value and contributing to the start of the Great Depression. The Crash of 1929 was the impetus for a great number of reforms and regulations related to securities trading.

Partial list of glossary terms taken from: <http://www.sp.uconn.edu/~wwwcof/GLOSSARY.HTM>

Resources

Web Resources

Sites featuring resources for educators and students. Please preview prior to engaging the students.

Carlsbad Historical Society

<http://www.carlsbadhistoricalsociety.com/>

City of Carlsbad

Library: Carlsbad History Room

<http://www.carlsbadca.gov/services/departments/library/research/Pages/history-room.aspx>

Life

<http://life.time.com/>

Museum of Modern Art

Pop Art: About this term

http://www.moma.org/collection/details.php?theme_id=10170

Think, Bright and Well

Lesson Plan: Depression Narratives

<http://www.thinkbright.org/teachers/viewResource.asp?contentid=4106>

Think, Bright and Well

Lesson Plan: Technology and the Great Depression

<http://www.thinkbright.org/teachers/viewResource.asp?contentid=4100>

Think, Bright and Well

Lesson Plan: The Cultural Environment during the Great Depression

<http://www.thinkbright.org/teachers/viewResource.asp?contentid=4101>

Think, Bright and Well

Lesson Plan: What is America?

<http://www.thinkbright.org/teachers/viewResource.asp?contentid=4102>

Appendix

Getting more in-depth information

This guide is intended to assist you in expanding the historical facts that set the background to this generation's stories. It will give you the historical context as well as educational material that will root the oral histories in actual events.

The Depression

In the years after World War I, almost 50 million Americans still lived outside city limits. In the South in 1920, not one single state met the criteria to be classified as "urban." Even by 1930, 45 million Americans still did not have any indoor plumbing and almost none had electricity. Half a million African Americans began migrating from the south to the Northeast and Midwest seeking industry jobs, with another million more to follow in the later 1920s. Jim Crow laws still ruled the day, and according to some historians, even "reached perfection" in the 1930s. The motorcar was becoming more commonplace and by 1929, there was one car for every five people.

The drastic economic disparity between industry and agriculture sectors continued to widen. The service sector was also beginning to grow and employed 10 million women in 1929 in fields like teaching, domestic service, and the garment trade. However, the majority of mothers still typically worked in the home (9 of 10). From 1920 through 1928, America's economy was characterized by "Coolidge prosperity." In reality, only the "business class" was afforded employment stability with the "working class" still subject to layoffs and shutdowns. The working class, who held jobs instead of careers, worked hard and long hours when times were plentiful, saving for times when circumstances could quickly and unpredictably change.

This is the America members of the Greatest Generation were born into.

The **Stock Market Crash of 1929** may not have caused the Great Depression, but it symbolically marked the beginning of the worst economic crisis to ever hit America. The Great Depression affected nearly every American and would be the first in a series of significant life events that shaped this generation just reaching middle to late childhood.

The repercussions of the Great Depression varied from community to community. Some small southern towns, like Gee's Bend, Alabama, saw extreme deprivation in the form of starvation and rampant illness to the point that the Red Cross was called in to provide emergency services. Gee's Bend, a largely African American town whose recent ancestors were slaves, relied on tenant cotton farming. When the market for cotton plummeted with the stock market crash, tenant farmers were left in debt with no money to pay rent on their small shacks.

At the national level, the average household income fell from \$2,300 to \$1,500 from 1929 to 1933. These communities responded by cutting back, making do, or "doubling up" (moving in with extended family members). Non-essential objects were sold, utilities were disconnected, and mail-ordered catalogues were converted for use as toilet paper. Marriage and birth rates dropped. Many members of this generation report that adapting to hard times with frugality and thriftiness are practices that continue to govern the way they view and spend money today.

Making do also meant that other family members took on some form of paid employment. Mothers looked for jobs outside of the home and older siblings took on the responsibilities of domestic work and

child rearing. Boys frequently dropped out of high school to look for work to help support their families. Even though by 1930 every state had some form of child labor law that prohibited the employment of children fourteen and under, during the Depression 650,000 youngsters under the age of 16 held a job. Fourteen and fifteen year olds frequently took on jobs in retail or personal service sector; older teens moved into manufacturing jobs. Most of these teens, who worked 40 hours a week or more, did not live in a household where adults were unemployed. Midwestern and northeastern teens tended to stay in the classroom more often than their southern counterparts, the majority of whom left school before the age of 14. Age, ethnicity, gender and class also influenced the Depression era work experiences of teens.

Migrant Farm Families

As families were forced from their homes because of bank foreclosures or unemployment, millions hit the road in search of farm labor. During the 1930s, 1.3 million Americans from the Midwest and Southwest migrated to California alone. Tending and harvesting crops like sugar beets could mean 12 hours a day of field labor for families who would make on average \$340 a year. As many as 15,000 children, sometimes wielding dangerous farm equipment like machetes, worked in the fields annually during the Depression era. Migrant farm working families lived in “camps” with other families from all races, often residing in shacks made of any material they could find.

The Dust Bowl

Oklahoma, Arkansas, Texas and parts of Kansas and Missouri experienced a unique brand of suffering during the early 1930s. Several years of severe drought left former cotton and wheat fields dusty and barren. Fierce winds whipped up dark clouds of dry top soil particles and skies were blackened for thousands of miles. It was estimated that in 1934, 100 million acres of farmland were lost to dust storms. Like migrant farm workers, Dust Bowl refugees left in hoards looking for salvation, similar to the Joad family in Steinbeck’s *The Grapes of Wrath*.

The New Deal

The Depression challenged the firmly held belief that American families “pulled themselves up by their bootstraps” when times were hard. Prior to the Depression, the idea of rugged individualism prevailed and government intervention and assistance was a last resort. By the time Franklin Roosevelt came into office, unemployment rates were close to 25 percent. Roosevelt’s inauguration gave America a new sense of hope as he assured that “the only thing we have to fear is fear itself.” Roosevelt’s “alphabet soup” of government programs and policies under The New Deal changed the relationship between the government and the average American. It established projects to help American citizens social and economic support during the severe economic crisis.

Again, we encourage you to visit the library or one of the many websites for a more in depth account of The New Deal. We especially like The New Deal Network, which can be found at:

<http://newdeal.feri.org/>

Bright Spots

Despite economic hardships, many Americans who grew up during the 1930s recall this time with fondness. This is also represented in many of the quotes throughout the exhibit. Were these members shielded by their parents from grim realities? Were they particularly resilient? Or are memories more nostalgic than reality? Several trends in popular and social culture emerged during this time that may have also helped see this generation through difficult times.

The radio, for one, united the generation with common characters and distractions. Even though the demand for consumer products dropped drastically after the stock market crash, the purchase of radios rose 83 percent from 1930 to 1940. Young listeners tuned in to programs like *Little Orphan Annie*, whom they were already familiar with from comic books. *Jack Armstrong, the All American Boy* (1933-1950) was also a popular radio show that promoted “All-American” values. Other “good guy always win” characters emerged like *Buck Rogers* (1932 to 1947), *the Lone Ranger* (1933 to 1956), *Tom Mix* (1933 to 1943) and *The Green Hornet* (1936 to 1942). These characters as well as other pastimes, like movie going, united this generation.

Going to movies was also an essential part of growing up during the Depression era. According to Kriste Lindemeyer, author of *The Greatest Generation Grows Up* (2005), “movies gave the generation coming of age during the depression a collection of shared images they carried with them the rest of their lives.”

The Soda Fountain

During the Minnesota Historical Center’s (the originating institution for this exhibit) research for *Minnesota’s Greatest Generation*, they discovered that most teenagers and young adults were not at home that infamous Sunday afternoon when Pearl Harbor was attacked. Instead, they were hanging out in the usual spots, like the local Soda Fountain when they heard the news.

By the early 1920s, virtually every drug store was also equipped with a soda fountain. It is no coincidence that this happened alongside Prohibition, with the virtuous soda fountain likely filling the social void that closed bars created. The soda fountain was truly a community social center, no matter what size the town or age of the customer. Children and teens saved allowance money specifically for iced treats. It also set the scene for coming-of-age romances, with specialty concoctions taking on names like “Lovers’ Delight” and “Soul Mate” (usually one drink with two straws). In 1942, profits at soda fountains reached \$1 billion. Soda Fountain business slowly declined after the war in the wake of rampant suburban growth and automobile lifestyles.

American Inductees

America’s forces in World War II were huge and appeared to mushroom overnight. From prewar numbers of 200,000 men in 1940, 16 million men and half a million women (all volunteer) served in the armed forces over the course of the war. The average GI was born the year “the war to end all wars” ended. The average age was 26 and few had earned a high school diploma (4 of 10 whites and 2 of 10 African Americans had graduated from high school).

At the induction center, hopeful soldiers were fingerprinted and interviewed to indicate their choice of service which initially consisted of the Army Ground Forces, the Army Services of Supply, and the Army Air Forces. During 1941 and 1942, millions of draftees were sent for training in one of 242 camps, mostly in the southern United States. They progressed through basic or “branch-immaterial” training and watched Frank Capra’s films *Why We Fight* (see <http://www.youtube.com/watch?v=yBUKRAE2O9c>). They graduated to instruction that covered small arms firing and weapons maintenance; others received

specialized training in radio communications or heavy weapon deployment. Demonstration, explanation, and performance served as the basic instructional strategy for all training levels.

The War

World War II was the defining moment for members of the Greatest Generation. Most were just coming out of high school or in college, on the verge of adulthood and trying to decide what to do with their future. The war determined this course for many.

As a war in Europe grew inevitable, Roosevelt ensured in 1939 that “this nation will remain a neutral nation,” adding later that “I cannot ask that every American remain neutral in thought as well... Even a neutral cannot be asked to close his mind or close his conscience.” The policy of the time was to engage only in “methods-short-of-war,” a stance that proved much easier said than done and meant a series of revisions to the neutrality act. Nevertheless, military preparedness and consequent spending increased as America’s reformed stance on international affairs posited the U.S. as the “great arsenal of democracy.”

Escalating provocations continued throughout 1941 in the Mediterranean and Atlantic Ocean as German U-boats attacked U.S. merchant and destroyer ships. It was of course in the Pacific Ocean where neutrality became impossible. On December 7, 1941, Pearl Harbor, Hawaii was attacked and everything changed.

The European Theater

Just as Americans knew that they fought against the tyranny of Japan, so too they fought totalitarian regime of Nazi Germany. The peace treaties set up after the close of World War I left Germany stripped of one-sixth of its territory and an impoverished economy. A bereft and Depression-weary Germany looked for new leadership to strengthen it and found it in radical Adolf Hitler in 1933. Similar circumstances created the rise of Mussolini in Italy in the early 1920s. Eventually, Hitler’s regime took Austria and Czechoslovakia. When Nazi Germany invaded Poland in September of 1939, a few days later Britain and France declared war on Germany. World War II had begun.

The war against the Axis powers began at sea. As the United States was readying itself to enter the war in early 1942, most imagined the war to be far away. However, German U-boats prowling just off of places like New York harbor, Virginia Beach, Virginia, and the Florida Keys managed to blow up dozens of vessels to the shock of beach-combing tourists. By war’s end, 2,500 Allied vessels were sunk. Yet the key to a military advantage was to keep the sea highway open and safe so that both supplies and troops could be sent to Europe. Eventually a convoy system along the Atlantic coast was implemented and the results were dramatic and soon German U-boats were completely removed from North American waters.

The next debate centered on whether or not to create a second front in Europe or to concentrate efforts on the fighting in North Africa. The Soviets advocated that the United States employ a second front within the year, while Churchill’s charm made it more difficult for Roosevelt to deny his agenda: to concentrate efforts on North Africa. Churchill favored weakening the enemies with aerial bombing and containment, and securing Mediterranean routes to Asia and the oil field in the Middle East. American troops were sent to North Africa and the Allies slowly gained control. Meanwhile, the Soviets claimed an epic victory over the Germans in Stalingrad in 1943.

The Grand Alliance triangle of the United States, Britain and the Soviet Union became somewhat tenuous when it appeared as if the Soviets were beginning to dominate Europe. If the Soviets fighting on the front could sustain victories but also experience some degree of attrition like the Germans, then they would not be assured of commanding the continent. Thus, bulking up the western front was delayed. Instead, a renewed commitment was made to the Lend-Lease program to the Russians, air offensives over Germany were approved, and efforts to combat U-boats in the Atlantic were increased. Continent land invasions were deferred in favor of cross-channel campaigns. This set of priorities infuriated Stalin who was counting on an offensive second front in continental Europe.

Women in the War

Women served in auxiliary services for which they volunteered. One critical auxiliary service was Army Nurses Corps. By the end of the war, 59,000 nurses served in the Army Corps and 11,000 served in the Navy Corps. Just like the soldiers they cared for, they performed their duties in combat zones throughout the world.

More than 400,000 women also served in the armed service branches of the military including the Navy, Army, Coast Guard, and eventually the Marines. They filled virtually every role that men did aside from combat. They donned uniforms for the Women's Auxiliary Army Corps (WAC), the navy's Women Accepted for Voluntary Emergency Services (WAVES), the air corps' Women's Auxiliary Service Pilots (WASPS), the Coast Guards SPARS, as well as the women's branch of the marines. Sadly, women who served during World War II were never considered members of the military. They volunteered and were not entitled to pay or benefits. Recognition of these war heroes is long overdue; in March of 2010, surviving WASPS were finally honored by Congress and received Congressional Medals of Honor (see http://www.msnbc.msn.com/id/35800368/ns/us_news-military/). During their service, 432 women were killed and 88 were taken as prisoners of war. Discover more about women who served in the military during World War II at: <http://www.nwhm.org/online-exhibits/partners/3.htm>

A significant number of women also provided non-military services for the war effort. These services included, but are not limited to the following: civil service and government jobs, science and research, health care, the Red Cross (more than 200,000 volunteers participated in the Red Cross Volunteer Nurse's Aide Corps), and USOs (United Service Organizations). USOs provided recreational activities and support to servicemen on leave.

Minorities in the War

Like women, the military service of minority groups in World War II is entitled greater recognition. Estimates of Latino participation in the war effort number from 250,000 to 500,000. Mexican nationals made up 25,000 of these servicemen, allowed to leave Mexico to fight for the United States. Latinos in combat suffered disproportionately higher casualty rates; in some units their combat performance earned them reputations for braving extreme danger. Not one Hispanic American was ever accused of cowardice or treason, according to historian Henry Ramos. Also visit: http://www.pbs.org/thewar/search_results.php?subjects_id=25&search_type=subjects&keyword=Latino+Americans

African American involvement in the war represented the largest participation among minority groups. One million of the 2.4 million who registered served in uniform in every theater of war. Even though African Americans represented only 10% of the entire U.S. population at the time, the group represented 16 percent of all enlistees. Initially, the Marine Corps refused to permit any African American participation. After pressure from civil rights groups like the NAACP in 1942, the Marine Corps

relented and blacks were able to serve in segregated units. Unlike their Latino counterparts, African American service members faced restrictions on where and how they could serve. All-black units, for the most part, were relegated to logistical support for combat troops in Europe and the Pacific. Thousands worked in labor battalions or graves-registration units. Other black soldiers engaged in combat, like the 761st Tank Destroyer Battalion and the 99th Fighter Squadron, a unit that earned 88 Distinguished Flying Crosses. Find out more about African American military service here:

http://www.pbs.org/thewar/search_results.php?subjects_id=24&search_type=subjects&keyword=African+Americans

Native Americans also served the nation during the war. More than 44,000 Native Americans donned uniforms during World War II. Most notably, Navajo code talkers transmitted unbreakable code messages in their tribal language.

For more information, visit: www.pbs.org/thewar/

The Homefront

When America entered the war after the bombing of Pearl Harbor, Roosevelt inspired the American public and advised that it was not just the military whose patriotism would be called upon. “Every single man, woman and child is a partner in the most tremendous undertaking of our American history.” Indeed, he considered the civilian army that went to work for the war effort just as imperative to victory.

Conversion was equally key to both American industry success and success in the battlefield. American industries had to convert their product to something that could be put to strategic use during the war. For instance, automobile production transformed to aircraft production. You can learn more about the economic conditions created by war by reading this article:

http://www.prospect.org/cs/articles?article=the_way_we_won

The war also helped to eliminate decades of unemployment. The war provided jobs for 3.25 million new job-seekers. Another 7.3 million workers who wouldn't normally be looking for work if it were peace time gained employment and half of these were women. By the end of the war, approximately 19 million women were working, more than in any other time in American history. Two million of these labored in wartime defense plants, with half a million working in the aircraft industry. Still, very few were riveters and 75 percent of employable women remained working “at home.” Larger numbers of women entering the workforce instead took on clerical jobs. The image of Rose the Riveter is more symbolic than it is representative.

For additional oral histories and homefront stories see:

<http://bancroft.berkeley.edu/ROHO/projects/rosie/>

Population shifts

A great migration also occurred during the war as millions of laborers, including women and minorities, flocked to urban areas to fill jobs. Americans poured into cities dedicated to defense production like Detroit, Pittsburgh, Chicago, San Diego, Los Angeles, Portland, Oakland and Seattle. The promise of employment in these cities led to the mass departure of 700,000 African Americans living in the south. In fact, in every month of 1943, 10,000 African Americans relocated to California alone. This could not have been possible if Roosevelt had not taken action to ensure the federal protection of workers. In 1941, Roosevelt issued Executive Order 8802 which declared that “there shall be no discrimination in

the employment of workers in defense industries or government because of race, creed, color or national origin.” Ironically, the military remained segregated.

In the end, one of every five Americans took part in the great migration of wartime.

Rationing

Because of the enormous task to feed and equip the millions serving in the U.S. military, a rationing system was put in place by the government to restrict the use of specific goods. The government enacted this process by issuing stamps or some other identification source that people would redeem at stores where they could buy a limited amount of certain goods, most notably meat, sugar, gasoline, and butter. Sometimes gasoline was only sold on certain days of the week. The government also called upon citizen’s patriotism, urging them to make do, recycle and live with less. Metal drives collected scrap pieces to be recycled and women’s silk and nylon hosiery was transformed into defense materials like parachutes and tires. Recycling drives were important to civilian morale and states often competed to meet their quotas.

Americans were also encouraged to plant Victory Gardens by growing their own fruits and vegetables. Almost 20 million Americans participated in starting gardens and canning their harvests.

GI Bill

The GI Bill, “the greatest political invention of our time,” aided in the process of reintegration and answered the question of “what to do next.” The GI Bill, also known as the Serviceman’s Readjustment Act (1944), paid veterans’ tuition and a living allowance. The provisions were extended to all service personnel, regardless of race. Over seven million men (and much smaller amount of women) took advantage of the GI Bill by enrolling in colleges, universities, and other training programs. In 1947, during the peak of the GI Bill, 49 percent of college admissions were veterans.

In addition, the GI Bill offered other provisions. Even though only 20 percent of the allocated funding was used, veterans were awarded one year of unemployment compensation. Loans were also available for veterans seeking home or business ownership. Low-interest, no down-payment home loans were made available to veterans. The program ended in 1956 and helped 2.4 million veterans secure VA-backed home loans. While the bill impacted millions Americans economically and socially as well as helping to create the middle class, it almost never happened because of political debates on provisions.

Baby Boom

As returning veterans earned educational degrees, job training, and bought their first homes, the scene was set for starting families. In fact, Americans of all ethnicities, religions, socio-economic backgrounds and educational levels got married younger and had more children than at any other time during the 20th century. The Baby Boom of 1946 through 1964 peaked in 1957 and 1961 with 4.3 million births.

Rising birth rates also affected the economy of postwar America. More babies also meant more consumers. The rise in birth rates resulted in a greater need for suburban homes, cars and consumer products. In sum, the baby boom fit the sentiments of the day: abundance, progress and productivity.

Consumerism

After the war, many Americans feared that the lack of military spending would put the country back in a depression. But because of Cold War anxieties, military spending and production remained steady. In addition, the automobile industry successfully converted back to producing cars, the aircraft industry

flourished and the electronic and appliance age was born. And American families, with their new wages and savings accounts, were prepared to buy.

Consumer spending rose 60 percent in the five years after the war. Expenses on food and clothing rose as expected, but spending on furnishings and appliances for the house jumped to 240 percent. This kind of mass consumerism was justified as being patriotic; buying a house, a TV and a car was symbolic of the benefits of democracy and capitalism.

The Cold War

Despite it being peacetime, tensions with the Soviet Union were on the rise after the war. The Cold War was an ideological one; with both America and the Soviet Union seeking to promote their influence across the globe. The atomic bomb, the weapon that had ended the war, was now a reality of life for the two superpowers. The fear of the atom bomb being dropped on American soil was very real in the 1950s. In fact, 53 percent believed that there was a good chance that their community would be bombed in the next war. As fear and the support for bigger and bigger bombs grew, new civil defense strategies were employed. Women were urged to prepare their homes for an attack and learn home nursing and first aid as well as prepare a well-stocked "Grandma's Pantry." Duck and cover drills were practiced at schools. When the "all clear" was sounded, children would run home to join their families in bomb shelters.

Perhaps this is why battle-wary veterans and their families sought refuge in their homes and comfort in growing families.

Korean War

The Korean War of 1950 also agitated America's sense of security. North Korea had invaded South Korea and the United Nations was called into action. United States naval and military forces, with equipment reserves and military preparedness still primed from World War II, attempted to contain the expansion of North Korea. No one expected the conflict to last more than three years. However, both China and the Soviet Union intervened on behalf of their communist ally.

At home, the Truman Administration's primary policy was to limit the war in Korea. Instead, military investments were applied in Europe and other strategic areas. Meanwhile, the war in Korea waged on and the national sentiment became that it was a war "we can't win, we can't lose, we can't quit." Fighting finally ended in July of 1953 under changed USSR leadership and a thwarted Chinese attack. In the end, almost 37,000 Americans lost their lives from war related injuries, not to mention the fact that the cold war had officially heated up.

The Artful Thinking Program

I SEE / I THINK / I WONDER

A routine for exploring works of art and other interesting things.

- What do you see?
- What do you think about that?
- What does it make you wonder?

WHY

To help student make careful observations and thoughtful interpretations; to stimulate curiosity and set the stage for inquiry.

WHEN

Use this routine when you want students to think carefully about why something looks the way it does or is the way it is.

HOW

Ask students to make an observation about the artwork or topic and follow up with what they think might be going on or what they think this observation might be. Encourage students to back up their interpretation with reasons. Ask the students to think about what this makes them wonder about the artwork or topic.

The routine works best when a student responds by using the three stems together at the same time, i.e., *"I see..., I think..., I wonder"* However, you may find that students begin by using one stem at a time, and that you need to scaffold each re-sponse with a follow up question for the next stem.

The routine works well in a group discussion but in some cases you may want to have students carry out the routine individually on paper or in their heads before sharing them out as a class. Student responses to the routine can be written down and recorded so that a class chart of observations, interpretations and wonderings are listed for all to see and return to during the course of study.

The Artful Thinking Program

PERCEIVE, KNOW, CARE ABOUT

A routine for getting inside viewpoints.

Three core questions guide students in the process of exploring a viewpoint:

- What can the person or thing *perceive*?
- What might the person or thing *know about or believe*?
- What might the person or thing *care about*?

What kind of thinking does this routine encourage?

This routine helps students to explore diverse perspectives and viewpoints as they try to imagine things, events, problems, or issues differently.

When and where can I use it?

Use the routine when you want students to open up their thinking and look at things differently. It can be used as an initial kind of problem solving brainstorm that opens up a topic, issue, or item. It can also be used to help make abstract concepts, pictures, or events come more to life for students. Exploring different perspectives can lead to a richer understanding of what is being studied.

What are some tips for starting and using this routine?

This routine asks students to step inside the role of a character or object—from a picture they are looking at, a story they have read, an element in a work of art, an historical event being discussed, and so on—and to imagine themselves inside that point of view. Students are asked to speak or write from that chosen point of view.

In getting started with the routine the teacher might invite students to look at an image and ask them to generate a list of the various perspectives or points of view embodied in that picture. Students then choose a particular point of view to embody or talk from, saying what they perceive, know about, and care about. Sometimes students might state their perspective before talking. Other times, they may not and then the class could guess which perspective they are speaking from.

In their speaking and writing, students may well go beyond these starter questions. Encourage them to take on the character of the thing they have chosen and talk about what they are experiencing. Students can improvise a brief spoken or written monologue, taking on this point of view, or students can work in pairs with each student asking questions that help their partner stay in character and draw out his or her point of view.

How does it make thinking visible, and how can I document it?

Students' responses can be written down so that various perspectives can be examined and contrasted. This might take the form of a grid in which the perspectives are listed at the top and the three questions down the left-hand side. Using the grid, a teacher might ask, whose position seems the most similar to each? Different? Most like your own?

The Artful Thinking Program

CREATIVE QUESTIONS

A routine for creating thought-provoking questions.

1. Brainstorm a list of at least 12 questions about the artwork or topic. Use these question-starts to help you think of interesting questions.
 - Why...?
 - What are the reasons...?
 - What if...?
 - What is the purpose of...?
 - How would it be different if... ?
 - Suppose that...?
 - What if we knew...?
 - What would change if...?
2. Review your brainstormed list and star the questions that seem most interesting. Then, select one of the starred questions and discuss it for a few moments. (If you have the time, you can discuss more than one question.)
3. Reflect: What new ideas do you have about the artwork or topic that you didn't have before?

WHY

Use Creative Questions to expand and deepen students' thinking, to encourage students' curiosity and increase their motivation to inquire.

WHEN

Use Creative Questions when you want students to develop good questions and think deeply works about of art or topics in the curriculum.

HOW

Work as a whole class or in small groups. Or mix it up. For example, do step 1 as a whole class, do step 2 in pairs, and step 3 as a whole class again.









Carlsbad History

National and World History



St. Michael's Episcopal Church built on ocean bluff
Alexander Shipley brings wife and daughter
Florence to live permanently in Smith home

Charles Kreutzkamp brings his large family
to Carlsbad, saving the school from closing

W.W. Borden renames his newspaper, The Plain Truth

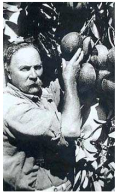
Frederick and Edith Shaw Ramsay move their family to Carlsbad.
Bonds approved for construction of a two-story, four-room school on
Pine Ave.

Gerhard Schutte sells home to South Coast Land Company

Santa Fe changes town name to CARL
F.W. Hosp plants eucalyptus grove at northeast end of town.

South Coast Land Company guarantees delivery
of San Luis Rey river water

South Coast Land Company buys large tracts of land
from Carlsbad Land and Mineral Water Company
Carlsbad Mutual Water Company formed



Roy Chase arrives as postmaster, opens first general store

Sam Thompson plants first avocado grove
W.W. Borden renames his newspaper, The Sprit of Love

Santa Fe changes town name back to "Carlsbad"

Pablo Ramirez builds first home in Barrio Carlos

Eddie and Neva Kentner open Twin Inns restaurant in old Schutte home

Carlsbad School District organized
Luther Gage plants gladioli, freesia and rannuculus fields

Carlsbad Chamber of Commerce organized
Misión Santiago established in Barrio Carlos
Downtown street signs installed
Water piped in from San Luis Rey river spurs horticulture

Poinsettias planted by Paul Ecke

Clivias propagated by E.P Zimmerman
First Avocado Days celebration
Downtown packing shed becomes lumber yard
New, larger elementary school built on Pine Ave



Town

1896

1898

1900

1902

1906

1907

1913

1914

1915

1916

1917

1918

Agriculture

1919

1920

1921

1922

1923

1924



Spanish American War

San Francisco earthquake

World War I begins in Europe



U.S. enters World War I
Prohibition begins

World War I ends

Women get the vote





Carlsbad History

National and World History



Carlsbad Woman's Club organized
Los Diego Hotel and Carlsbad Union Church built
Carlsbad Champion published by William Maxwell

Construction of St. Patrick's Catholic Church
Apex Campground opens on Carlsbad Blvd.

Construction of Carlsbad Theater and Red Apple Inn
Carlsbad National Bank opens
Shade A Sea auto court opens across the street from the Red Apple Inn
A.J. Cohn builds estate on ocean bluff



Carlsbad Champion becomes the Carlsbad Journal
under new publisher Fred Mitchell
Re-alignment of Carlsbad Blvd.
Architect Irving Gill comes to live in Carlsbad

Sewage treatment facility built on Hiway 101



Carlsbad Mineral Springs Hotel opens
Carlsbad Sanitation District, Carlsbad's first public agency,
completes first sewer system

County library shelves move from
Chase store to Carlsbad Journal office

Charles Ledgerwood opens seed store
Carlsbad National Bank closes
Ten coastal acres declared state recreational park



Army and Navy Academy takes over Red Apple Inn
Actor Leo Carrillo buys Los Kiotes and re-names it Los Quiotes

Shooting banned on Buena Vista lagoon
Carlsbad Rotary organized

Completion of Calavera Dam
Charles Lee Ruse becomes Carlsbad's first World War II casualty

Guyule rubber planted on Agua Hedionda lagoon south shore

First Girl Scout troop organized
Rev. Roy J. Brokenshire takes over pulpit at Carlsbad Union Church
Lt. Maxton Brown killed over North Africa

First post-war residential development at Buena Vista Gardens
Flaming coral trees planted on Grand Ave.

First post-war residential development at Buena Vista Gardens
San Diego Gas and electric Co. plans power plant
on south shore of Agua Hedionda lagoon

Security Trust and Savings takes over Carlsbad National Bank building
William D. Cannon develops Terramar

Spring Holiday inaugurated by Rotarians



Community Growth

1925

1926

1927

1928

1929

1930

1931

1933

1937

1939

1941

1942

1943

1946

1948

1950

1951

Scopes "monkey trial"

Restoration of Colonial Williamsburg begins



Stock market crash

Lowell Observatory astronomers discover planet Pluto



Prohibition ends

Dirigible Hindenburg explodes



Pearl Harbor attack

Rancho Las Flores y Margarita designated as
Camp Joseph E. Pendleton



World War II ends

Television developed for home viewing

Korean War begins





Carlsbad History

National and World History



Carlsbad incorporated, uses original St. Patrick's church as City Hall, with county library in a corner

Completion of Highway I-5 through Carlsbad
Construction of Fire Department and City Hall on Pio Pico Dr.

Encina power plant completed

Office of City Manager established

City takes over county library, with Georgina Cole in charge

Adult library collection moves into space at Carlsbad Mutual Water Company.
Major Albert F. Rinehat (Ret.) designs City Seal

Palomar Airport opens

End of passenger and rail service from Carlsbad Santa Fe depot

Jane Sonneman elected first woman mayor



Completion of Encina Sewage Treatment Facility

General Plan adopted

New library built on Elm Ave.
First direct election of Mayor

Plaza Camino Real opens



Annexation to Carlsbad by La Costa

Residential construction moratorium
Car County developed

Carlsbad Triathlon inaugurated

Newman's Restaurant takes over the Twin Inns

Senior Center built

Legoland opens
Dove Library opens in La Costa



Carrillo Ranch Community Park open

Cityhood

1952

1953

1954

1955

1956

1957

1958

1959

1960

1963

1965

1966

1967

1969

1970

1972

1973

1977

1981

1984

1989

1999

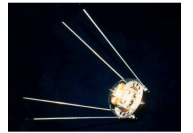
2001

2003

End of Korean War
First successful ascent of Mount Everest



Sputnik goes into orbit



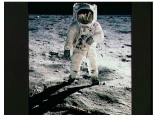
American involvement in Vietnam

John F. Kennedy assassinated in Dallas Texas

Freedom of Information Act passed by Congress

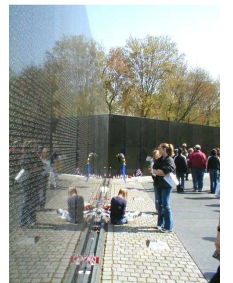
Neil Armstrong walks on the moon

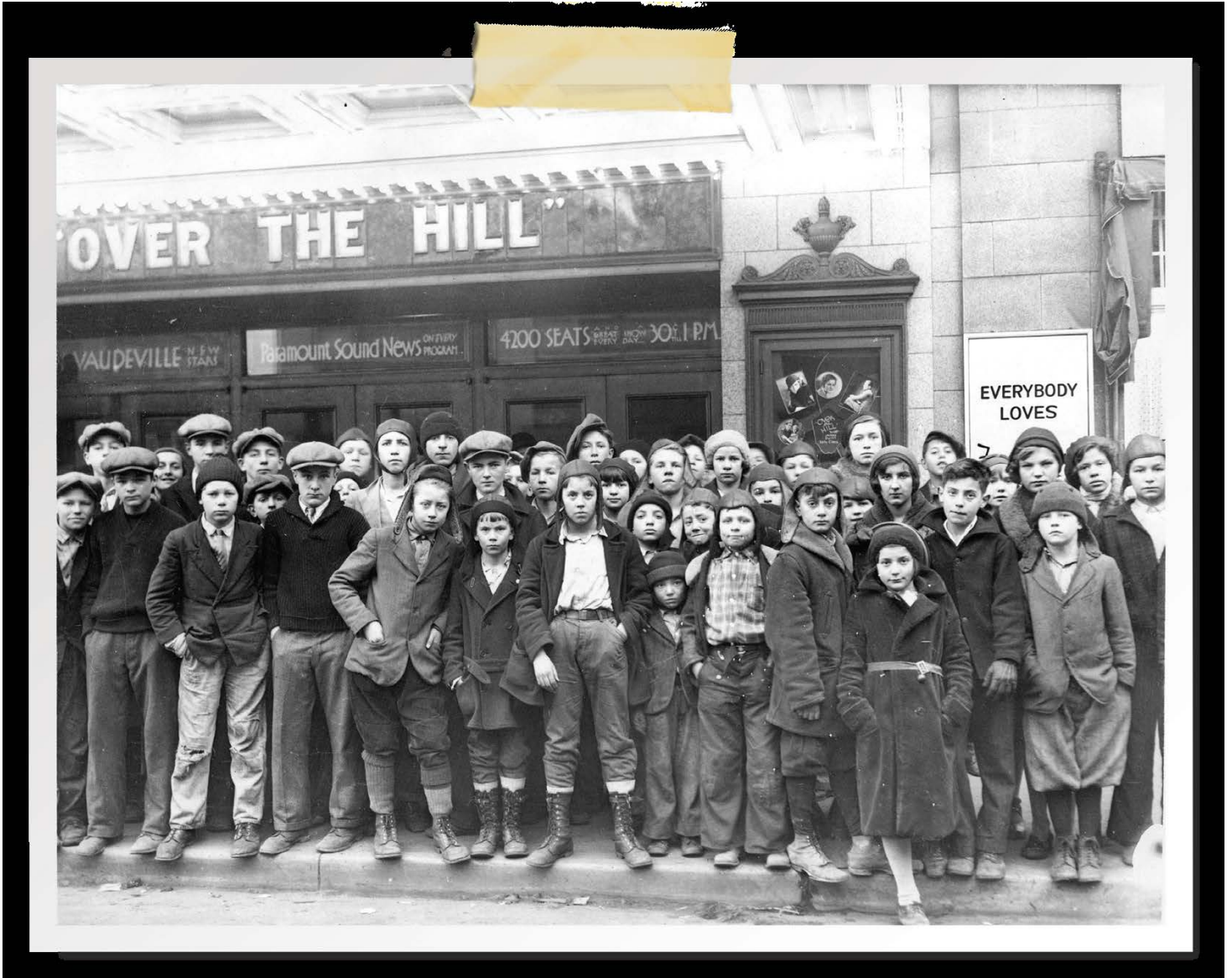
Kent State students killed by National Guard troops



Vietnam War ends

9/11 Attack on USA





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William D. Cannon Art Gallery
Carlsbad City Library complex
1775 Dove Lane
Carlsbad, CA 92011

