

# THE COLD WAR

**Grade Level:** Grade 8

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Macon, GA

**Length of Unit:** 10 Lessons

## I. ABSTRACT

America in the 50's: The Cold War and Rock n' Roll is a social studies and math unit. The unit focuses on the origins of the Cold War, the Korean War, and America in the Cold War. In order for the students to experience America in the 50's, the unit also incorporates American culture such as music, dance, and theater. This unit focuses on the *Core Knowledge Sequence* for eighth grade history and geography. Focusing on the origins of the Cold War, the unit addresses the devastation of Post-World War II Europe, the Marshall Plan, fear of communist expansion, and the Truman Doctrine.

The Korean War, McCarthyism, and the Eisenhower Years are integral parts of this Cold War Unit. This unit also explores American culture during the 50's and examines rock n' roll, art, dance, and theater. As a culminating activity, the students will organize and participate in a 50's style sock hop dressed in the attire appropriate for the era. Students will also receive instruction in the dance of the 50's. Hands-on activities include art lessons, creation of an edible map, and dance lessons. This unit moves beyond mere lessons and incorporates taste- it, touch- it, and feel- it experiences.

## II. OVERVIEW

### A. Concept Objectives

1. The students will compare and contrast communist and capitalist nations.
2. The students will analyze the rivalry between the Soviet Union and the United States after World War II.
3. The students will provide examples of the Truman Doctrine.
4. The students will describe the role of the United States in the Korean War.
5. The students will explore the American culture of the 1950's.
6. The students will create scale maps.
7. The students will conduct interviews.
8. The students will conduct research on math taught in the 1950's.
9. The students will collect data and construct graphs depicting the data.
10. The students will write and perform their own 50's style song.
11. The students will plan a budget for a 50's dance.

### B. Content from the *Core Knowledge Sequence*

1. Post World War II devastation in Europe: Marshall Plan; Bretton Woods Conference
2. Western fear of communist expansion; Soviet fear of capitalist influences
3. Truman Doctrine: policy of containment of communism:  
Formation of NATO; Warsaw Pact  
The "Iron Curtain" (Churchill)  
Berlin Airlift  
Eastern European resistance: Hungarian Revolution; Berlin Wall; Prague Spring
4. Inchon; Chinese entry; removal of MacArthur

5. Partition of Korea: truce line near the 38th Parallel
  6. McCarthyism: House Un-American Activities Committee, “witch hunts”:  
Hollywood Blacklist  
Spy cases: Alger Hiss; Julius and Ethel Rosenberg
  7. The Eisenhower Years  
Secret operations: CIA; FBI counterespionage, J. Edgar Hoover, U-2  
incident  
Soviet Sputnik satellite; “Missile Gap”; Yuri Gagarin  
Eisenhower’s farewell speech, the “military-industrial complex”
  8. Data collection and graphing
  9. Scale drawings, ratio, and proportion
  10. Problem solving
- C. Skills to be taught
1. Reading a political map
  2. Creating a time-line
  3. Drip painting
  4. Dancing
  5. Data collection and graphing
  6. Scale drawings, ratio, and proportion
  7. Problem solving

### III. BACKGROUND KNOWLEDGE

- A. For Teachers:
1. *Scholastic Encyclopedia of the United States at War*
  2. *U.S. News and World Report*, March 16, 1998
  3. *Chronicle of the 20th Century: The Ultimate Record of Our Times*
  4. *Hands-on Math Projects with Real-Life Applications*
- B. For Students:
1. World Wars I and II
  2. Expressionism and Abstraction
  3. Plessy vs. Ferguson
  4. Computation of whole numbers, fractions, and decimals
  5. Knowledge of the use of various measurement instruments

### IV. RESOURCES

- A. *A History of US: All the People*
- B. *Scholastic Encyclopedia of the United States at War*
- C. *U.S. News and World Report*, March 16, 1998
- D. *Chronicle of the 20th Century: The Ultimate Record of Our Times*
- E. *Hands-on Math Projects with Real-Life Applications*
- F. *United States History Video Collection: Origins-WWII Post-War U.S.A.*

### V. LESSONS

#### **Lesson One: A Time-Line: Putting the 50’s into Perspective--Creating A Scale Map**

- A. Daily Objective:  
Social Studies:
1. The lesson content will include the difference between communist and capitalist nations and a summary of The Cold War.

2. The students will compare and contrast communist and capitalist nations and will summarize The Cold War.
3. The students will create a time-line.

Mathematics:

1. The lesson content will include the creation of a scale map of the school.
2. The students will create a scale map of the school including landmarks, important details, legends, and an accurate scale.
3. Skills taught will include measuring and rounding distances, determining an appropriate scale, and making a scale drawing.

B. Materials:

Social Studies:

1. Summary of The Cold War
2. Topics for the Time-Line

Mathematics:

1. Measuring tapes, yardsticks, metersticks, or trundle wheels
2. Compasses for finding directions
3. Rulers
4. Crayons, colored pencils, markers
5. Posterboard
6. *Hands-on Math Projects with Real-Life Applications* Project 14.

C. Key Vocabulary:

Social Studies:

1. Totalitarianism
2. Communism
3. Capitalism
4. Rivals

D. Procedures/Activities:

Social Studies:

1. Give each student a list of the topics that they will place on a time-line. The topics should span the years from 1900 to 1960 to enable the students to get a perspective on which events preceded the 1950's and which events came after the 1950's.

Suggested topics for the time-line include the following:

- Secretary of State John Hay negotiates treaty with Columbia
- Japan surrenders
- Holiday Inn opens in Memphis, Tennessee
- Russian Revolution
- John Scopes Trial
- Korean War begins
- Stock Market Crash
- Pearl Harbor attacked
- Prohibition begins in the United States
- Panama Canal opens
- Franklin D. Roosevelt becomes President
- Teddy Roosevelt becomes President
- Rosa Parks and Montgomery, Alabama
- World War II begins

- World War I begins
  - Jonas Salk - Polio vaccine
  - Mussolini takes power in Italy
  - John F. Kennedy born
  - Joseph Stalin dies
  - Brown vs. The Board of Education
  - Hitler takes power in Germany
  - Charles Lindbergh solo flight over Atlantic Ocean
2. Instruct the students to place the topics in the order that they think they occurred using the following years: 1900, 1905, 1910, 1915, 1920, 1925, 1930, 1935, 1940, 1945, 1950, 1955, 1960.
  3. The teacher and students discuss the events and the students place the events in the correct order.
  4. The students copy the vocabulary words and definitions from the board, and the teacher leads a discussion giving examples for each vocabulary word.
  5. The teacher then gives the students a summary of The Cold War and they take notes in their notebooks.

Mathematics:

1. Begin this project by explaining that maps use a scale to ensure accurate distances.
2. Distribute copies of Student Guide 14-1 from the book, *Hands-on Math Projects*, and review it with the students.
3. Instruct students to sketch a rough copy of their map first to enable them to see relationships and estimate where things should be.
4. Distribute copies of Data Sheet 14-2 from the book, *Hands-On-Math Projects*, "How to Make a Map," and go over it with the students.
5. Check the scales students select before they start making the final copies of their maps.
6. After they draw their maps, students should label and color them. They should provide legends, label the directions, and note the scale.

E. Evaluation/Assessment:

Social Studies:

1. Oral responses given by the students during class discussions.
2. Give time-line activity to students at end of lesson, and have them place the events in the correct order using their notes.
3. The homework assignment is to study The Cold War summary and to read pages 9-12 in the text *All The People*.

**Lesson Two: Post-War U.S.A.--Creating a Scale Map**

A. Daily Objective:

Social Studies:

1. The lesson content will include the Post-War prosperity and the rise of the consumer society, the Truman Doctrine, The Cold War, The Korean War, the arms race, McCarthyism, the early Civil Rights Movement, teen rebellion, and Rock n' Roll.
2. The students will view the Post-War video and discuss the topics presented in the video.
3. The students will be engaged in both listening and note-taking skills.

Mathematics:

1. Students will complete the scale drawings of their maps.

B. Materials:

Social Studies:

1. *United States History Video Collection Origins-WWII: Post-War U.S.A.*
2. *A History of US: All the People*, chapter 1.

Mathematics:

1. Same as Lesson 1.

C. Key Vocabulary:

Social Studies:

1. Consumer
2. Suburbanization

D. Procedure/Activities:

Social Studies:

1. Give the students an outline consisting of the main topics of the video. (The teacher should preview the video and create an outline for the students before class). As they watch the video, the teacher should pause to discuss key concepts. The students will take notes on the key concepts on their outlines.

E. Evaluation/Assessment:

Social Studies:

1. For homework, the students need to read Chapter 1 in *A History of US: All the People*, and study their notes on the video.

Mathematics:

1. Collect and grade student maps.
2. Display the maps of the students on the bulletin board.

### **Lesson Three: The Iron Curtain--An Interview to Math's Past**

A. Daily Objective:

Social Studies:

1. The lesson content will include information concerning Churchill's prediction of the Russian domination of Europe and the nations that were under control of the Soviet Union.
2. The students will read and discuss Chapter 4 in the text *A History of US: All the People*, and they will create an edible map of Europe depicting the split of the nations by the Iron Curtain.
3. The students will be involved in reading comprehension, oral discourse, and the creation of a political map.

Mathematics:

1. The lesson content will be a discovery of the role mathematics played in the 1950's.
2. Students will conduct an interview with someone who was working in the 1950's, and will present their findings to the class in a brief oral report.
3. The students will conduct interviews to work toward recognizing the changing role of mathematics as a society changes through time.

B. Materials:

Social Studies:

1. Text *A History of US: All the People*.

2. Ingredients for the edible map: powdered milk, powdered sugar, light Karo syrup, peanut butter, blue and red cake decorating icing, M & M's.  
\* \*This should already be mixed together by the teacher before the students come to class. The edible map recipe is Appendix A.
3. Wax paper
4. Plastic disposable gloves

Mathematics:

1. *Hands-on Math Projects with Real-Life Applications* Project 16.

C. Key Vocabulary:

Social Studies:

1. Iron Curtain

D. Procedure/Activities:

Social Studies:

1. The students will take a quiz on the Cold War summary and on the Post-War video.
2. The students will read Chapter 4 in the text *All The People* out loud and it will be discussed as it is read.
3. Pair the students with a partner, and give each pair of students a baseball-size amount of map ingredients on the wax paper. Also, give each pair a portion of icing and some M & M's. Using the map on page 28 in their text, the students will recreate it using the batter. They should use the M & M's to form the Iron Curtain; the part of Europe controlled by the Soviet Block is to be outlined in red icing, and the other European countries are to be outlined in blue icing.
4. After the teacher checks their maps, a grade is given for the work, and the students may then eat the maps.

Mathematics:

1. Explain to students that they are to interview a senior citizen about what life was like, especially in terms of mathematics, when he or she was young.
2. Students must first decide who to interview, for example, a grandparent, great uncle or aunt, or neighbor who spent his or her youth during the 1950's. Instruct students to first get one of their parent's permission before conducting the interview.
3. The focus of the interview should be on math; students should generate a list of questions that zero in on math.
4. Distribute copies of Student Guide 16-1 from *Hands-on Math*. Review the handout with the students.
5. Distribute copies of Data Sheet 16-2, "Tips for Conducting Effective Interviews" from *Hands-on Math*. Instruct students that during the Interview, they should look for ways that the use of math has changed.
6. The teacher should set a date for the oral reports to be given to the class.

E. Evaluation/Assessment:

Social Studies:

1. Students receive a grade for creating the edible map.
2. The homework assignment is to reread Chapter 4 in the text, *All the People* and to write a one-page summary of what they read.

Mathematics:

1. Students will give oral reports to the class of the results of their interviews.

2. Students will turn in a one-two page written report to the teacher summarizing the results of their interviews.

#### **Lesson Four: The Korean War--Back to the Past**

##### A. Daily Objective:

###### Social Studies:

1. The lesson content will include the causes and effects of the Korean War and a biography of General Douglas MacArthur.
2. The students will take notes on the causes and effects of the Korean War General Douglas MacArthur.
3. The students will draw a map of the Korean Peninsula.

###### Mathematics:

1. The teacher will teach a lesson on the importance of mathematics and science during the 1950's.
2. Students will conduct research on how mathematics was used and taught in the 1950's in different countries or regions.
3. The students will practice research skills.

##### B. Materials:

###### Social Studies:

1. *Scholastic Encyclopedia of the United States at War*
2. *Chronicle of the 20th Century: The Ultimate Record of Our Times*
3. *The 20th Century*

###### Mathematics:

1. *Hands-on Math Projects with Real-Life Applications* Project 21.

##### C. Key Vocabulary:

###### Social Studies:

1. Containment

###### Mathematics:

1. Sputnik

##### D. Procedure/Activities:

###### Social Studies:

1. The teacher will draw a map of the Korean peninsula on the board.
2. The students will draw their own map of the Korean peninsula on a sheet of paper.
3. As the teacher is teaching the lesson and illustrating the movements of the troops during the Korean War on the map on the board, the students will draw the movements on their maps.
4. The teacher will share news articles from the book *Chronicle of the 20th Century* and read the biography of General MacArthur from the *The 20th Century*.
5. The students will take notes on the news articles and on the biography.

###### Mathematics:

1. Begin this project by explaining that students will work in groups of 3 to 4. They are to select a country or region that they are studying in Social Studies, and research its use of mathematics in the 1950's. They should focus on the Cold War, Sputnik, and the New Math Movement.
2. Distribute copies of Data Sheet 21-2, "An Outline to Organization" from

*Hands-on Projects.* Go over it with the students, and point out the areas in which they might concentrate their research.

3. You may want to reserve some time in the Media Center for your groups to conduct research.
4. Students will have to create a poster comparing and contrasting how math was taught/used in the 1950's versus how math is taught/used today.

E. Evaluation/Assessment:

Social Studies:

1. Discussion and observation
2. Collect the student-created maps and grade them.

Mathematics

1. Students posters comparing and contrasting how math was taught/used in the 1950's versus how math is taught/used today.

**Lesson Five: McCarthyism--Back to the Past**

A. Daily Objective:

Social Studies:

1. The lesson content will include the history of Joseph McCarthy and a description of the communist witch hunts led by McCarthy.
2. The students will define McCarthyism and discover the reasons why Americans had a fear of communism.
3. The students will be involved in reading comprehension, note taking, and oral discourse.

Mathematics:

1. Students will continue to work on their Back to the Past poster assignment.

B. Materials:

Social Studies:

1. The text *All the People*.
2. A biography of Ethel and Julius Rosenberg from the book *The 20th Century*.

Mathematics:

1. Research time in the Media Center or resources in the classroom such as the Internet.

C. Key Vocabulary:

Social Studies:

1. Hysteria
2. Witch hunts

D. Procedure/Activities:

Social Studies:

1. The teacher begins the lesson by holding up a sheet of folded paper. The teacher tells the students that the paper contains the names of 205 citizens of Macon who are members of the communist party. This is a reenactment of what Joseph McCarthy did to cause hysteria of the communists in America which led to the "witch hunts."
2. The teacher and students then read and discuss Chapter 8, Tail Gunner Joe, from the text *All the People*.
3. The students will read the article, The Rosenbergs and McCarthy, from the book, *The 20th Century*.

Mathematics:

1. The teacher should set a time for the posters to be presented to the class.

E. Evaluation/Assessment:

Social Studies:

1. For homework, students will read Chapter 7 in the text *All the People*.
2. For homework, the students will write an opinion paper on protecting the rights of individuals outside the political mainstream.

Mathematics:

1. Students posters comparing and contrasting how math was taught/used in the 1950's versus how Math is taught/used today.

**Lesson Six: Brown v. The Board of Education--Numbers and Songs**

A. Daily Objective:

Social Studies:

1. The lesson content will include a comparison of Plessy V. Ferguson and Brown v. Board of Education.
2. The students will describe the consequences of Brown v. Board of Education.
3. The students will analyze race relations in America before and after Brown v. Board of Education.

Mathematics:

1. The lesson content will include songs that contain numbers, such as "Rock Around the Clock."
2. The students will compose songs that express ideas in mathematics.

B. Materials:

Social Studies:

1. One bite-sized candy bar and one regular-sized candy bar
2. Paper cups and one can of soft drink
3. Play money
4. Individual signs that read the following: FOOTLOCKER, PAYLESS SHOES, LEXUS, SAM'S USED CARS
5. The text, *All the People*

Mathematics:

1. Rhyming dictionaries
2. Examples of songs
3. Music sheets
4. Various musical instruments
5. *Hands-on Math Projects with Real-Life Applications* Project 37

C. Key Vocabulary:

Social Studies:

1. Segregation
2. Integration

D. Procedure/Activities:

Social Studies:

1. The teacher will do a demonstration of the concept of "separate but equal" according to the following steps:
  - a. The teacher asks for 2 student volunteers.
  - b. The teacher instructs the class that these 2 students are her two twin children, Jack and Jill.

- c. The teacher then begins the demonstration by saying that she is going to reward Jack and Jill because they worked very hard and both of them made all A's on their report cards.
  - d. The teacher then proceeds to give one of the students (Jill) the nicer items and the other student (Jack) gets the less expensive items. For example, Jill would receive the larger candy bar, the larger amount of drink from the can, the larger amount of money, the shoes from FOOTLOCKER, and a car from LEXUS, while Jack receives the smaller candy bar, the smaller amount of drink, the shoes from PAYLESS, and the car from SAM'S USED CARS.
  - e. The teacher then makes the point that the students received the same types of items, but were they equal items?
2. The students and teacher then read *Brown v. Board of Education* from the text, *All the People*, and the class has an oral discussion

Mathematics:

1. Begin by explaining to the students that they will work in groups or by themselves to write a song that identifies a math concept or fact. The song must also be in the style of 50's music, and can be written to the tune of a 50's song such as "It's My Party" which might be changed to "It's My Math Problem."
2. Distribute copies of Student Guide 37-1 and Data Sheet 37-2 from *Hands-on Math Projects* and review these with the students. Discuss that most songs use lyrics that rhyme.
3. For students who have a musical background, and who want to set their lyrics to musical notes, hand out copies of Worksheet 37-3 "Music Sheet" from *Hands-on Math Projects*.

E. Evaluation/Assessment:

Social Studies:

1. The students will write an essay on what they would have done if faced with the same situation as in *Brown v. Board of Education*.

Mathematics:

1. Students will perform their songs at the 50's dance.

**Lesson Seven: Rock n' Roll--Numbers and Songs**

A. Daily Objective:

Social Studies:

1. The lesson will include a variety of songs of the 50's.
2. The students will listen and rate the music of the 50's.
3. The students will rate the songs.

Mathematics:

1. Students will continue to work on their song compositions.

B. Materials:

Social Studies:

1. Tapes or records of music from the 1950's.
2. Rock n' Roll Rater instrument which is Appendix B.

Mathematics:

1. Same as Lesson 8.

C. Key Vocabulary:

D. Procedure/Activities:

Social Studies:

1. The teacher passes out and explains how to use the rating instrument.
  2. The teacher plays a song from the 50's and then allows the students time after the song to rate it on the instrument.
- E. Evaluation/Assessment:  
Social Studies:
1. Completion of the song rating instrument.

**Lesson Eight: Baseball Greats of the Time--Graphing Rock n' Roll Data**

- A. Daily Objective:  
Social Studies:
1. The lesson will include an analysis of the achievements of baseball greats of the 1950's.
  2. The students will assess the achievements of the great baseball players of the 1950's.
  3. The students will analyze the integration of professional baseball.
- Mathematics:
1. The lesson will include data collection and graphing.
  2. Students will compile the information from the Rock n' Roll Rater instruments completed in Social Studies.
  3. Students will collect and graph data to show its distribution.
- B. Materials:  
Social Studies:
1. The text, *All the People*
  2. Baseball Greats Chart (Appendix C)
- Mathematics:
1. Calculators
  2. Graph paper
- C. Key Vocabulary:  
Mathematics:
1. Statistics
- D. Procedure/Activities:  
Social Studies:
1. The teacher will pass out the baseball chart and explain the directions.
  2. The students will complete the chart.
  3. The students will do an oral reading from the text, *All the People*, chapter 2, A Major Leaguer.
- Mathematics:
1. The students will be divided into groups. Each group will be given the rating information completed in Social Studies on one of the songs.
  2. The students will have to find the mean, median, mode, and range of the data.
  3. The results of the data will be shared with each group, and each group will have to create a different type of graph to show the distribution of the data. For example, one group will create a line graph, one group a bar graph, one group a circle graph, one group a histogram, etc.
- E. Evaluation/Assessment:  
Social Studies:

1. The students will write a paper comparing the baseball greats of the 1950's with the baseball greats of today.

Mathematics:

1. Student calculations of the statistics.
2. Student graphs.

### **Lesson Nine: Popular Art of the 50's--The Big Dance**

A. Daily Objective:

Social Studies:

1. The lesson content will include a lesson on Jackson Pollack's work and abstract expressionism.
2. The students will view the reproductions of Pollack and will create a drip painting in the style of Pollack..
3. The students will create their own drip paintings.

Mathematics:

1. The lesson content will include estimating the costs of having a dance, calculating costs, and determining the best buy.
2. Students will plan a 1950's dance considering such things as security, entertainment, decorations, refreshments, and advertising.
3. Students will anticipate and estimate the costs of having a dance, calculate costs, determine the best buy, and apply the terms revenue, costs, and profit.

B. Materials:

Social Studies:

1. Information on Jackson Pollack and abstract expressionism
2. Cups of Paint, popsicle sticks, cardboard

Mathematics:

1. Calculators

2. *Hands-on Math Projects with Real-Life Applications* Project 48

C. Key Vocabulary:

Social Studies:

1. Abstract expressionism

Mathematics:

1. Revenue
2. Costs
3. Profit

D. Procedure/Activities:

Social Studies:

1. The art teacher at our school, Dot Brown, came to class and showed examples of Jackson Pollack's work and explained abstract expressionism.
2. The students were then given supplies and created their own drip paintings in the style of Jackson Pollack.

Mathematics:

1. Explain to students that they are going to plan a 1950's dance for their culminating activity on the 1950's.
2. Explain to students that they are responsible for obtaining a disc jockey or another form of entertainment, arranging for security, providing refreshments, decorating, and creating advertising. To raise money to pay

- for the dance, they will need to set the price for tickets.
3. Distribute copies of Student Guide 48-1 from *Hands-on Math Projects* and review it with your students.
  4. Explain the terms revenue, costs, and profit, and review rounding and estimating.
  5. Hand out copies of Data Sheet 48-2 “The Cost of a Big Dance” from *Hands-on Math Projects*. Point out that some assumptions are made on sheet that may or may not be true. The students must base their dance on actual facts, as they will actually be holding this dance.
  6. Distribute copies of 48-3 “The Big Dance–Cost/Revenue Tally Sheet” from *Hands-on Math Projects*.
  7. To publicize their dance, students should design advertisements.
  8. Groups must provide a summary of its plan for the dance that includes anticipated costs and revenues. Groups should designate a spokesperson to present their ideas with the class. The class will decide as a group which ideas to adopt for the dance.
- E. Evaluation/Assessment:
- Social Studies:
1. Oral response and the students’ drip paintings.
- Mathematics:
1. Groups summaries on their plans for the dance

**Lesson Ten: Beatniks and Buzzwords--The Big Dance**

- A. Daily Objective:
- Social Studies:
1. The lesson content will include information on Beatniks, how they viewed themselves as different from mainstream America, and slang language used in the 50’s.
  2. The students will identify characteristics of Beatniks and slang language used in the 1950’s.
  3. The students will define the slang vocabulary and use it to rewrite some of the Core Knowledge sayings.
- Mathematics:
1. Students will continue to work on their plans for the dance.
- B. Materials:
- Social Studies:
1. The handout, The Beat Movement, from the book *The 20th Century*.
- Mathematics:
1. Same as Lesson 9.
- C. Key Vocabulary:
- Social Studies:
2. The Buzzwords handout from the book *The 20th Century*.
- D. Procedure/Activities:
- Social Studies:
1. The teacher will pass out a matching quiz with slang words on one side and the true meaning on the other side. The students will take this quiz and see how many of the buzzwords from the 50’s they know.
  2. The teacher goes over the correct answers, and the students correct their own papers.

3. The students then write a funny story using at least 10 of the buzzwords.
  4. The students then read the handout, The Beat Movement, from the book, *The 20th Century* .
- E. Evaluation/Assessment:  
Social Studies:
1. The teacher will take up the student's stories and grade them.

## **VI. CULMINATING ACTIVITY**

The students will plan and hold a dance in the style of a 1950's sock hop. The students will dance to 50's music and dress as teenagers dressed in the 1950's.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A - Edible Map Recipe
- B. Appendix B - Rock n' Roll Rater
- C. Appendix C - Baseball Greats Chart

## **VIII. BIBLIOGRAPHY**

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