

1950s DBQ

Background: 1950s America was a time that many look back to as the "Golden Age". Many older adults grew up during this time of humble beginnings and usually refer to this time period when America was truly America. Your task is to figure out if this is true.

PROMPT: The 1950s were the best decade. You need to **support OR disprove** this statement. Think culturally, socially, politically, economically in your analysis of this DBQ.

HOW?

Step 1:

-You will need to read through documents A-K, (talk to text, answer the questions, relating the documents to the prompt in a(n) culturally and/or socially and/or politically and/or economic point of view.

Step 2:

-Based off the information, figure out what your claim is. You will have graphic organizers to help with this.

Step 3:

-Figure out what your main arguments are going to be and the support you are going to use to get you there.

Step 4:

-Organize your essay using the graphic organizer provided and create a rough draft

Step 5:

-Peer edit

Step 6:

-Use the information to create a final draft.

Timeline of completed activity (You can definitely work ahead!) :

Thursday March 22:

(Step 1) Receive and analyze documents over spring break

Monday April 4:

Complete and review step 1. See step 2

Tuesday April 5:

Figure out step 2 (claim)

Wednesday April 6:

Figure out step 3 with organizer.

Thursday April 7:

Do step 4 and create a rough draft

Friday April 8:

Peer edit and work on Final Draft

Monday April 9:

Step 6: Final draft due.

1950s Society DBQ

US History

Use the following documents and questions to help answer the following DBQ prompt:

~~In what ways did the 1950s change American society? Explain each way in detail and include impact on average Americans~~

~~Step 1: Answer the questions from each document~~

~~Step 2: Complete the DBQ writing guide and get it approved~~

~~Step 3: Write your DBQ answer~~

~~Step 4: Grade yourself based on the DBQ rubric~~

Document A

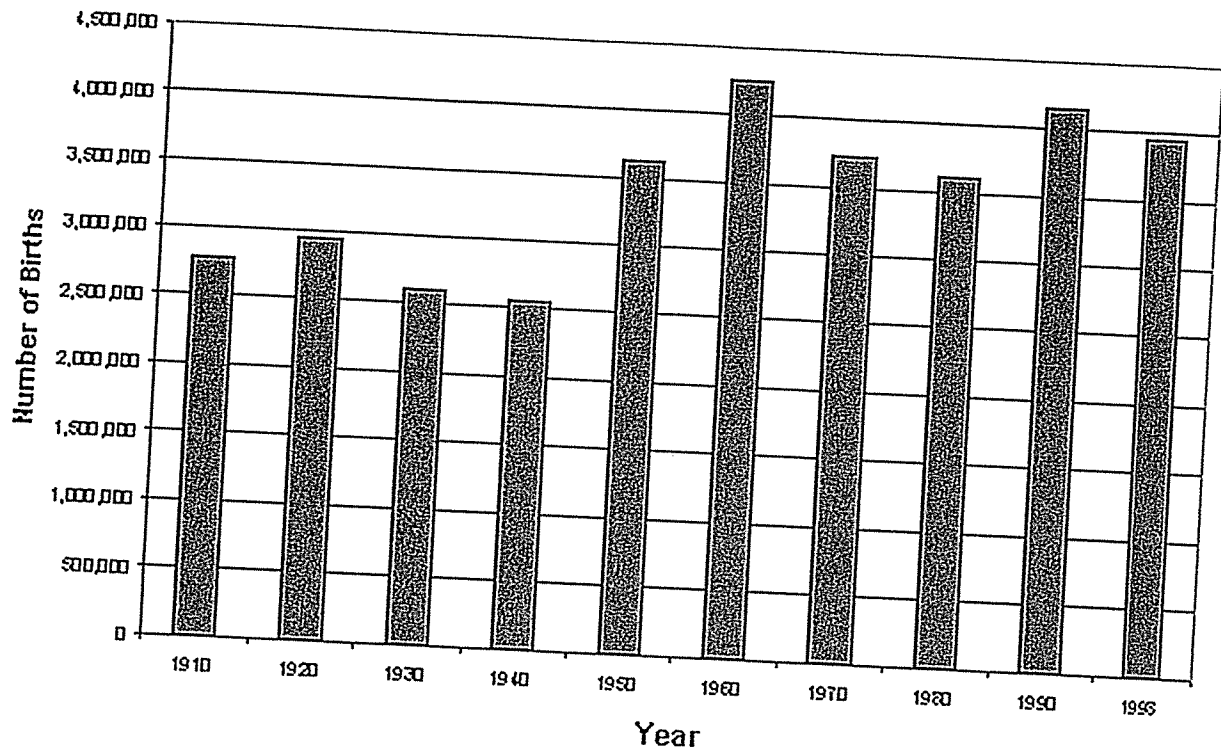


Levittown, NY from air. Photographer unknown

1. What is this picture showing?
2. What change do you think existed in the 1950s based on this picture?

Document B

U.S. Births, 1910-1998



3. What is this graph showing?

4. What was the big change in 1950s and 1960s?

Document C

First: Each year, more than 36 thousand people are killed and more than a million injured on the highways. To the home where the tragic aftermath of an accident on an unsafe road is a gap in the family circle, the monetary worth of preventing that death cannot be reckoned. But reliable estimates place the measurable economic cost of the highway accident toll to the Nation at more than \$4.3 billion a year.

Second: The physical condition of the present road net increases the cost of vehicle operation, according to many estimates, by as much as one cent per mile of vehicle travel. At the present rate of travel, this totals more than \$5 billion a year. The cost is not borne by the individual vehicle operator alone. It pyramids into higher expense of doing the nation's business. Increased highway transportation costs, passed on through each step in the distribution of goods, are paid ultimately by the individual consumer.

Third: In case of an atomic attack on our key cities, the road net must permit quick evacuation of target areas, mobilization of defense forces and maintenance of every essential economic function. But the present system in critical areas would be the breeder of a deadly congestion within hours of an attack.

Dwight D. Eisenhower

**Special Message to the Congress Regarding a National Highway Program
February 22, 1955**

5. Who gave this message?
6. What was this message about?
7. What reasons does the speaker give for having a good highway system in America?

Document D



After you've got your discharge and button, you'll find things back home have changed some. Your family and friends and neighbors have had to make some changes because of the war, and some of the changes are being continued until we shift back into peacetime gear safely.

Two of the things you'll meet are **price and rent control**. They are **for your own protection** —so you won't be stung when you buy a car, or a suit of clothes, when you rent a house or apartment, when you buy food, and some other things. It will pay you to know about them.

This leaflet is written to tell you what the score is. Read it and keep it, and save yourself money and extra trouble.

Dear Mr. Veteran Pamphlet published by U.S. Government
1950

8. Who do you think this advertisement is meant for?

9. What is the message of this advertisement?

10. What changes are associated with this advertisement?

Levittown Primary Source Documents

Background: Levittown refers to a series of large suburban developments designed by Levitt and Sons in New York, Pennsylvania, New Jersey and Maryland. Built from 1947 into the 1950s, it was especially popular for returning veterans of World War 2. The Levittown was an iconic example of the 1950s shift to suburban living. The homes came with white picket fences, green lawns and new kitchen appliances.

- 1) In your own words, what is the historical significance of the Levittown? _____

Doc F.

FHA Asked to Curb Negro Housing Ban - New York Times, March 12, 1949

The Federal Housing Administration was asked yesterday to forbid exclusion of Negroes from any housing insured by that agency. Specific target of a delegation that called at the FHA offices was William J. Levitt, whose organization has built thousands of small homes for veterans on Long Island. Besides members of the American Labor party, National Association for the Advancement of Colored People, Civil Rights Congress, and Nassau-Suffolk Consumers Council, the group of eleven persons included James Mayweathers. Mr. Mayweathers said that although he is a veteran, he has been excluded, as a Negro, from a group of perspective purchasers of homes Mr. Levitt's organization is building under FHA commitments. Mr. Mayweather conducts a floor-polishing service from his home in East Williston. He said he had applied for one of 350 houses, the first of 4,000 to be built in Roslyn, L.I. To do this he had stood in line outside the model home there from 7 A.M. Saturday until 7:30 o'clock the following morning. On Sunday morning, he said, Mr. Levitt told him that a Negro could not buy one of the houses. This statement was confirmed by John S. Fells, a real estate broker of Great Neck.

Housing Bias Ended - New York Times, May 29, 1949

Levittown -- The clause in the lease of the houses built by William Levitt, Nassau County mass-production builder, barring Negroes from the use of the premises, has been deleted, Commissioner Franklin D. Richards of the Federal Housing Administration has informed the Committee to End Discrimination in Levittown.

4 Say Levittown Refuses Leases After Children Play With Negroes - New York Times, December 5, 1950

Mineola-- Two Levittown couples made the charge in Supreme Court here today that their civil liberties had been violated by the refusal of Levitt & Sons to allow them to renew their leases. They said they were requested to vacate their houses at the expiration of their current leases because of objections to their having Negro children play with their own children on lawns adjoining their rented homes.

At 45, Levittown's Legacy Is Unclear - New York Times, June 28, 1992

Eugene Burnett, a retired sergeant in the Suffolk County Police Department who is black, enlisted in the Army two days before his 17th birthday. After his discharge in 1949 he read advertisements in The Daily News and The New York Mirror for Levittown, and he and his fiancée borrowed a friend's car and drove to Long Island. "We were taken to a model house, never thinking there was any kind of problem," Mr. Burnett recounted. When he asked the agent at the rental office for an application, the agent seemed to go into shock, Mr. Burnett recalled, adding: "It's not me," the agent said. "The builders have not at this time decided to sell to Negroes." I was devastated. I'll never forget the ride back to East Harlem."

- 1) Describe some examples of race controversy surrounding Levittown: _____

The Levittown Decade - Newsday, September 2, 1957

William J. Levitt doesn't like to discuss discrimination. In a statement he made in June, 1954, said Levitt on discrimination: "The plain fact is that most whites prefer not to live in mixed communities. This attitude may be wrong morally, and some day it may change. I hope it will. But as matters now stand, it is unfair to charge an individual with the blame for creating this attitude or saddle him with the sole responsibility for correcting it. The responsibility is society's. So far society has not been willing to cope with it. Until it does, it is not reasonable to expect that any builder should or could undertake to absorb the entire risk and burden of conducting such a vast experiment." Levitt made no bones about the fact he would not rent or sell directly to Negroes. In 1948 and 1949 a Committee to end Discrimination fought Levitt's policies regarding non-Caucasians, who were not allowed tenancy in Levittown. It should also be stated that some of the volleys against Levitt appeared to have been deliberate agitation stirred up by left-wing groups. The committee was successful in deleting a "Caucasian only" clause from Levitt's leases, but unsuccessful in changing his rental and purchase policies. Actually, a Negro family bought a Levitt house from a private owner in 1950 and moved in without fanfare or demonstration. And two years later another Negro family purchased a home and one sublet a Levitt house. In neither case was Levitt involved. But in 1953, when William Cotter was refused a new lease on the house he had sublet, the racial issue in Levittown was out in the open. Cotter was evicted, and the courts upheld the landlord's right to rent to whom he pleased.

- 2) What is Levitt's reason for not selling/renting to negroes? _____

Doc H.

The Good Wife's Guide – article in *Housekeeping Monthly* (5/13/1955)

- **Have dinner ready.** Plan ahead, even the night before, to have a delicious meal ready on time for his return. This is a way of letting him know that you have been thinking about him and are concerned about his needs. Most men are hungry when they get home and the prospect of a good meal is part of the warm welcome needed.
- **Prepare yourself.** Take 15 minutes to rest so you'll be refreshed when he arrives. Touch up your make-up, put a ribbon in your hair and be fresh-looking. He has just been with a lot of work-weary people.
- **Be a little gay and a little more interesting for him.** His boring day may need a lift and one of your duties is to provide it.
- **Clear away the clutter.** Make one last trip through the main part of the house just before your husband arrives. Run a dust-cloth over the tables.
- **During the cooler months of the year you should prepare and light a fire for him to unwind by.** Your husband will feel he has reached a haven of rest and order, and it will give you a lift too. After all, catering to his comfort will provide you with immense personal satisfaction.
- **Minimize noise.** At the time of his arrival eliminate all noise of the washer, dryer or vacuum. Encourage children to be quiet.
- **Be happy to see him.** Greet him with a warm smile and show sincerity in your desire to please him.
- **Listen to him.** You may have a dozen important things to tell him, but the moment of his arrival is not the time. Let him talk first - remember, his topics of conversation are more important than yours.
- **Don't greet him with complaints and problems.** Don't complain if he's late for dinner or even if he stays out all night. Count this as minor compared to what he might have gone through at work.
- **Make him comfortable.** Have him lean back in a comfortable chair or lie him down in the bedroom. Have a cool or warm drink ready for him.
- **Arrange his pillow and offer to take off his shoes.** Speak in a low, soothing and pleasant voice.
- **Don't ask him questions about his actions or question his judgment or integrity.** Remember, he is the master of the house and as such will always exercise his will with fairness and truthfulness. You have no right to question him.
- **A good wife always knows her place.**

1) What does this list suggest in terms of 1950s male gender roles?

2) What does this list suggest in terms of 1950s female gender roles?

3) Which item on the list do you think would be most challenged today?

4) Why do you believe this would be the case?

5) Which item on the list do you think would be most accepted today?

6) Why do you believe this would be the case?

7) List seven adjectives (either from the text or from your own thinking) to describe the good housewife...

Housekeeping Monthly 13 May 1955



The good wife's guide

- **Have dinner ready.** Plan ahead, even the night before, to have a delicious meal ready, on time for his return. This is a way of letting him know that you have been thinking about him and are concerned about his needs. Most men are hungry when they come home and the prospect of a good meal (especially his favourite dish) is part of the warm welcome needed.
- **Prepare yourself.** Take 15 minutes to rest so you'll be refreshed when he arrives. Touch up your make-up, put a ribbon in your hair and be fresh-looking. He has just been with a lot of work-weary people.
- **Be a little gay and a little more interesting for him.** His boring day may need a lift and one of your duties is to provide it.
- **Clear away the clutter.** Make one last trip through the main part of the house just before your husband arrives.

Three primary sources to help understand the Beatniks...

OC I Excerpt from Jack Kerouac's *On the Road* describing Beatnik friends...

"...All my other current friends were "intellectuals"—Chad the Nietzschean anthropologist, Carlo Marx and his nutty surrealist low-voiced serious staring talk, Old Bull Lee and his critical anti-everything drawl—or else they were slinking criminals like Elmer Hassel, with that hip sneer; Jane Lee the same, sprawled on the Oriental cover of her couch, sniffing at the New Yorker. But Dean's intelligence was every bit as formal and shining and complete, without the tedious intellectualness. And his "criminality" was not something that sulked and sneered; it was a wild yea-saying overburst of American joy; it was Western, the west wind, an ode from the Plains, something new, long prophesied, long a-coming. Besides, all my New York friends were in the negative, nightmare position of putting down society and giving their tired bookish or political or psychoanalytical reasons, but Dean just raced in society, eager for bread and love; he didn't care one way or the other..."

- 1) Besides being described as *intellectuals*, what do all of Kerouac's Beatnik friends have in common?
-

OC J A portion of Alan Ginsberg's poem, *Howl*...

I saw the best minds of my generation destroyed by madness, starving, hysterical, naked,
dragging themselves through the negro streets at dawn,
looking for an angry fix, angel-headed hipsters burning for the ancient heavenly connection,
to the starry dynamo in the machinery of night,
who poverty and tatters and hollow-eyed and high,
sat up smoking in the supernatural darkness of cold-water flats floating across the tops of cities,
contemplating jazz, who bared their brains to Heaven under the El,
and saw Mohammedan angels staggering on tenement roofs illuminated,
who passed through universities with radiant cool eyes hallucinating,
Arkansas and Blake-light tragedy among the scholars of war,
who were expelled from the academies for crazy & publishing obscene odes on the windows of the skull...

According to Ginsberg, in what sorts of activities did people of his generation partake?

- 2) 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
-

CK Passage describing 'beatniks' in Jack Kerouac's autobiography, *Aftermath: The Philosophy of the Beat Generation*

"The Beat Generation, that was a vision that we had, John Clellon Holmes and I, and Allen Ginsberg in an even wilder way, in the late Forties, of a generation of crazy, illuminated hipsters suddenly rising and roaming America, serious, bumming and hitchhiking everywhere, ragged, beatific, beautiful in an ugly graceful new way—a vision gleaned from the way we had heard the word "beat" spoken on street corners on Times Square and in the Village, in other cities in the downtown city night of postwar America—beat, meaning down and out but full of intense conviction. We'd even heard old 1910 Daddy Hipsters of the streets speak the word that way, with a melancholy sneer. It never meant juvenile delinquents, it meant characters of a special spirituality who didn't gang up but were solitary Bartlebies staring out the dead wall window of our civilization."

- 3) In your own words, what was Kerouac's vision for his so-called Beat Generation? _____
-

- 4) How does Kerouac define the term 'beat'? _____
-

- 5) Being a 'beat' DIDN'T mean: _____, but it DID mean _____
-

Step 2

Evidence/Data

Evidence/Data

Evidence/Data

Evidence/Data

Reasons for choosing this evidence

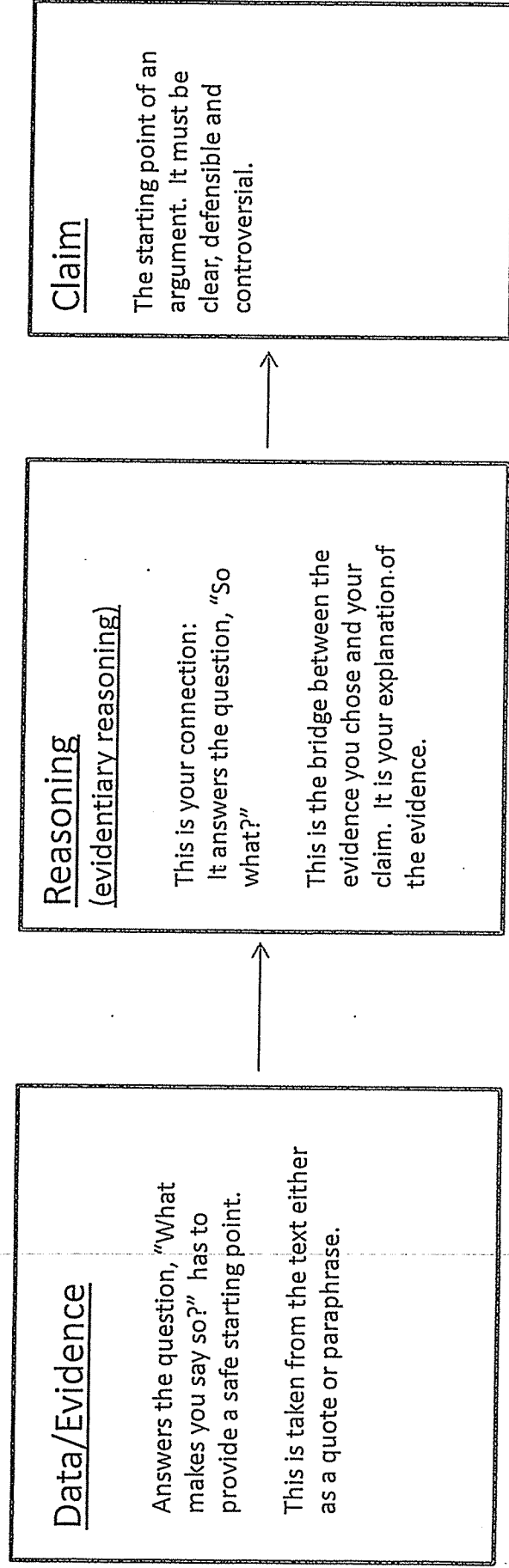
Reasons for choosing this evidence

Reasons for choosing this evidence

Reasons for choosing this evidence

Claim

Elements of an Argument Flow Map



Persuasive Writing - Genre Drafting Template

The Prompt		Key Content	Essential Structural Elements
(Insert prompt here)		Who is the audience? What is my purpose? What are the key ideas I must address? If DBQ did you use information from at least 7 documents	What kind of essay is required? What specific components do I need to include?
The Introduction Which of the following "moves" will you make to open your paper? Hook your reader <input type="checkbox"/> Acknowledge the topic <input type="checkbox"/> State your position <input type="checkbox"/> Assert your opinion <input type="checkbox"/> Explain your position	The Language of Introduction _____ is..... Some people think_____. It has been said that _____. Even though many people feel that_____, actually _____. (The topic) is (your position) because _____. This is true because _____. Regardless of the fact that _____, still _____. It is clear that _____.	Drafting an Introduction	
The Initial Support Which of the following "moves" will you make to support your assertion? <input type="checkbox"/> Narrate a personal experience <input type="checkbox"/> Provide evidence or examples <input type="checkbox"/> Add information <input type="checkbox"/> Clarify information <input type="checkbox"/> Compare information <input type="checkbox"/> Show a cause and effect relationship	The Language of Support A personal experience that supports my position is _____. This experience confirms that_____. Furthermore, _____. In addition, _____. Another example can be found in _____. This example explains _____. Similarly, _____. This is true because _____. Clearly, _____. According to _____. Evidence can also be found in the article/film/story _____.	Drafting Support	

<p>Continued Support</p> <p><i>Which of the following "moves" will you make to further develop your assertion?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide evidence or examples <input type="checkbox"/> Add information <input type="checkbox"/> Clarify information <input type="checkbox"/> Compare information <input type="checkbox"/> Show a cause and effect relationship 	<p>The Language of Support</p> <p>A personal experience that supports my position is _____.</p> <p>This experience confirms that _____.</p> <p>Furthermore, _____.</p> <p>In addition, _____.</p> <p>Another example can be found _____.</p> <p>This example explains _____.</p> <p>To better understand my position, _____.</p> <p>Similarly, _____.</p> <p>This is true because _____.</p> <p>Clearly, _____.</p> <p>According to _____.</p> <p>Evidence can also be found in the article/film/story _____.</p>	<p>Drafting Support</p>
<p>Acknowledging the Opposition</p> <p><i>Which "moves" will you make to acknowledge the opposite point of view?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarize opposing position <input type="checkbox"/> Acknowledge merit of opposing position <input type="checkbox"/> Restate your thesis <input type="checkbox"/> Compare viewpoints <input type="checkbox"/> Elaborate your position 	<p>The Language of Counterargument</p> <p>Although some people think _____.</p> <p>Others suggest _____.</p> <p>However, _____.</p> <p>On the other hand, _____.</p> <p>(the topic) is _____.</p> <p>Most _____ will argue that _____.</p> <p>_____ argues that _____.</p> <p>Nonetheless, _____.</p> <p>Despite opposition, I am convinced that _____.</p> <p>The point remains _____.</p>	<p>Drafting Counterargument</p>
<p>The Conclusion</p> <p><i>Which "moves" will you make to close your argument powerfully?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Restate your thesis <input type="checkbox"/> Cite previous examples <input type="checkbox"/> Summarize your evidence <input type="checkbox"/> Elaborate 	<p>The Language of Conclusion</p> <p>It is convincing that _____.</p> <p>It is essential to recognize _____.</p> <p>In closing, _____.</p> <p>On a final note, _____.</p> <p>The facts clearly indicate _____.</p> <p>It cannot be denied that _____.</p> <p>It should be remembered that _____.</p> <p>Finally, _____.</p>	<p>Drafting a Conclusion</p>

Argumentative Writing Rubric (Grades 6-12)

Argumentative Writing rubric (Grades 6-12)						
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions	
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary		
4	The response is fully sustained and consistently and purposefully focused: <ul style="list-style-type: none">6+ claim is clearly stated, focused and strongly maintained7+ logical reasoning clarifies complex ideas7+ alternate claim(s) are addressed8+ alternate claim(s) are examined thoroughly and distinguished from alternate claim9+ all of the above	The response has a clear and effective organizational structure creating unity and completeness: <ul style="list-style-type: none">effective, consistent use of a variety of transitional strategiesbody includes all components of an argument:6+ claim and reasons7+ evidence/data8+ counter-claim6+ effective introduction and conclusion for audience and purpose that supports argument7+ effective introduction and conclusion for audience and purpose that supports argument9+ all of the above	The response provides thorough and convincing support/evidence/data: <ul style="list-style-type: none">use of evidence/data from credible and accurate sources is smoothly integrated, comprehensive, relevant, and concreteacknowledgement of source(s)	The response is clear and effectively expresses ideas, using precise language: <ul style="list-style-type: none">words are precise and accurate and chosen to enhance purpose and meaningestablishes and maintains style appropriate to audience and purpose	The response demonstrates a strong command of conventions: <ul style="list-style-type: none">few, if any, errors are present in grammar/usage and sentence constructioneffective and consistent use of punctuation, capitalization, and/or spelling	
3	The response is adequately sustained and generally focused: <ul style="list-style-type: none">claim is clear and for the most part maintained, though some loosely related material may be adequatealternate claim(s) are addressedreasoning is logical	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: <ul style="list-style-type: none">adequate use of transitional strategies with some varietybody includes most components of an argumentadequate introduction and conclusion	The response provides adequate support/evidence/data: <ul style="list-style-type: none">some evidence from sources is integratedgeneral acknowledgement of source(s)	The response adequately expresses ideas, employing a mix of precise with more general language <ul style="list-style-type: none">An easily understood message is clearly communicated through careful word choiceestablishes style appropriate to audience and purpose	The response demonstrates and adequate command of conventions: <ul style="list-style-type: none">some errors in grammar/usage and sentence construction may be present, but no systematic pattern of errors is displayedadequate use of punctuation, capitalization, and/or spelling	
2	The response is somewhat sustained and may have a minor drift in focus: <ul style="list-style-type: none">claim(s) on the issue may be somewhat unclear and unfocusedalternate claim(s) may be acknowledged, but not developedsupporting ideas lack clarity and logical reasoning	The response has an inconsistent organizational structure, and flaws are evident: <ul style="list-style-type: none">inconsistent use of basic transitional strategies with little varietybody includes some components of an argumentsconclusion and introduction, if present, are weak	The response provides uneven, cursory support/evidence for the writer's claim that includes facts, and details, and achieves little depth: <ul style="list-style-type: none">evidence from sources is weakly integrateduneven acknowledgement of source(s)	The response expresses ideas unevenly, using simplistic language: <ul style="list-style-type: none">words are adequate and correct in a general sense; message is emerging and can be inferredstyle is sometimes appropriate to audience and purpose	The response demonstrates a partial command of conventions: <ul style="list-style-type: none">frequent errors in grammar/usage may obscure meaninginconsistent use of punctuation, capitalization, and/or spelling	
1	The response may be related to the purpose but may offer little relevant detail: <ul style="list-style-type: none">claim may be confusing or ambiguousno alternate claim addressedno logical reasoning among supporting ideas	The response has little or no discernible organizational structure: <ul style="list-style-type: none">few or no transitional strategies are evidentbody missing key components of an argumentlead/conclusion missing	The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details: <ul style="list-style-type: none">use of evidence from sources is minimal, absent, in error or irrelevantno acknowledgement of source(s)	The response expresses ideas that are vague, unclear or confusing: <ul style="list-style-type: none">words are vague and general so message is limited and unclear (e.g., "good," "bad," "nice")style is not appropriate to audience and purpose	The response demonstrates a lack of command of conventions: <ul style="list-style-type: none">errors are frequent and severe and meaning is often obscure	

Note: 64 / (6, 10)

Note: 6+ (6-12)
7+ (7-12)
8+ (8-12)

Created: 9/2014