

Analyzing Evidence, Interpreting Documents, and Argumentation

... *Conformity in the 1950s*

**From the 2015 Revised Framework:**  
 Students will...  
**ANALYZE EVIDENCE...** Explain the relevance of the author’s point of view, author’s purpose, audience, medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source. Evaluate the usefulness, reliability, and/or primacy of a source in answering particular historical questions.  
**INTERPRET DOCUMENTS...** Analyze a historian’s argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument’s effectiveness. Analyze diverse historical interpretations.  
**CREATE AND DEFEND AN ARGUMENT...** Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument. Relate diverse historical evidence in a cohesive way to illustrate contradictions, collaboration, qualification, and other types of historical relationships in developing an argument.

**From the Period 8 Content Outline:**  
 Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.  
 I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.  
     A) A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.  
     B) As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.  
 II. New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.  
     A) Mass culture became **increasingly homogeneous in the postwar years**, inspiring challenges to **conformity** by artists, intellectuals, and rebellious youth.

**Directions:**  
 1. Examine each of the five documents and complete your basic HIPP analysis. You do not have to write in complete sentences, just record your notes as you would when planning for a DBQ.  
 2. When you are finished analyzing the documents, address the prompt below by writing a clear, comprehensive, and analytical thesis (use your formula).

**Explain the impact of postwar economic, demographic, and technological changes on American culture.**

1                      2                      3

### Little Boxes

by Malvina Reynolds, 1962

Little boxes on the hillside,  
 Little boxes made of ticky tacky,  
 Little boxes on the hillside,  
 Little boxes all the same.

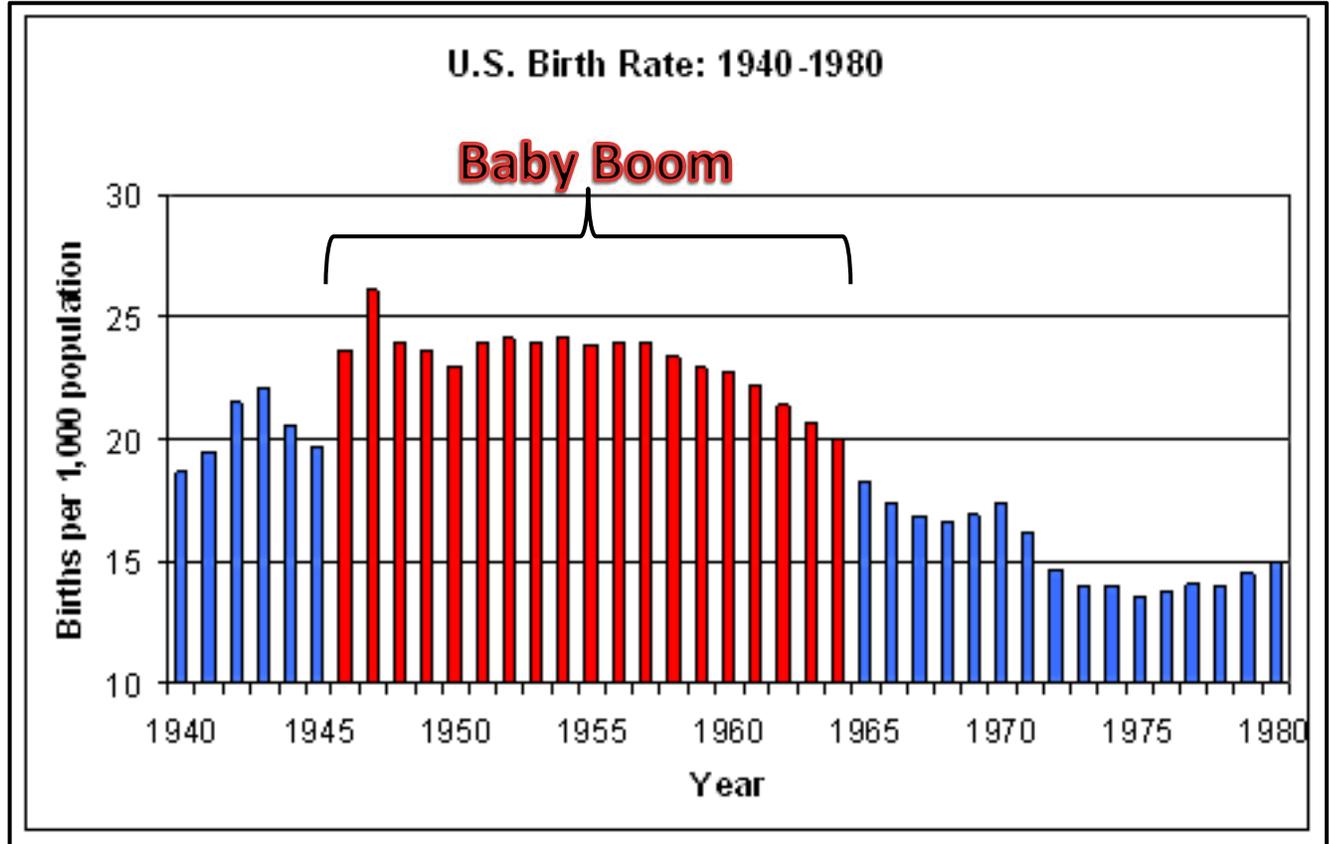
There's a green one and a pink one  
 And a blue one and a yellow one,  
 And they're all made out of ticky tacky  
 And they all look just the same.

And the people in the houses  
 All went to the university,  
 Where they were put in boxes  
 And they came out all the same.

And there's doctors and lawyers,  
 And business executives,  
 And they're all made out of ticky tacky  
 And they all look just the same.

And they all play on the golf course  
 And drink their martinis dry,  
 And they all have pretty children  
 And the children go to school,  
 And the children go to summer camp  
 And then to the university,  
 Where they're put into boxes  
 And they come out all the same.

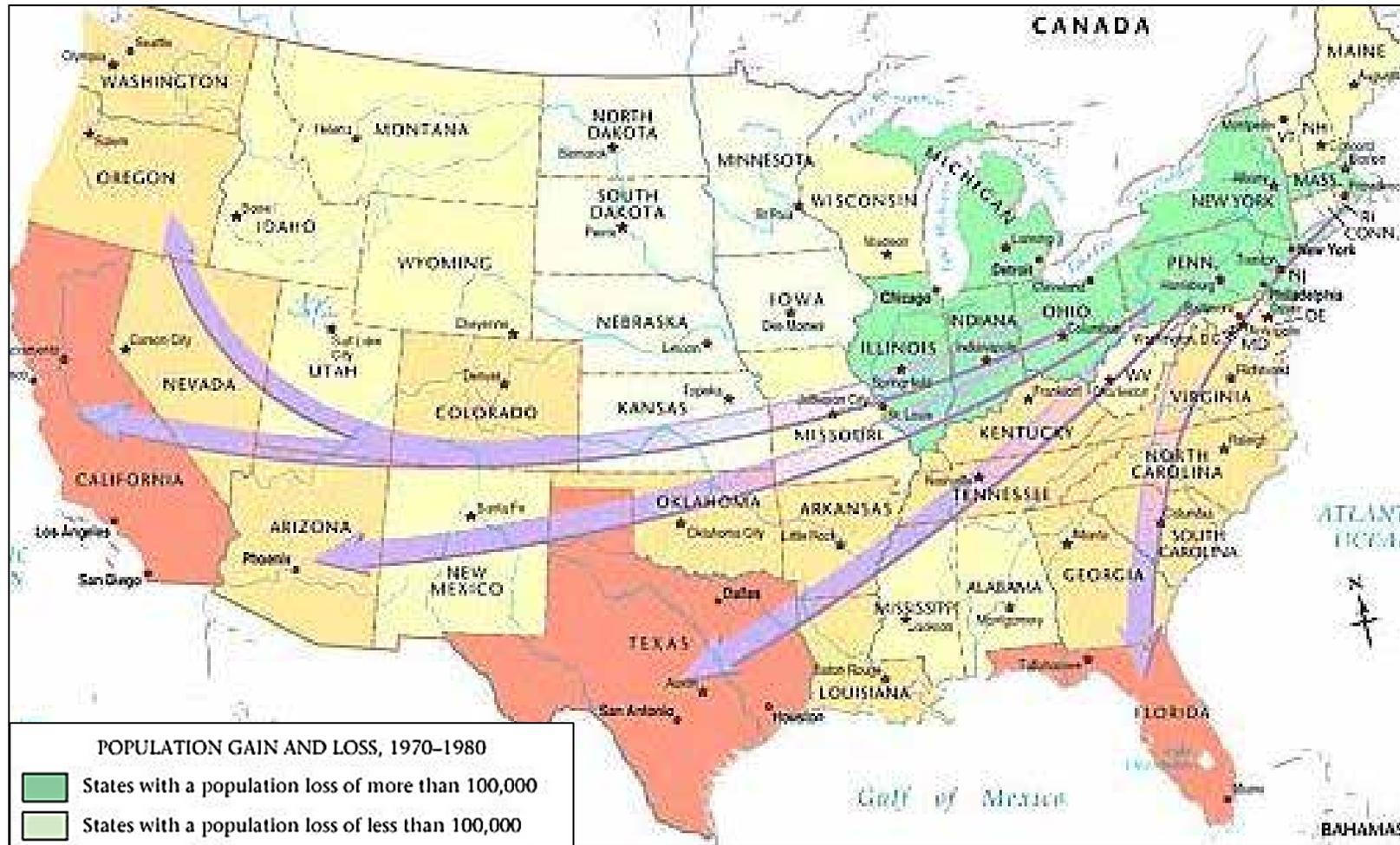
And the boys go into business  
 And marry and raise a family  
 In boxes made of ticky tacky  
 And they all look just the same.



(Birth Rate Graph adapted from graph found at profutures.com)

<p><b>Little Boxes</b> Historical Context</p> <p>It's a song that came out in 1962 that is reminiscent of the 1950's conformity to traditions. (Listen to the song as you read the lyrics and fill out the remaining boxes)</p>	<p>Intended Audience</p>	<p><u>Birth Rate 1940-1980</u> Historical Context</p>	<p>Intended Audience</p>
<p>Purpose</p>	<p>Point of View</p>	<p>Purpose</p> <p>The purpose of this graph is to show the reader how significant an increase of babies born there was in the Post WWII Era</p>	<p>Point of View</p>

# Post War Internal Migration to Sun Belt and West Coast



**POPULATION GAIN AND LOSS, 1970-1980**

- States with a population loss of more than 100,000
- States with a population loss of less than 100,000
- States with a population gain of less than 200,000
- States with a population gain between 200,000 and 1,000,000
- States with a population gain of more than 1,000,000
- Population shift to the Sunbelt

**Dallas** 10 Largest U.S. cities in 1990

Historical Context
Intended Audience
Purpose
Point of View

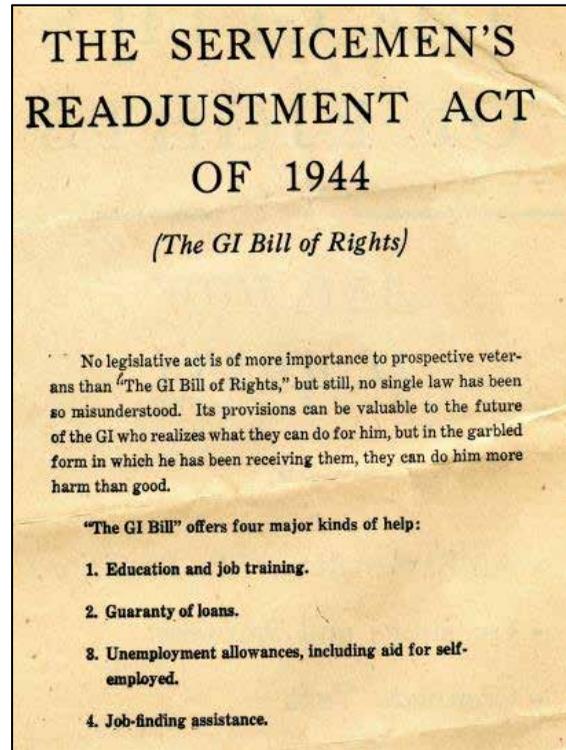
(Map of post WWII migration to the Sun Belt and West Coast, captured from Pearsoncustom.com; to see full color high resolution map go to: [http://wps.pearsoncustom.com/wps/media/objects/2428/2487068/atlas/Resources/ah6\\_m006.jpg](http://wps.pearsoncustom.com/wps/media/objects/2428/2487068/atlas/Resources/ah6_m006.jpg) )

★ STUDENTS MUST DEFINE ALL KEY TERMS ON A SEPERATE SHEET OF PAPER!

Extension: On a separate piece of paper, define the following terms: Rust Belt, Sun Belt, Bible Belt; then explain the significance of each region in terms of politics and economics during the post WWII era.



(Headline captured from coalwoodwestvirginia.com)



(GI Bill of rights document image captured from nationalww2museum.com)

<p><u>Russians Win Race...</u> Historical Context</p>	<p>Intended Audience The Newspaper United Press is notifying its readers that the Soviet Union launched Sputnik into orbit.</p>	<p><u>GI Bill of Rights</u> Historical Context</p>	<p>Intended Audience</p>
<p>Purpose</p>	<p>Point of View</p>	<p>Purpose</p>	<p>Point of View This is a law passed by the congress/Federal Government for many reasons, but mainly to help absorb the influx of returning WWII servicemen.</p>