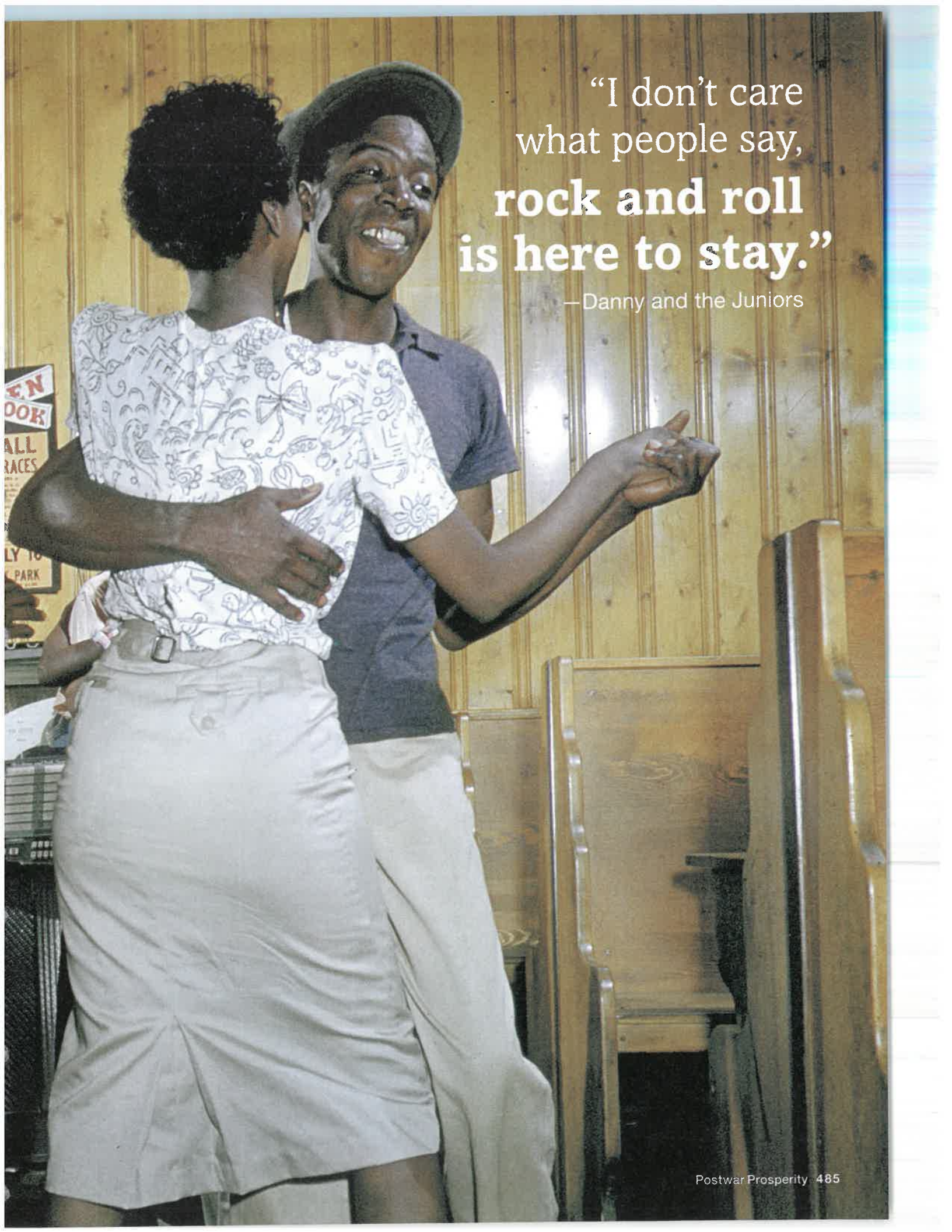


# Chapter 15



“I don’t care  
what people say,  
**rock and roll**  
**is here to stay.”**

—Danny and the Juniors





# THE BIRTH OF ROCK AND ROLL



**CRITICAL VIEWING** Rock and roll pioneer Chuck Berry performs before an enthusiastic audience in 1966. What do you observe about the demographics of the crowd?



**It's the rhythm that gets to the kids—they're starved for music they can dance to, after all those years of crooners.**

—disc jockey Alan Freed, 1956



Transistor radio c. 1960

## Since the dawn of humanity,

there have been teenagers. The word *teenager*, however, didn't come into existence until sometime during World War II. At the time, there was nothing new about young people coming of age and seeking ways to rebel against society's norms. In the 1920s' Jazz Age, youths in their twenties defined themselves through music, clothing, and behavior that their elders found scandalous. In the 1940s and 1950s, the rebels were a little younger—high-school age—but they too sought their own social identity. And, like the jazz fans of the 1920s, they were looking for a new kind of music to serve as the soundtrack to their rebellion.

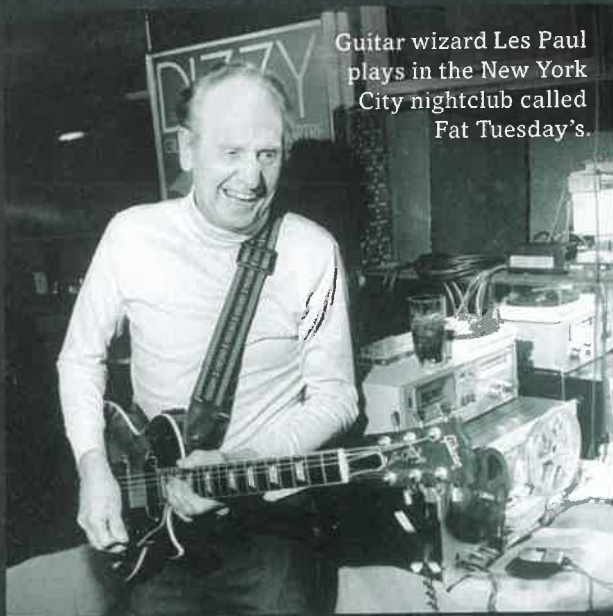
As the 1950s dawned, the tunes playing on America's pop radio stations weren't exactly exciting to a teenage audience. A record producer of the era later recalled, "Big fiddle-faddle orchestras . . . played lush mood music for relaxing, cocktails, and vacationing in far-away places." Such singers as Frank Sinatra and Bing Crosby—known as "crooners" because of their deep voices and smooth, romantic styles—dominated the airwaves, appealing to mainly white audiences.

American teenagers, however, were looking for something different in the way of entertainment, and they had the money to spend on it in the prosperous postwar economy. Teens also had access to new technology that made it easier to buy and listen to music independently from their parents.

Transistor radios like the one shown above were small, portable units, unlike the large console radios that squatted somberly in a family's living room. Advancements in recording technology allowed teens to buy inexpensive "singles," small vinyl records that featured just one song on each side.

While the crooners serenaded white listeners, many African Americans were drawn to "race records," songs with strong, syncopated beats and a sound directly derived from jazz and the blues. Around 1950, the term *race records* was replaced by the more accurate—and less offensive—*rhythm and blues*, or R & B.

One record store owner in Cleveland, Ohio, noticed his white teenage customers purchasing R & B records in large numbers. When he shared this information with local disc jockey Alan Freed, a rock and roll phenomenon was born. Freed debuted *The Moondog Show* on WJW radio in June 1951 in an exuberant, unheard-of style. As the records spun, Freed would leave his microphone on and accompany the music with cries of "Ho, now!" and "Go! Go! Gogogogogogogo!" while pounding madly on a phone book he kept in the studio. Music critic Ed Ward later wrote, "It was just what a very large number of teenagers had been waiting all their lives to hear." Freed is credited with first using the term *rock and roll* to describe the music that was emerging from R & B in the 1950s.



Guitar wizard Les Paul plays in the New York City nightclub called Fat Tuesday's.

## LES PAUL

New technologies helped create the distinctive sounds of rock and roll both onstage and in the recording studios. One of rock's most influential early innovators was Les Paul, an inventor and popular, well-respected guitarist.

Paul was a pioneer in the use of overdubbing—recording a performance, and then replaying it and layering additional instruments or voices onto the recording. Using overdubbing, Paul sped up the sound of his guitar to create new and unusual effects. In 1952, he invented the eight-track tape recorder, which facilitated overdubbing and became standard in the recording industry. Today, music recording has gone digital, but the complex, layered sounds listeners are accustomed to hearing owe much to Paul's experiments.

Paul is perhaps best known for the solid-body electric guitar he designed, which was also released in 1952. He had worked for years to perfect an electric guitar that could sound and sustain a note without distortions. Paul's was not the first solid-body guitar on the market; the Fender Broadcaster had been introduced in 1948. However, the Les Paul Standard, sold by the Gibson guitar company, quickly rose in popularity and was adopted by many legendary rock guitarists.

Throughout his inventing career, Paul remained an accomplished, Grammy-winning performer. He was inducted into the Rock and Roll Hall of Fame in 1988 and continued both tinkering and performing until his death in 2009.



1968 Prototype Gibson Les Paul Custom Recording Model

1952 Gibson Les Paul Goldtop



Freed moved to New York in 1954 and began to organize R & B concerts that drew enthusiastic audiences of both white and African-American teens. He drew criticism from those who considered rock and roll obscene and from those who objected to people of different races mixing socially, but his popularity expanded throughout the 1950s.

Who were the artists making the new music that enthralled American teens and horrified many of their elders? In the early 1950s, most of the hit-makers were male, with roots in R & B or country and western music. Bill Haley, for example, started his career playing in a country band called the Saddlemen, but he loved the blues and experimented with combining many musical traditions. In 1953, the Saddlemen became Bill Haley & His Comets. In 1954, they released the single "Rock Around the Clock," which was featured in the 1955 film *Blackboard Jungle* and became a wildly successful anthem for the new rock generation, selling a record-setting 6 million copies.

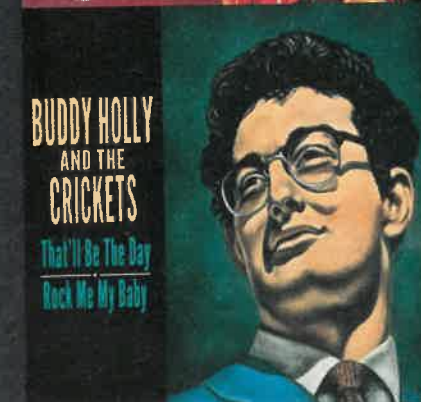
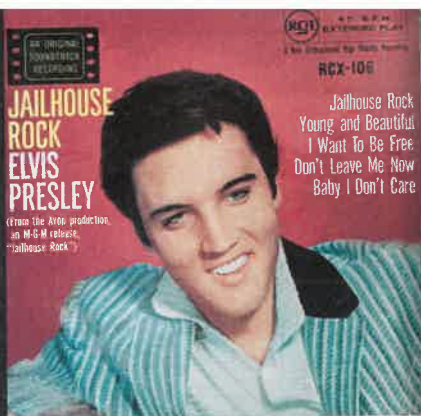
Meanwhile, in Memphis, Tennessee, record producer Sam Phillips was frustrated because he was recording tracks by talented black musicians, but white radio stations would not give them airtime.

"If I could find a white man with the Negro sound and Negro feel, I could make a million dollars," he told his assistant. Enter Elvis Presley, soon to become a rock star of unprecedented fame and teen idol to millions worldwide.

Presley's signature sound was strongly influenced by the African-American blues and gospel singers he had listened to in his youth, and he gratefully acknowledged their contributions throughout his career. In addition to having a versatile singing voice, Presley was handsome and charismatic, had a dazzling smile, and performed energetic, provocative dance moves. Presley once remarked, "Rock and roll music, if you like it, if you feel it, you can't help but move to it. That's what happens to me. I can't help it." Not everyone agreed that Presley's way of moving was a good thing. When he appeared on a popular television variety show, he was filmed from the waist up because his hip shimmy was considered too suggestive for viewers. One Catholic cardinal accused Presley of promoting a "creed of dishonesty, violence, lust, and degeneration" among teens. Presley's best-selling singles of the 1950s include "Hound Dog," "Jailhouse Rock," "Heartbreak Hotel," "Love Me Tender," and "Don't Be Cruel."



Rock and roll singer Elvis Presley leans toward his screaming fans during an outdoor concert around 1957.



## TOP OF THE LIST

In the 1950s, *Billboard* was a magazine that tracked the popularity of individual musicians and songs, publishing weekly charts of top sellers. From 1950 through 1954, the number one songs on the *Billboard* charts were mostly swing songs and ballads, with frequent appearances by such crooners as Tony Bennett and Frank Sinatra. Les Paul and his wife Mary Ford appeared on the 1953 list with a slow song called "Vaya Con Dios" (May God Be With You).

In July 1955, "Rock Around the Clock" by Bill Haley and His Comets took the number one spot, opening the door for rock and roll to dominate the charts. Chuck Berry and Little Richard also had hit records in 1955, and by 1957, rock and roll musicians were regular top sellers.

Excerpt from *Billboard's* Top 50 Best Sellers in Stores, November 18, 1957

Position In List	TITLE	ARTIST
1	JAILHOUSE ROCK	Elvis Presley
2	WAKE UP LITTLE SUSIE	The Everly Brothers
3	YOU SEND ME	Sam Cooke
4	SILHOUETTES	The Rays
5	BE-BOP BABY	Ricky Nelson
6	LITTLE BITTY PRETTY ONE	Thurston Harris
7	MY SPECIAL ANGEL	Bobby Helms
8	APRIL LOVE	Pat Boone
9	CHANCES ARE	Johnny Mathis
10	HONEYCOMB	Jimmie Rodgers
15	KEEP A KNOCKIN'	Little Richard
19	ROCK AND ROLL MUSIC	Chuck Berry
25	PEGGY SUE	Buddy Holly
30	WAIT AND SEE	Fats Domino
39	WHOLE LOTTA SHAKIN' GOIN' ON	Jerry Lee Lewis
40	THAT'LL BE THE DAY	The Crickets (Buddy Holly)

Joel Whitburn's *Top Pop Playlists 1955–1969*, 2014





While performing with his band in 1956, rock and roll star Little Richard props his foot on top of the piano, a signature move.

## COVERING UP

Today, when a song has potentially offensive lyrics, radio stations play it with the problematic words edited out. In the 1950s, a cover artist would record the song with alterations to make it appealing to different markets. Many R & B hits, for example, were recorded in “sanitized” versions that were more acceptable to the decision-makers at pop radio stations. It was not uncommon for several versions of a hit song to be in circulation at the same time.

Pat Boone was one of the most successful of the cover artists, with an enthusiastic following of mostly white teenagers and a string of hit songs. His clean-cut, wholesome image presented a contrast to the raucous and raw performances of Elvis Presley, Little Richard, and other early rockers. In 1956, rock and roll music reached a milestone when Little Richard’s sensual recordings of “Long Tall Sally” and “Rip It Up” outsold Pat Boone’s covers of the same tunes. Parents and conservative radio station owners may have preferred the white cover artist’s cleaned-up version, but the younger generation had voted with their dollars.

**Rock and roll is the most brutal, ugly, degenerate, vicious form of expression—lewd, sly, in plain fact, dirt.** — singer Frank Sinatra, 1957

Several African-American stars also rose to fame on the rock and roll tide. Little Richard burst onto the scene with a flamboyant splash and was one of the first African-American rock and roll musicians to play to integrated audiences. A brilliant pianist, Little Richard fixed his audiences with an intense, wide-eyed gaze and astonished them with irrepressible dance moves, sometimes planting a foot on top of the piano as he played. In the words of music writer Donald Clarke, “In two minutes [Little Richard] used as much energy as an all-night party.” Little Richard’s hit songs “Tutti Frutti” and “Good Golly Miss Molly” were hugely popular, but because his lyrics were suggestive, he received relatively little airplay.

Chuck Berry, another African-American musician, was an early master of the instrument that came to define the sound of rock and roll—the electric guitar. His dexterous playing and unforgettable guitar licks, or short patterns of notes, influenced generations of players. Berry engaged his listeners with songs that told a story. His first hit, “Maybellene,” narrated the comic miseries of a man chasing after his unfaithful girlfriend. “Sweet Little Sixteen” spoke directly to the teenagers in his audience.

By the end of the 1950s, some people felt, and perhaps hoped, rock and roll was a fad that would quickly fade away. Instead, it not only endured but evolved into a musical scene more diverse than even Alan Freed might have imagined. Later rock stars have acknowledged the debt they owe to the musicians who pioneered the genre. In fact, singer-songwriter John Lennon of the Beatles, one of the best-selling rock bands of all time, introduced Chuck Berry on a 1972 television show by saying, “If you had to give rock and roll another name, you might call it Chuck Berry.”

## THINK ABOUT IT

How did the introduction of rock and roll serve as a means for social change?



## THE DAY THE MUSIC DIED

Ritchie Valens, the first Latino rock and roll star, added a distinctive Mexican flavor to the R & B beat of his songs. Born in California, the Mexican American singer had a number of hits in his short career, including "Donna," which reached number two on the pop charts in 1959. Today, he is best remembered for "La Bamba," a Mexican folk tune with a rock and roll beat. Since its first release in 1958, the song has been recorded by several bands, including Los Lobos.

While still a teenager, Valens appeared on national television and on Alan Freed's radio show. In 1959, Valens went on tour with a group of fellow rock sensations, including Buddy Holly, whose 1957 song "That'll Be the Day" had reached number one on the charts in both the United States and Great Britain. On February 3, Valens, Holly, and J. P. "the Big Bopper" Richardson boarded a small plane for their next stop on the tour. The plane crashed near Clear Lake, Iowa, killing everyone aboard. Valens was just 17 years old, and Holly just 22. In 1971, singer Don McLean wrote a popular song about the crash and called it "American Pie." In the song, McLean referred to the tragedy as "the day the music died."

A self-taught musician, Ritchie Valens joined his first band at age 16.



**MASON CITY GLOBE-GAZETTE**  
 "The Newspaper That Makes All North Iowans Neighbors"  
 VOL. 97      MASON CITY, IOWA, WEDNESDAY, FEBRUARY 4, 1959      No. 106

# Rock 'n' Roll Idols Among Lake Crash Dead

## Plane Piloted by Clear Lake Man Plows Into Field

Four persons, three identified as nationally famous rock 'n' roll singers, died early Tuesday in a plane crash five miles north of Clear Lake.

The three singers were Buddy Holly, 22, Yuma, Ritchie Valens, 21, Los Angeles, and J. P. Richardson, 24, of Louisiana, known professionally as the "Big Bopper."

Also killed was the pilot of the plane, Roger Priestman, 24, Clear Lake.

The entertainers had appeared at the Surf Ballroom Music night and were to appear at Fargo, N.D., Tuesday night.

Other members of the troupe which appeared at Clear Lake left after the show by chartered bus for Fargo. They are Don and the Delmonics, Frankie Sarno and the Crickets, of which Holly was the singing star.

**APPARENTLY HOLLY, Valens, and Richardson decided to fly in order to arrive ahead of the troupe and make advance arrangements.**

The single-engine, four-place Beechcraft Bonanza left the Mason City Municipal airport about 7:30 after a 1 a.m. crash about

*Bodies of two victims (arrows) lie near the demolished plane in stubble field*

**Russ Hold      Iowa's Right-to-Work Law      '3 Reasons'**

An Iowa newspaper reports the plane crash that killed a local pilot and musicians Ritchie Valens, Buddy Holly, and J. P. Richardson on February 3, 1959.



## EISENHOWER AS PRESIDENT

Have you ever found it hard to choose sides in a political debate? Dwight D. Eisenhower didn't fit neatly on either the Democratic or the Republican side. But when he ran for president, he had to choose.

### THE ELECTION OF EISENHOWER

The Cold War affected not only the nation's foreign policy but also the lives of everyday Americans. The United States enjoyed great prosperity and stability in the post-World War II period, made possible in part by the growth of industries that provided the technology needed to fight the Cold War. Not all Americans shared in the general prosperity, however. Minorities continued to face discrimination that made it more difficult to achieve the American dream of a secure job, a comfortable home, and a healthy family.

As the Cold War continued, Americans turned to a strong general to lead the country's government and maintain stability.

In preparation for the 1952 presidential election, Democrats and Republicans searched for candidates to nominate. Both parties approached the same person—General Dwight D. Eisenhower, a celebrated World War II general and former commander of NATO forces. Until this time, Eisenhower had never declared allegiance to a particular political party.

In this photograph from September 1956, President Eisenhower (left) escorts Vice President Nixon (right) to the airplane that would take Nixon on a campaign tour for their re-election.



In January 1952, he chose to run for president as a Republican, probably to distance himself from Truman and the Democratic Party, which had been losing popularity.

The Republican Party had problems as well. The party was split between moderates and conservatives, who fought each other for control. Eisenhower, a moderate, had to face off against a conservative Republican leader, Ohio senator Robert A. Taft. Eisenhower's fame as a dynamic leader won him the nomination and unified the party. The Democrats nominated the governor of Illinois, **Adlai Stevenson**. While Stevenson was a distinguished diplomat and had helped found the United Nations, he lacked the popularity that bolstered Eisenhower's election campaign.

Eisenhower did not wage a typical Republican campaign. He supported many of Truman's Fair Deal programs, which conservative Republicans threatened to revoke, and he vowed to support the U.S. soldiers who were fighting in the Korean War. But he purposefully left out specific details about his goals as president. He stated he was "pro-business" and practiced "modern Republicanism," which he defined as economic conservatism paired with social liberalism. Eisenhower and his running mate, Richard Nixon, beat Stevenson in a landslide, 442 electoral votes to 89.

Eisenhower immediately assigned several business leaders to his Cabinet. He chose the former president of General Motors, Charles E. Wilson, to serve as secretary of defense and a former steel company president, George Humphrey, to serve as secretary of the treasury. In 1953, he appointed Oveta Culp Hobby, the first commander of the Woman's Army Corps (WACs), to run the newly created Department of Health, Education, and Welfare. Eisenhower took measures to continue Social Security and unemployment insurance but otherwise cut government spending whenever he could. And due to the liberal consensus, which you have read about, Congress was usually willing to follow his lead.

## PROSPERITY UNDER EISENHOWER

Postwar prosperity continued through the 1950s for the majority of Americans. This ongoing economic success was due largely to the position of the United States as a dominant world power, which enabled the nation to negotiate advantageous trade deals worldwide, and its embrace of **consumerism**. According to the theory of consumerism, the economy flourishes when people buy, or consume, a lot of goods and services.

The country's new role as a world leader meant the United States had to be on the cutting edge of technology. Military defense, electronics, and aerospace industries, essential to fighting the Cold War, flourished. Many of these industries were located in the **Sunbelt**, the southern region of the country that enjoys warm weather year-round. As a result, people from the **Frostbelt**, the north-central and northeastern region that has cold winters, migrated to Georgia, Florida, Texas, and California, where manufacturing jobs were on the rise.

Labor unions grew stronger and helped expand the middle class by ensuring that their members, who worked in these booming industries, received competitive pay, health insurance, paid vacations, and retirement benefits. Additionally, the number of service-sector, white-collar, and professional-sector jobs in business and government increased.

The growing middle class had more money to spend on consumer goods, such as food and automobiles. New industries developed to meet consumers' demands. Railroad, bank, and meatpacking companies created **agribusiness**—or the commercial business of agriculture—by buying up small family farms and creating huge, efficient factory farms. The companies converted the relatively humble occupation of farming into lucrative businesses. They opened supermarkets that offered middle-class shoppers a much wider variety of foods than was available at small corner markets.

As more people bought cars, the demand for highways and gasoline grew. Oil companies expanded their exploration programs and refineries and quickly became dominant businesses. Gas stations and auto repair shops flourished.

The growth of industries had some negative effects; however. Throughout the 1950s and into the 1960s, industrial waste products polluted the air and the lakes and rivers of major cities. **Smog**, a noxious combination of fog and smoke from factories, began to blanket such cities as Gary, Indiana, and Pittsburgh, Pennsylvania. The beaches of Lake Erie, the smallest and shallowest of the Great Lakes, were often covered in dead fish, killed by industrial pollutants that poisoned the water.

## COLD WAR DEVELOPMENTS

Just as he supported many of Truman's domestic policies, Eisenhower also supported Truman's containment policy, aimed at preventing the spread of communism in the world. However, Eisenhower believed he could prevent any communist advance



## WORLD EVENTS, 1953–1956

1953

**February 1953**

President Eisenhower appoints Allen Dulles, the brother of Secretary of State John Foster Dulles, to head the CIA.

**July 27, 1953**

China signs a truce establishing North and South Korea, thus ending the Korean War.

1954

**June 18, 1954**

The CIA stages a coup in Guatemala, replacing the recently elected president with a military dictator who supports United States' interests.



**January 20, 1953**

Dwight D. Eisenhower is sworn in as the 34th president of the United States. (Campaign button of Dwight "Ike" Eisenhower, 1952)

**August 19, 1953**

The United States restores the shah of Iran to power after his prime minister had successfully overthrown him a few days before. (Reza Shah Pahlavi's honor guard salutes him upon his return to Iran in 1953.)



### PRIMARY SOURCE

As the threat of nuclear war loomed in 1953, President Eisenhower addressed the United Nations about his nuclear deterrence policy.

*I know that the American people share my deep belief that if a danger exists in the world, it is a danger shared by all—and equally, that if hope exists in the mind of one nation, that hope should be shared by all. . . . Atomic bombs today are more than 25 times as powerful as the weapons with which the atomic age dawned, while hydrogen weapons are in the ranges of millions of tons of TNT equivalent. . . . But the dread secret, and the fearful engines of atomic might, are not ours alone.*

—from President Eisenhower's "Atoms for Peace" address to the United Nations, December 8, 1953

by using the threat of a nuclear attack rather than by mobilizing an army. Eisenhower's plan was called **nuclear deterrence**. It involved placing enough nuclear weapons in numerous safe places to guarantee that an enemy could not destroy all the weapons at once. Supposedly, nations would not risk war because both sides would be annihilated. Nuclear deterrence resulted in a world constantly on the brink, or the edge, of nuclear war. Secretary of State **John Foster Dulles** called this tension "**brinkmanship**," claiming that "the ability to get to the verge without getting into the war is the necessary art." Critics of nuclear deterrence claimed it was too dangerous. Still, the production of nuclear warheads increased, while the number of soldiers in service decreased and overall defense spending was actually cut by 20 percent between 1953 and 1955.

Meanwhile, the importance of strategic military bases in Hawaii and Alaska helped move these two U.S. territories toward full statehood. Near the end of Eisenhower's terms of office, in 1959, first Alaska and then Hawaii became the 49th and 50th states.

### U.S. INVOLVEMENT OVERSEAS

As part of his containment program, Eisenhower gave the Central Intelligence Agency (CIA) new authority to investigate communism in other countries. In 1953, Eisenhower appointed **Allen Dulles** to head the CIA. Under Dulles, the CIA practiced **covert action**, gathering intelligence and secretly getting involved in the politics and internal affairs of other nations. In opposing communism, the United States came to support some authoritarian and corrupt governments.

For example, in 1953 in Iran, a new, duly elected government led by Prime Minister **Mohammad Mossadegh** (MOH-sah-dehk) deposed



**July 26, 1956**  
President Nasser takes control of the Suez Canal in Egypt. (Container ship in the modern Suez Canal)

**November 4, 1956**  
Soviets crush the Hungarian revolt.

**November 6, 1956**  
Eisenhower is re-elected to a second term as president.

**1955**

**1956**

**October 23, 1956**  
Hungarian citizens revolt against Soviet troops in Budapest. (Hungarians burn a portrait of Stalin in 1956.)



**November 6, 1956**  
Egypt, Israel, Britain, and France sign a cease-fire in the Suez Canal conflict. (United Nations peacekeeping troops in Port Said, Egypt, in 1956)



the shah, or king, named **Reza Shah Pahlavi** (rih-ZAH shah PAH-luh-vee). The U.S. government feared Mossadegh was a communist. Eisenhower did not want a communist heading the country from which the United States received most of its oil, so he commanded the CIA to work with the secret services of other nations to topple Mossadegh and return the shah to power. In exchange, the shah's government granted American companies 40 percent of Iran's oil production. Reacting to similar communist suspicions, in 1954 the CIA ousted the newly elected president of Guatemala, **Jacobo Árbenz Guzmán**, and replaced him with a military dictator who protected American business interests in that Central American nation.

In 1956, two major world events captured Americans' attention. In Budapest, Hungary, citizens revolted against the communists that governed their country. Street battles soon escalated into all-out war. The Soviet Union sent troops to help the Hungarian government. Eisenhower refused to send American troops for fear of triggering a war between the United States and the Soviet Union. Soviet troops crushed the revolt within a month.

In Egypt, President **Gamal Abdel Nasser** seized control of the **Suez Canal**, the British-controlled waterway that lay between Africa and Asia, connecting the Red and Mediterranean seas. Two months later, Israeli troops advanced on Egypt,

followed by French and British paratroopers who worked together to retake the canal. Tensions heightened when the Soviet Union threatened nuclear war on Western Europe if Israel, Britain, and France did not withdraw from Egypt. A cease-fire resolved the situation, but the canal remained a source of conflict.

Meanwhile, the Cold War continued. As you've read, the Truman Doctrine supported free people and nations resisting communist takeovers. Although Eisenhower had failed to live up to this doctrine in Hungary, he continued to funnel money and American soldiers to Turkey and Greece, the **bulwarks**, or protective defenses, against Soviet expansion into the Middle East and Africa.

### HISTORICAL THINKING

- 1. READING CHECK** Which of Truman's domestic policies did President Eisenhower continue?
- 2. DESCRIBE** How did technological development affect society and the economy in the United States during the 1950s?
- 3. INTERPRET TIME LINES** How did the United States interfere in foreign governments during Eisenhower's first term in office?
- 4. EVALUATE** What were some advantages of Eisenhower's nuclear deterrence plan?



# AMERICAN SOCIETY

If you had more money than you needed, what would you do with it? Would you save it? Spend it? Share it? Many Americans had this choice to make as they confronted social changes during the Cold War years.

## THE COLD WAR'S EFFECTS

The Cold War shaped the daily lives of Americans in numerous ways. Its economic effects were especially significant. To fight the Cold War, the government made heavy investments in the defense and aerospace industries, which became major American employers in such states as California and Missouri. In addition, millions of veterans took advantage of the GI Bill of Rights and received a college education. Many of them then contributed to building the nation's technology industries. Thus, the livelihoods of many Americans depended on Cold War government investments and goals.

A growing group of educated, white-collar Americans strengthened the nation's industrial base, earned more money, and enjoyed a steady increase in their standard of living. With their new affluence, these Americans began to consume more goods and services, adding to the general prosperity.

## PRESSURES ON AMERICAN WOMEN

It happened after World War I, and again after World War II. After each war, employers pressured the women who had stepped in to keep industries and businesses running during the wars, to leave their jobs and make room for the returning soldiers. Between 1945 and 1947, more than 2 million women dropped out of the workforce, either by choice or by force. Women were also pressured to drop out of college to make room for men. The graduation rate for college women fell from 40 percent during the war to 25 percent by 1950.

Married and single women generally returned to **domesticity**, or home life. Many women, especially those who enjoyed working or were college-educated, found the transition from self-sufficiency

to dependence on male breadwinners difficult and disappointing. Those who remained in the workforce, often out of financial necessity, were typically paid 53 percent less than men performing similar tasks.

The return of soldiers after World War II brought other changes as well. Americans were longing for life to return to normal after years of war. As you have read, the GI Bill helped many veterans of the war obtain college educations, improving their career prospects and earning potential. Provisions of the law also encouraged home-ownership, another cornerstone of increasing affluence and financial stability, through downpayment and mortgage rate assistance. And as families were being reunited, many more couples were marrying and starting new families.

Immediately following World War II, the U.S. marriage rate spiked dramatically before leveling off slightly, which you can see in the graph on the next page. Americans were also entering into marriage at younger ages than prior to the war. The high marriage rate, in turn, led to a situation that changed the nation in profound ways.

## THE BABY BOOM

More marriages, paired with increased economic optimism, led to a 20-year surge in the number of babies born in the United States, a phenomenon called the **baby boom**. American birth rates began to climb following the war, reaching more than 4 million births in 1954, a figure that held relatively steady until the mid-1960s.

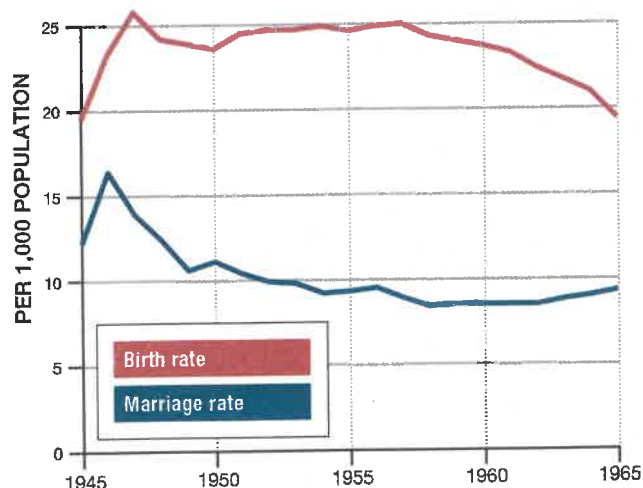
It wasn't only that there were more couples having children during the baby-boom years; perhaps due to confidence in the economy and their ability to provide for their families, couples were having more children as well. An estimated 75 million Americans

were born between 1946 and 1964, and by 1965, around 40 percent of Americans were younger than 20 years old.

Manufacturers and advertisers zeroed in on the growing market in children's products. Clothing, specialized foods, and toys were promoted directly to children during televised cartoons and other programming. Baby boomers, as this generation came to be called, are still a prime target of advertisers nearly a lifetime later.

Due to their sheer numbers, baby boomers have affected the national culture throughout their lives. They spearheaded the social changes and antiwar activism of the 1960s. Today, as they move into retirement, they are putting a strain on the Social Security system. Perhaps the baby boom's major impact, however, has been to spur on consumerism in every decade from the 1950s to the present.

### Birth and Marriage Rates in the Baby Boom Era (1945–1965)



Source: CDC/National Center for Health Statistics



In 1958, nurses deliver a group of infants to their mothers in a hospital dormitory room. During the baby boom, a shortage of rooms for mothers and babies overwhelmed hospitals, which were designed for fewer births. In addition, home births declined and hospital births rose from 37 percent of all births in 1935 to 88 percent in 1950. The baby boom led to a growth in hospitals and a dramatic increase in the demand for many products and services.



Customers listen as a salesperson points out the new features of a television set at an appliance store in Silver Spring, Maryland, in 1950.



## THE CONSUMER SOCIETY

During the Cold War years, many Americans had more money to spend and more goods to buy. Thanks to strong labor unions negotiating for regular working hours and personal time off, they also had more free time in which to shop. Consumer spending was now considered a patriotic way to build the nation's economy. Between 1946 and 1950, this new **consumer society** purchased over 21 million automobiles, 20 million refrigerators, 5.5 million electric stoves, and more than 2 million dishwashers. Shopping became an important part of the American lifestyle.

The consumer society was supported by easy access to credit—buying now and paying later, in installments. In 1950, a financial company called Diners Club issued the first credit cards in the United States. Department stores soon followed, offering charge accounts with easy payment plans.

Televisions became a popular item to charge to credit accounts. By the 1950s, televisions were no longer a luxury item that only upper-class families could afford. Most American homes had a TV; in fact, stores were selling millions of televisions every year.

Television provided advertisers easy access to millions of consumers. Enticing television commercials promoted shiny new appliances and unique gadgets guaranteed to make life easier for Americans. Much of this advertising was directed specifically at women. Commercials told women they could be more efficient and effective wives and mothers if they owned the newest washing machine, dishwasher, and vacuum. In addition to encouraging consumer spending, these advertisements also reinforced women's traditional domestic roles.

## MEDICINE, SCIENCE, AND EDUCATION

The Cold War years also featured major advances in medicine, science, and education. One of the most important medical breakthroughs was the development of a vaccine against polio, an infectious, crippling disease. Between the late 1940s and early 1950s, doctors had reported 35,000 new cases of the disease in the United States. In 1952, the nation experienced its worst polio outbreak—58,000 cases. Three years later, in 1955, **Jonas Salk**, an American physician and medical researcher, introduced the **Salk vaccine**. The incidence of polio quickly fell, and the disease is no longer a threat in the United States.

A young girl looks apprehensively at the needle before receiving a lifesaving Salk polio vaccine in the 1950s. Health departments and schools vigorously publicized the free vaccination program with public service posters, newspaper ads, and radio announcements. An oral vaccine developed by Alfred Sabin was also developed in the 1950s and given in drops placed on a sugar cube.



In the late 1940s, three American physicists invented the **transistor**, an electronic device used to control the flow of electricity in electronic equipment. Transistors became available for public purchase during the 1950s and were commonly used in small, portable radios and hearing aids. Today, transistors are components of the microchips found in computers and many other electronic devices.

One of the first commercial computers designed for processing business data was the **Universal Automatic Computer (UNIVAC)**. Developed in the late 1940s, the room-size UNIVAC was put into use by various businesses and organizations. For example, the **Bureau of the Census**, the government agency that counts the nation's population, used the UNIVAC to count and record part of the 1950 population.

Scientists also explored ways to produce cheaper energy to meet the nation's growing energy demands. Using the same science behind the atomic bomb, scientists working in the United States developed a way to capture the heat released during nuclear fission, which is the reaction that occurs when atoms split apart. The steam from this heat can be used to turn turbine blades to power generators and make electricity. The energy created from this process is called **nuclear power**. In 1957, the first large-scale American nuclear power plant started operating in Shippingport, Pennsylvania.

Advances in the sciences were not limited to earthbound endeavors. Scientists studied planetary satellites, or bodies in space that orbit other bodies of a larger size. On October 4, 1957, the Soviet Union sent the first mechanical, or human-made, satellite, called **Sputnik 1**, into space to orbit Earth. Americans worried that such satellites might enable the Soviets

to direct nuclear missiles toward the United States. President Eisenhower responded by establishing the **National Aeronautics and Space Administration (NASA)**, which oversees the U.S. space program. NASA worked to match and exceed the Soviets' accomplishments in space exploration.

After being caught off guard by *Sputnik*, the American public demanded improvements to their educational systems. Eisenhower responded by signing the National Defense Education Act (NDEA) into law on September 2, 1958. The purpose of NDEA was to improve schools through government funding, encourage students to attend college, and promote education in science, engineering, math, and foreign languages. In California, educators used NDEA funding to reorganize the state's higher education system. The **California Master Plan**, adopted in 1960, joined the state's universities and community colleges into one accessible and affordable system governed by a framework that promoted academic excellence.

## HISTORICAL THINKING

- 1. READING CHECK** How did the Cold War affect the lives of ordinary Americans?
- 2. ANALYZE CAUSE AND EFFECT** Explain how the return of World War II veterans had complex effects on women in the workforce, and identify the types of data that could be used in determining these effects.
- 3. IDENTIFY MAIN IDEAS AND DETAILS** What factors contributed to the development of a consumer society in the United States?



## SUBURBS SURROUND CITIES

Where would you most like to live—in a city, suburb, small town, or rural area? During the Cold War years, many Americans chose to move to suburbs. Why might the suburbs have appealed to them?

### MOVING TO THE SUBURBS

As populations were increasing in Sunbelt states in response to the expansion of aerospace and other industries in the region, another major demographic change was also taking place. **Suburbanization**, or a population shift from cities to outlying communities, was rapidly transforming the American landscape.

In 1950, about 1.7 million new houses were built in the United States, and more than 80 percent were built in suburbs. A home in the suburbs offered relief from crowded cities. Suburbs often had larger homes, better schools, and lower crime rates. By 1950, more than 18 million people, or 1 in every 8 Americans, had moved from cities to suburbs.

The GI Bill, which offered loans to World War II veterans to purchase houses, helped make suburbanization possible. So did two federal government agencies. The **Veterans Administration (VA)**, which serves the needs of veterans, and the **Federal Housing Administration (FHA)**, which provides financing for housing, worked together to manage the GI Bill program. From 1944 to 1952, the government issued nearly 2.4 million low-interest home loans as a benefit of the GI Bill, accelerating the movement of families to the suburbs.

All over the country, veterans paid building contractors to construct affordable, single-family homes. **William Levitt**, a New York contractor, purchased several thousand acres of farmland in Hempstead, New York, 25 miles east of Manhattan, for the mass production of private homes. Levitt based his building operation on Henry Ford's assembly lines. His company manufactured precut building materials in his factories, delivered them using his trucking company, and assembled the homes using his builders. On the construction site, each worker performed a

single task, such as framing or pouring concrete, to complete each house. Levitt's builders constructed as many as 180 houses in a week. When completed in 1951, **Levittown, Long Island**, boasted 17,000 houses plus dozens of parks, ball fields, swimming pools, churches, and shopping areas for its 82,000 residents.

Levitt's system of mass-produced neighborhoods was duplicated across the country. Linking Cold War thinking and home ownership, Levitt declared, "No man who owns his own house and lot can be a communist."

Meanwhile, new expressways improved access between suburbs and cities. President Eisenhower viewed road improvement as vital to the national defense during the Cold War. When he signed the **Federal-Aid Highway Act of 1956**, launching one of the greatest public works projects in history, he stated, "In case of atomic attack on our key cities, the road net must permit quick evacuation of target areas." Better roads would also benefit the economy by creating jobs, making it easier and cheaper for industries to transport goods, and allowing Americans to live farther away from their workplaces. In fact, state and local governments often covered the entire cost of highway segments in response to local commuting demand. The resulting **Interstate Highway System** linked towns, cities, and suburbs nationwide with limited access, multilane highways.

### IMPACT OF SUBURBANIZATION

Suburbanization dramatically transformed American culture. The American dream of owning one's home became a reality for millions. The first house sold in Levittown, Long Island, came with a free television and appliances, prompting Levitt to call it "the best house in the U.S."

But social observers criticized these developments, mocking the uniform design of the “little boxes.” Far more troubling was the **homogeneity**, or sameness, of the residents. Many mass-produced neighborhoods, or **subdivisions**, refused to admit minorities, especially African Americans. Levittown’s standard sales contract stated that homes could not be “used or occupied by any person other than members of the Caucasian race.” Nearly 10 years after the U.S. Supreme Court ruled in 1948 against such discrimination, not a single African American lived in Levittown. Social observers also deplored the homogeneity of the suburbanites’ lives. The men commuted from their uniformly designed houses to work in offices that were also mostly alike, and the women cleaned house, cooked, and raised children.

Suburbanization and discrimination changed the makeup of American cities. African Americans and the less wealthy remained in the cities, where making a living became more difficult. Many businesses and factories also moved to the suburbs, taking jobs and services with them. Fewer residents and businesses meant lower revenues for city or local governments, but as taxes were raised to cover the shortfall, even

more people moved to the suburbs. In just a few years, many American cities lost a large portion of their upper- and middle-class residents.

Suburbanization also affected rural communities and natural environments. The relentless demand for subdivisions and the expansion of interstate highways pressured farmers near cities to sell their land. In 1930, more than 30 million Americans lived on farms. By 1960, that number had fallen to 15.6 million, and nearly one in three Americans lived in a suburb. Suburbs and highways also disrupted wildlife habitats, a process that continues to this day.

### HISTORICAL THINKING

1. **READING CHECK** What motivated many Americans to move to suburbs during the Cold War years?
2. **MAKE INFERENCES** What did William Levitt mean when he said “No man who owns his own house and lot can be a communist”?
3. **IDENTIFY PROBLEMS AND SOLUTIONS** What do you consider the greatest problem to have resulted from the growth of suburbs?

**CRITICAL VIEWING** An aerial photograph taken in 1954 reveals the sprawling Levittown, Long Island, suburb that had once been farmland. What elements in this photograph support the criticism that suburban developments featured too much uniformity, or sameness?





## AUTOMOBILE MANIA

Can you imagine never using a car? If not, you're in step with the majority of Americans who rely on cars for transportation at least part, if not most, of the time. That dependence developed during the 1950s.



**CRITICAL VIEWING** In 1948, The Track, an innovative drive-in restaurant in Los Angeles, used technology to entice hungry drivers. Instead of employing carhops, or waiters, to serve people at their cars, The Track installed a conveyor belt. How do you think this system worked, and to whom might it appeal?

## GROWING RELIANCE ON AUTOMOBILES

The growth of suburbs during the Cold War years made Americans more dependent on automobiles. Many workers had to commute from the suburbs to jobs in the city each day. As the demand for automobiles increased, American production quadrupled from 2 million cars in 1946 to 8 million in 1955. Between 1945 and 1960, new technologies cut by half the time it took to manufacture a car. As a result, the nation's gross national product (GNP), the total value of goods and services produced during a year, skyrocketed from \$212 billion to \$503 billion. The business of making cars became the most important contributor to the U.S. economy.

During the Cold War years, the automobile industry employed a large percentage of the country's population. By 1960, one out of six Americans earned paychecks by contributing to the production of cars, either directly by assembling vehicles or indirectly by working for a company that supplied automotive parts and equipment. Factory employees rolled out close to 58 million new cars during the 1950s.

The United Automobile Workers (UAW), an industrial union representing automotive workers, had grown in size and become a powerful force in the automotive industry by the 1950s. The UAW, in partnership with other labor unions, successfully organized strikes for better wages and benefits and negotiated paid vacation days, pensions, and medical care for union members.

## A CAR CULTURE

The growth of the car culture rapidly transformed the American landscape. Entire industries blossomed along the increasing network of roads and highways lined with gas stations. Restaurants adjusted their operations so drivers could buy food "to go" or even eat meals without leaving their cars. One of the first restaurant owners to adopt this "fast food" model was Ray Kroc. He opened the first McDonald's restaurant in 1955 in Des Plaines, Illinois, a suburb of Chicago. Motor hotels, or motels, were built along busy roads to accommodate the growing number of travelers taking road trips. The American car culture also prompted the development of drive-in movie theaters and shopping malls. All these businesses added to **suburban sprawl**, or the spread of suburban developments over more and more land.

As the car culture spread, the economies of the United States and other Western nations became increasingly dependent on oil, which is the source of gasoline, diesel fuel, and many other products.

## ROUTE 66

Completed in 1926, this famous highway ran 2,448 miles between Chicago and Los Angeles. Over the years, Route 66 became a symbol of the open roads in the United States. Okies, or migrant farm workers from Oklahoma, used it during the Great Depression to travel west, seeking a better life in California. Families traveled the highway to visit the American heartland, the canyons and deserts of the Southwest, and the Pacific Ocean. Some stores and restaurants along the route are now historic landmarks. But Eisenhower's Interstate Highway System threatened its existence in the 1950s. Many travelers chose the newer, more direct highways over the often meandering Route 66.



Between 1945 and 1960, U.S. oil production rose by nearly 50 percent, and annual oil imports increased from 74 million to 371 million barrels. The need for oil—not only to power automobiles but also to meet other energy needs—would affect American foreign and domestic policy for decades to come.

The large number of gas-guzzling cars on American roads led to rising air pollution in cities. By 1966, motor vehicles contributed more than 60 percent of the pollutants discharged into the nation's air, amounting to 86 million tons out of 146 million tons. In 1955, the U.S. Congress passed the Air Pollution Control Act, the first law to address air pollution. The act was amended in 1963 to provide funding to study the effects of automobile exhaust on people's health.

Other environmental problems resulted from the extraction, refining, and transportation of oil. During the 1960s and beyond, oil spills and the dumping of oil wastes damaged wildlife habitats and polluted streams, lakes, and other bodies of water.

## HISTORICAL THINKING

- 1. READING CHECK** Why did many Americans become dependent on automobiles during the Cold War years?
- 2. MAKE INFERENCES** How might the need for oil affect American foreign policy?
- 3. ANALYZE ENVIRONMENTAL CONCEPTS** How did its increased oil production help the United States, and what environmental problems were caused by Americans' growing dependence on oil?





1950s hot rod



Music fan driving to Woodstock, 1969

2.2



THROUGH THE LENS

## CARS & AMERICAN CULTURE

It's surprising that a brutish industrial-age machine has maintained its status as a cultural icon amid the buzz of technology in the digital age. Decades ago, owning a car was about horsepower, status, and youthful rebellion. Cars inspired movies, songs, and literature. They were a driver's ticket to the freedom and glory of the open road. Do you think concerns about pollution, gridlock, and gas prices will cause the American car obsession to subside?

American World War II soldier in a seagoing Jeep, Europe, c. 1946



Tail fins on a 1959 Cadillac Eldorado



Architect Frank Lloyd Wright's 1930 Cord L-29



506



American actor and car enthusiast James Dean pushes his cousin in a homemade roadster in Indiana, 1955.



Dressed in their Sunday best, boys strike a serious pose on the hood of a car in a Chicago South Side neighborhood, 1941.



In 1977, Janet Guthrie was the first woman to drive in the Indianapolis 500 and the Daytona 500.



Electric vehicle charging at a Detroit, Michigan, auto show





## CULTURE OF THE FIFTIES

The next time you're watching your favorite TV show or listening to your favorite music, consider that much of what we now consider American pop culture came into being during the 1950s.

### THE GOLDEN AGE OF TELEVISION

You have read about the important role television played in American consumer culture, both as an item for consumers to purchase and as a way for advertisers to sell their products. In 1948, less than one percent of American households could boast of owning a TV set. Back then, television's fuzzy black-and-white images were anything but "must-see." The first televised baseball game was filmed using only one camera. The first TV actors sweated under hot lights and wore black lipstick and green makeup just to show up on screen. But by 1959, more than 83 percent of homes in the United States had one or more televisions.

Television evolved by modeling itself on another medium—radio. In the 1930s and 1940s, radio offered a variety of entertainment to more than 60 percent of U.S. households and was available in nearly 2 million cars. Some radio programs were so popular that many movie theaters did not bother opening for the evening until after the top programs had aired. Early television programs just couldn't compete with the witty dialogue and skillfully achieved sound effects of radio, but television continued to improve.

Among the major changes in television technology was the introduction of color in 1950. In the early 1950s, special cables were used to link both coasts, marking a significant change in communication and allowing millions of viewers to watch the same program simultaneously. In 1949, a TV set appeared for the first time in the Sears department store catalog. Its price was \$149.95. Only a year later, Americans were buying 20,000 television sets a day.

By 1954, three national television networks—ABC, CBS, and NBC—were broadcasting regularly. These

networks were also the major radio broadcasters, and they boasted better technology and greater talent than their competitors. They also had two other advantages. Their profits from radio broadcasting enabled them to invest in new television programming. They could also move their most popular radio programs, including *Jack Benny*, *Burns & Allen*, and *Amos 'n' Andy*, over to television.

Television in the 1950s introduced or reinvented many genres, including variety shows, quiz shows, informational programming, and high-quality dramas. Among the most popular genres was the **situation comedy**, or sitcom, a weekly series that featured a familiar setting and a group of characters who faced amusing problems. These shows reflected traditional elements of American society, often with a twist. For example, on the popular sitcom *I Love Lucy*, the title character was a woman who stayed at home while her husband, Ricky, worked as a musician. Money was never an issue for the couple and their young son, and no one stayed angry for long. The show's humor came from crazy schemes Lucy developed to make her life more interesting. *I Love Lucy* introduced techniques that revolutionized the television industry, including taping in front of a live studio audience and using multiple cameras to film scenes from different angles. The show became so popular that more people tuned in to watch *I Love Lucy* on January 19, 1953—a staggering 44 million—than would watch President Eisenhower's inauguration the following day.

Though racial minorities rarely appeared in the 1950s sitcoms, they did play major—if stereotypical—roles in several popular shows. The most popular was *Amos 'n' Andy*, an adaptation of a radio comedy created by two white men and featuring an all-black cast. The NAACP angrily denounced *Amos 'n' Andy*



Wearing a TV-inspired Davy Crockett T-shirt, cowboy boots, and coonskin cap, a young boy reads about the legendary American frontiersman at his school desk in the 1950s. The 1950s pin-back button shown below pictures Crockett carrying his rifle and wearing a deerskin shirt and coonskin cap.



for portraying blacks as “clowns” and “crooks,” but others praised the performers for transforming racist stereotypes into humor that authentically portrayed the African-American experience.

By the mid-1950s, TV networks were mining the riches of children’s programming. American film producer Walt Disney struck gold with his three-part series about the historical American frontiersman Davy Crockett, which aired nationally in December 1954. In the months that followed, millions of schoolchildren began wearing coonskin caps just like the one Crockett wore on the program. Stores soon began selling other Davy Crockett merchandise, including shirts, blankets, toothbrushes, and lunch boxes. One department store chain sold 20,000 surplus tents in less than a week simply by printing “Davy Crockett” on a flap.

Television and marketing businesspeople noted the new media’s power to sell products. Important advertisers started sponsoring entire programs. The television industry expanded with each new program, providing work for hundreds of performers and technicians at a time and taking business away from the motion picture industry. By the mid-1950s, the “golden age” of television was in full swing.

## A NEW KIND OF MUSIC

In the 1950s, a distinctive teenage culture emerged, rooted in the prosperity and population boom that followed World War II. While the threat of nuclear war was ever-present, teenagers had little experience of the grim events of the previous two decades. They were raised in relative affluence, surrounded by ads that ignored the traditional value of thrift. Fewer were employed than in prewar years, but close to half had summer jobs, and many had their own money. By 1956, teenagers bought \$9 billion worth of products a year; a typical teen spent as much on entertainment as the average family had spent in 1941.

Many teens chose to spend their money on the popular music of the time. Known as **rock and roll**, this musical genre grew out of rhythm and blues, the music brought north by African-American musicians during the Great Migration. Most rock and roll songs were originally written or performed by African-American artists. Because African-American music was not considered appropriate for white audiences, music studio executives rerecorded versions of these songs using white “cover artists” so that white radio stations would play them.



The wildly popular Elvis Presley (1935–1977) sings and dances at the Olympia Theater in Miami, Florida, in 1956. Presley had an exceptional vocal range.

## PRIMARY SOURCE

In this passage from the novel *On the Road* (1957) by Jack Kerouac, the narrator describes the kind of people he admires.

*[T]he only people for me are the mad ones, the ones who are mad to live, mad to talk, mad to be saved, desirous of everything at the same time, the ones who never yawn or say a commonplace thing, but burn, burn, burn like fabulous yellow roman candles exploding like spiders across the stars.*

—from *On the Road*, by Jack Kerouac, 1957

That situation began to change in 1951, after an American disc jockey named **Alan Freed** learned that white teens in Cleveland were buying up records featuring African-American rhythm and blues artists. Freed began playing the hard-edged music on the air. Suddenly, teens could discover new music just by turning a radio dial.

In 1955, African-American rhythm and blues artist **Chuck Berry** (1926–2017) recorded one of the first rock and roll songs, “Maybellene,” which quickly became a hit. Berry followed up with “Roll Over Beethoven” (1956), “Rock and Roll Music” (1957), and “Johnny B. Goode” (1958). A rock and roll pioneer, Berry played guitar in an infectious, rhythmic style and wrote songs about cool cars and dances to appeal to teenagers. Berry’s showmanship on stage—playing guitar between his legs and behind his head and performing a movement called the “duckwalk”—influenced many rock and roll guitarists.

In 1955, a 21-year-old truck driver from Memphis named **Elvis Presley** exploded onto the popular music scene. Born in rural Mississippi, Presley grew up singing country music, gospel, and blues. Tall and handsome with long sideburns and slicked-back hair, he was a riveting performer. His music was strongly rooted in the southern music of his childhood.

Presley quickly became a national sensation. In less than a year, he recorded 8 number one songs and 6 of the all-time top 25 records of music company RCA. However, Presley had many critics, including teachers and members of the clergy, who complained that his unique way of dancing and shaking his hips proved that rock and roll posed a moral danger to the country’s youth. This criticism only increased Presley’s popularity among young people.

In 1956, rock and roll reached a milestone when an African-American singer named **Little Richard**

outsold tamer versions of his songs that had been rerecorded by Pat Boone, a leading white cover artist. The success of Little Richard and other rock and roll musicians led major record companies to start recording more of the genre, performed by both black and white musicians. Music sales tripled during the 1950s, aided by such technological advances as portable transistor radios and vinyl records.

## THE BEAT GENERATION

While rock and roll was changing the American music scene, another youth rebellion transformed American writing. The **Beat Generation** was a group of young writers and poets in San Francisco and New York City who attacked the values and beliefs of mainstream American society. They called themselves “beat” because they were tired of living in the homogenous, or uniform, society they felt was taking hold in the United States. They despised politics, consumerism, and technology, and they valued creative expression.

Poet **Allen Ginsberg** expressed the Beats’ disgust for the conventions of the time in his long, free verse poem “Howl” (1955). Its opening line—“I saw the best minds of my generation destroyed by madness”—sets a mood of anger and despair. Ginsberg’s work demonstrated his belief that a mass audience could relate to an individual’s thoughts and experiences, no matter how outside the norm they might be.

The Beats equated happiness and creativity with total freedom of expression. Their model of authentic living was Dean Moriarty, the hero of *On the Road* (1957) by Beat author **Jack Kerouac**. Loosely based on an actual road trip that Kerouac and some friends took, the book tells of the cross-country adventures of a group of young Americans trying to escape from middle-class life. *On the Road* became a national best seller and a cult book on college campuses. Like Presley, Little Richard, and Ginsberg, Kerouac appealed to the young people dissatisfied with conventional American culture of the 1950s.

## HISTORICAL THINKING

- 1. READING CHECK** What forms of entertainment that developed in the 1950s became part of mainstream American culture?
- 2. ANALYZE CAUSE AND EFFECT** How did racism affect television programming in the 1950s?
- 3. MAKE CONNECTIONS** How do you think the historical story of rock and roll influenced social trends in today’s popular music?





# NATIONAL BASEBALL HALL OF FAME AND MUSEUM COOPERSTOWN, NEW YORK

The National Baseball Hall of Fame and Museum in Cooperstown, New York, celebrates and preserves the history of America's favorite pastime. Dedicated on June 12, 1939, the museum houses the bronze plaques of more than 300 inductees elected to the Hall of Fame, the sport's highest honor. Exhibits feature trophies, baseballs, gloves, jerseys, and

other artifacts associated with legendary players and managers, from Ted Williams to Ken Griffey, Jr. The museum also tells the history of African Americans in baseball—as well as the story of women in the game. Each year, about 300,000 visitors tour the museum to relive the greatest moments in baseball history and learn more about the heroes of the sport.

## Lou Gehrig's Trophy

Lou Gehrig is one of the most respected players in baseball history. Called the "Iron Horse" for playing 2,130 consecutive games without a break, Gehrig was forced to retire when he was diagnosed in 1939 with an incurable, fatal disease. On July 4, 1939, the Yankees held an appreciation day at Yankee Stadium to honor him and present him with the trophy shown here. To a packed stadium, Gehrig delivered his famous farewell speech, calling himself "the luckiest man on the face of the earth."

The names of Gehrig's teammates and a poem honoring Gehrig are inscribed on the trophy.

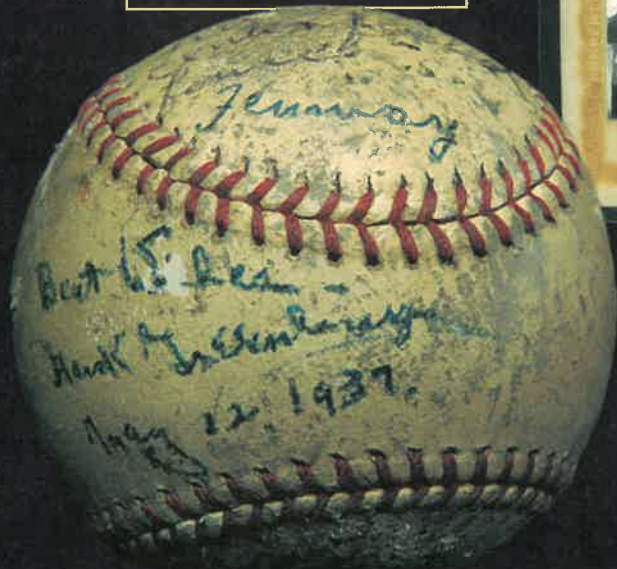


## Hank Aaron's Plaque

Each year, baseball writers vote on candidates for induction into the National Baseball Hall of Fame. In addition, a special committee periodically elects inductees. A bronze plaque is made for each inductee, like this one for Hank Aaron, identifying the person's accomplishments. Aaron reigned as baseball's home run king from 1974 until 2007, when his career record of 755 home runs was surpassed by Barry Bonds of the San Francisco Giants.



Which other major league players served in the World Wars? Do research to find out.



#### Hank Greenberg's Baseball and ID Card

One of the best hitters in baseball, Henry "Hank" Greenberg won two Most Valuable Player awards with the Detroit Tigers before his career was interrupted by World War II. Like many other major league players, Greenberg served in the war from 1941 to 1945. His War Department ID card appears above. When Greenberg returned to the major leagues in 1945, he helped the Tigers win the World Series by driving in 7 runs in 7 games. The next year, he led the American League in home runs and RBIs.

"I love that baseball is timeless. I love that it's traditional, but that it has adapted over the years. . . . **There's nothing better than sitting at a ballgame.**"

—Jeff Idelson, President, National Baseball Hall of Fame and Museum

Catcher's mitts lack individual fingers, like mittens, and have heavy padding.

#### Yogi Berra's Mitt

A colorful baseball icon, New York Yankees catcher Yogi Berra was a 10-time World Series champion. He used this mitt to catch a perfect game thrown by pitcher Don Larsen in the World Series on October 8, 1956. The game was played at Yankee Stadium in New York City against the Brooklyn Dodgers. In a perfect game, a pitcher allows no hits or walks through at least 9 innings. A perfect game is a rare accomplishment. In major league history through 2016, only 23 pitchers had achieved the feat.





## URBAN AND RURAL POVERTY

If you don't experience something yourself, you may find it hard to imagine it even exists. In the 1950s, middle-class suburbanites lived sheltered from the poverty that plagued inner cities and rural areas.

### PERSISTENT POVERTY

The 1950s were a prosperous time for the United States as a whole, but the nation's wealth was not distributed equally. While the total amount of wealth in the country increased, the economic gap between the wealthy and the poor remained the same. In the late 1950s, the **poverty rate**, or the percentage of the population living in poverty, was 22.4 percent, which amounted to about 39.5 million people.

American journalists and writers of the early 1960s worked to expose the pervasive poverty in the United States. In 1960, journalist Edward R. Murrow revealed the harsh living conditions of migrant farm workers in a nationally aired documentary for CBS, *Harvest of Shame*. Television viewers witnessed families who could barely afford food for themselves as they harvested crops for the wealthiest, best-fed

country in the world. In the book *The Other America*, published in 1962, author Michael Harrington portrayed the persistence of poverty among such groups as the working poor, the elderly, and the mentally ill. The book became required reading in college courses and prompted government officials to address some of the problems it had exposed.

### URBAN POVERTY

As you have read, many middle-class Americans and businesses moved to the suburbs in the 1950s. This population shift lowered the taxes collected by cities, decreased municipal budgets, and influenced the racial concentrations in cities. Those departing for new homes in the suburbs were mostly white, while those who remained in the cities were more often members of minority groups. This difference was due both to economic factors and to discriminatory practices that prevented members of minorities from moving to largely white suburban neighborhoods.

President Truman's Fair Deal had included the American Housing Act of 1949. The act provided mortgage assistance for Americans buying homes and began the process of **urban renewal**, which involved clearing slums to replace them with large, publicly funded housing projects. Federal and state government urban renewal programs continued into the 1960s. Although the original intent of the plan was good, the huge projects destroyed existing communities, were too large to manage efficiently, and often isolated the residents from affordable services. Instead of alleviating problems, many of the housing projects became centers of despair and unemployment. Out-of-wedlock births increased, as did criminal activity and drug abuse. By the late 1960s, the urban renewal effort was largely deemed a failure.

### PRIMARY SOURCE

*The American city has been transformed. The poor still inhabit the miserable housing in the central area, but they are increasingly isolated from contact with, or sight of, anybody else. Middle-class women coming in from Suburbia on a rare trip may catch the merest glimpse of the other America on the way to an evening at the theater, but their children are segregated in suburban schools. The business or professional man may drive along the fringes of slums in a car or bus, but it is not an important experience to him. The failures, the unskilled, the disabled, the aged, and the minorities are right there, across the tracks, where they have always been. But hardly anyone else is.*

— from *The Other America*,  
by Michael Harrington, 1962



American photographer Wayne Miller took this photograph of tenements in Chicago in 1948 as part of a project documenting the lives of African Americans who were left out of the postwar economic boom.

## RURAL POVERTY

Poverty in the United States was not confined to the inner cities in the 1950s. As you have read, suburbanization affected rural areas as well. The loss of farmland, the rise of agribusiness, and increased mechanization meant fewer farming jobs. Many rural communities slowly declined, especially as young people left in search of job opportunities.

Some rural areas were extremely poor. **Appalachia**, a part of the Appalachian Mountain region that stretches from northern Alabama to southern New York, had one of the most severe poverty rates in the United States in the late 1950s and early 1960s. In 1960, when the overall United States poverty rate was 22 percent, the poverty rate in Appalachia averaged more than 31 percent.

Appalachia was mountainous and hard to farm, but it had an abundance of coal. With little else to sustain the local economy, the region became dependent on coal mining. But mining was hard, dirty, and dangerous work. It stripped forests and polluted the air, land, and water, contributing to a variety of environmental problems. By the mid-20th century, the introduction of machinery that could do the

work of many miners in a much shorter time frame put many miners out of work. Logging provided some temporary jobs, but the process scarred the Appalachian landscape.

Over time, efforts to reduce poverty in many places in the United States were successful, but Appalachia saw little economic improvement. In a decade, the region had lost 1.5 percent of its jobs, even as the nation's total employment grew by 17 percent. Its rugged landscape was unattractive to most industries, and re-education and job training programs were well intentioned but ineffective. Between 1945 and 1965, approximately 3.5 million people left Appalachia, seeking better lives and work opportunities in larger cities in the Midwest.

## HISTORICAL THINKING

- 1. READING CHECK** How did suburbanization contribute to urban and rural poverty in the 1950s?
- 2. ANALYZE CAUSE AND EFFECT** Why did many urban renewal projects of the 1950s and 1960s fail?
- 3. IDENTIFY PROBLEMS AND SOLUTIONS** Why did attempts to reverse Appalachian poverty fail?



# NATIVE AMERICANS AND MEXICAN AMERICANS

The 1950s were great years to be a white, middle-class American. But if you were Native American or Mexican American, it was a different story.

## DEMANDING A PLACE AS CITIZENS

In the years following World War II, Native Americans, many of whom had volunteered and fought bravely during the war, found themselves shut out of both the postwar economic boom and the political system. On reservations, they faced high rates of poverty and unemployment, poor access to government assistance and services, and inadequate schools. Many Native Americans did not even have the right to vote, despite the fact that, in 1924, Congress had granted citizenship to all Native Americans born within the United States. In addition, for decades, the federal government's policy toward Native Americans' sovereignty, or self-government, was inconsistent.

Some states refused to grant suffrage to Native Americans. The states took the position that Native Americans living on reservations were not citizens of the state, but rather citizens of their individual tribes or nations. Native Americans turned to the courts.

In 1948, Miguel Trujillo, a U.S. Marine war veteran and member of the Isleta Pueblo in New Mexico, was denied when he attempted to register to vote. He filed suit against the registrar and the state. A panel of three federal judges ruled in *Trujillo v. Garley* that the portion of New Mexico's constitution that prohibited Native American reservation residents from voting violated the 14th and 15th amendments of the U.S. Constitution.

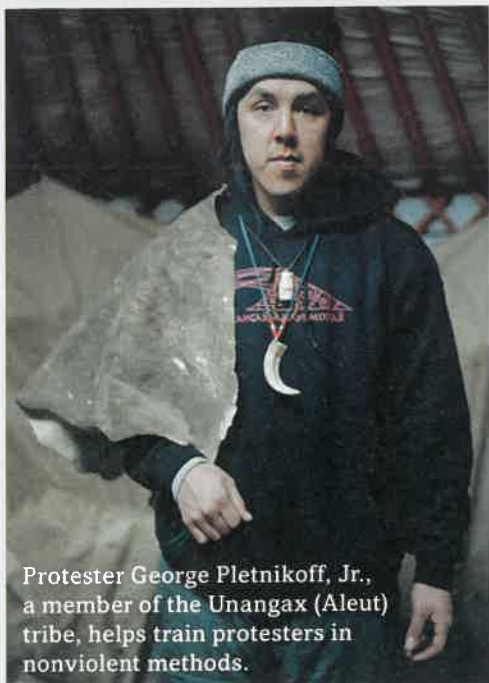
Their decision backed up a similar case, *Harrison and Austin v. Laveen*, which had been brought by two Mojave-Apache men in Arizona that same year. These two cases effectively granted all Native American citizens the right to vote throughout the

United States; however, Maine did not officially grant this right until 1953, and Utah held out until 1957.

Another major issue in the postwar era was poor government management of reservations. The Meriam Report, a government study released in 1928, had documented the problems and suggested specific reforms. The Indian Reorganization Act, passed in 1934, was an attempt to address the problems. The act sought to decrease federal control of Native American affairs and to encourage Native American self-government. It ended the government practice—adopted with the Dawes Act in 1887—of selling off the best reservation lands to white land speculators and homesteaders. It recognized the authority of tribal governments and promoted their self-government by urging them to adopt constitutions drafted by the Bureau of Indian Affairs.

But the reorganization was not a success. The act did not give Native Americans full control over their lands and governments. Instead, the reservations remained under the management of the Bureau of Indian Affairs, and little progress was made in solving the problems detailed in the Meriam Report.

Hoping to restore their tribal sovereignty and take control of their own future, Native Americans from 50 tribes and associations met in Denver, Colorado, to establish the National Congress of American Indians in 1944. In one year, membership rose to about 800 tribes and nations, representing nearly every Native American group in the United States. The organization began working to protect treaty rights, maintain Native American traditions, and push for self-determination and self-government.



Protester George Pletnikoff, Jr., a member of the Unangax (Aleut) tribe, helps train protesters in nonviolent methods.

Krystal Two Bulls, a member of the Northern Cheyenne and Oglala Lakota tribes, raises her fist in protest at right.



Nailed to a signpost at the main protest camp are the names of participating tribes and the distances to their homelands.



Protester Ray Curtis Yazzie, a member of the Blackfeet tribe, displays a Blackfeet Nation flag.

## STANDING ROCK PROTEST

The struggle by Native Americans to protect their rights has continued into the 21st century. Beginning in April 2016, the Standing Rock Sioux led a 10-month protest in North Dakota against construction of the Dakota Access oil pipeline, designed to travel along the Missouri River and connect North Dakota oil fields with pipeline networks in Illinois. Seeking to protect their freshwater

source and the diverse environmental regions crossed by the pipeline from potential oil leaks, the Standing Rock Sioux were joined by people from hundreds of indigenous tribes, including those shown above. In late February 2017, police cleared the main protest camp, following an executive order by President Donald Trump to advance approval of the pipeline's construction.



## MORE FAILED POLICIES

In 1943, a year before the National Congress of American Indians began to organize, the U.S. Senate decided to investigate living conditions on Native American reservations. They found serious problems: poverty, racism, abuse by police officers, and alarming rates of alcoholism and suicide.

Under President Eisenhower, the federal government decided to remove Native Americans from reservations and encourage them to assimilate into mainstream society. And so began the disastrous government program known as the **termination policy**. In 1953, Congress set a goal to “as rapidly as possible make Indians within the territorial limits of the United States subject to the same laws and entitled to the same privileges and responsibilities as are applicable to other citizens of the United States.” Under this policy, the government terminated all benefits and services to reservations, withdrawing its responsibility to maintain reservations and ending the limited sovereignty of individual tribes and nations.

Among the first tribes to be terminated were the Agua Caliente, who owned the land around Palm Springs, California, and the Klamath, whose land in Oregon was rich in lumber. The federal government took over their lands, as well as the land belonging to 107 other tribes between 1953 and 1964. Much of the land was sold to non-Native Americans.

Under this policy, Native Americans were expected to assimilate quickly into the mainstream of American society. To aid in this process, the Bureau of Indian Affairs set up a relocation program to move Native Americans from reservations to cities, where they were expected to find higher-paying jobs. The bureau set up relocation centers in Los Angeles, San Francisco, San Jose, Denver, Dallas, Cincinnati, Cleveland, St. Louis, and Chicago to help Native Americans find work, housing, and community resources. But not everyone found employment, and adjustment was difficult. Families were often separated, and tribal affiliations severed. In addition, a large number of Native Americans remained in poverty, and alcoholism continued to be a problem among many relocated populations.

Ultimately, the termination policy and the relocation program were failures. Federal termination efforts ended in 1963, and some of the affected tribes have been successful in regaining their lands through a number of lawsuits. The relocation era lasted for nearly two more decades, with as many as 750,000 Native Americans migrating to cities between 1950 and 1980.

## THE THREAT OF DEPORTATION

During President Truman's eight years in office, from 1945 to 1953, about 127,000 undocumented immigrants were deported and more than 3.2 million left in fear of deportation. In 1954, under President Eisenhower, the government responded to an economic recession and a large U.S. labor pool with a program called “Operation Wetback,” a reference to an offensive name for Mexicans who crossed the Rio Grande illegally. Intended to deport undocumented workers, the program mistreated many Mexicans and indiscriminately deported U.S. citizens as well. Officially, 2.1 million people of Mexican descent were deported through this aggressive, military-like campaign between 1954 and 1958.

## MEXICAN AMERICAN WORKERS

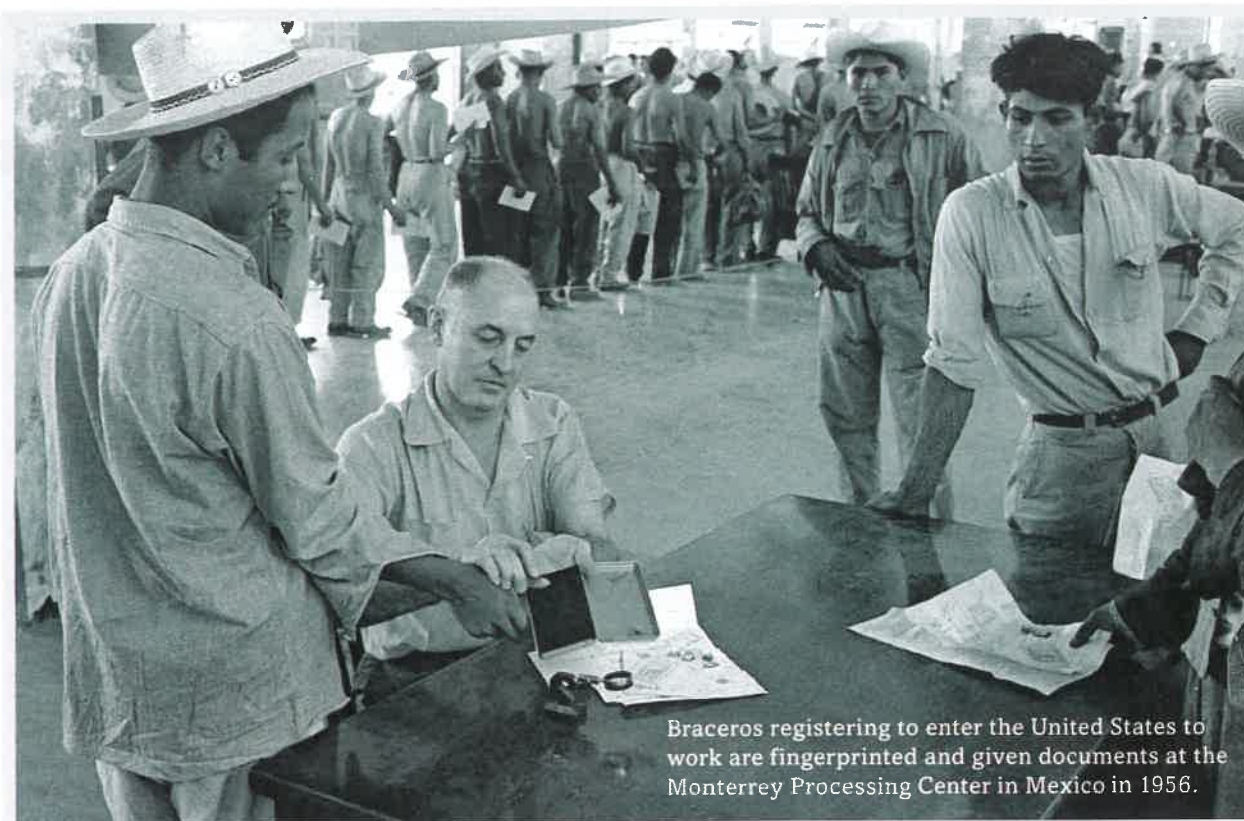
In the 1950s and 1960s, the Latino population in the United States was relatively small. In 1960, about 6 million Latinos lived in the country. Many had first entered the United States to take part in the Bracero Program, an organized labor program that invited Mexican agricultural workers to replace U.S. farmworkers who were serving in World War II.

The government extended the Bracero Program after the war, and the number of braceros entering the United States increased. Most of the workers arrived from Mexico, but some came from Jamaica and the Bahamas. When the program was terminated in 1964, nearly 5 million worker contracts had been issued. Although President Truman had signed legislation to protect the rights of legal migrant workers in the United States, he also proposed legislation to stop employers from hiring undocumented immigrants. Congress did not approve it.

After the Bracero Program ended, many workers maintained connections with friends and families by continuing to cross the border informally and to return at will. Still others, knowing they would find fewer opportunities back at home, remained in the United States illegally after they were no longer in the program. Businesses were happy to hire these workers, paying them even lower wages than other migrant laborers. These low-paid workers contributed much to the economy of California and the Southwest, yet they lived in poverty and faced the constant threat of deportation.

## THE LONGORIA INCIDENT

Even though they aided the United States during World War II, Mexican Americans faced



Braceros registering to enter the United States to work are fingerprinted and given documents at the Monterrey Processing Center in Mexico in 1956.

discrimination in the Southwest and elsewhere in the nation, whether they were citizens or undocumented immigrants. The Longoria incident was a prime example. Felix Longoria, a Mexican American war hero, was killed in the Philippines during World War II. When his body was returned to his family in 1948, his widow attempted to hold a wake in his honor at the only funeral home in Three Rivers, Texas. The owner of the funeral home refused her, saying, "The whites wouldn't like it."

The incident became front-page news across the country. **Dr. Hector P. Garcia**, a Mexican American and the president of the American GI Forum, a Latino veterans' civil rights organization, gathered more than 1,000 people to protest. He also sent a telegram directly to influential Texas senator **Lyndon B. Johnson**, who would later rise to the presidency. By the next afternoon, Johnson replied with an offer to bury Private Longoria at Arlington National Cemetery. The funeral was held there on February 16, 1949. The incident inspired many Mexican Americans to unify in their quest for civil rights and equal opportunities.

As early as the 1920s, Mexican Americans had organized to address discrimination. The **League of United Latin American Citizens (LULAC)**, formed in 1929, was one such organization. In 1945, LULAC sued the segregated Orange County, California, school system for openly discriminating against

Latino children. LULAC also protested the Longoria incident. In the 1960s, the organization actively supported the United Farm Workers, a labor union representing California farmworkers, most of whom were Latino. LULAC grew in the following decades, and today it provides college scholarships and other kinds of support to the Latino community.

Inspired by the agendas, strategies, and effectiveness of the civil rights movement elsewhere in the country, another Mexican American organization, the **Unity League**, was launched in California in 1947. The league campaigned against blatant acts of discrimination in housing, cemeteries, theaters, schools, and public administration. The league won lawsuits in the 1950s in cases involving segregation in schools and public swimming pools.

### HISTORICAL THINKING

- 1. READING CHECK** What kinds of discrimination did Native Americans and Mexican Americans face during the 1950s?
- 2. IDENTIFY MAIN IDEAS AND DETAILS** Why did the United States open its borders to Mexican workers during World War II?
- 3. IDENTIFY PROBLEMS AND SOLUTIONS** What actions did Mexican Americans take to gain civil rights during the 1950s?



# CHAPTER POSTWAR PROSPERITY

# 15 REVIEW

## VOCABULARY

Use each of the following vocabulary terms in a sentence that shows an understanding of the term's meaning.

1. suburbanization  
*As a result of suburbanization, subdivisions replaced large tracts of land.*
2. nuclear deterrence
3. brinkmanship
4. consumer society
5. suburban sprawl
6. situation comedy
7. urban renewal
8. poverty rate
9. termination policy

## READING STRATEGY

### MAKE INFERENCES

Complete a graphic organizer like the one below to make an inference about the postwar effects of the GI Bill of Rights. Tell what you know about the subject in the "I Know" section. Write your inference in the "And So" section. Then answer the question that follows the graphic organizer.

#### Make Inferences

<b>I Read</b> Millions of veterans gained a college education through the GI Bill of Rights, and many became employed in technology industries.	
<b>I Know</b>	<b>And So</b>

10. Why might some Americans today idealize the 1950s?

## MAIN IDEAS

Answer the following questions. Support your answers with evidence from the chapter.

11. How did Eisenhower present his political ideas during his campaign for president in 1952? **LESSON 1.1**
12. How did women's wages compare with men's wages after the end of World War II and during the 1950s? **LESSON 1.2**
13. How was the system used to build houses in Levittown similar to production on an assembly line? **LESSON 1.3**
14. In what ways did Americans' obsession with cars affect other industries during the 1950s? **LESSON 2.1**
15. What aspects of American life did the Beat poets rebel against? **LESSON 2.3**
16. Why did Appalachia suffer from a high poverty rate in the 1950s? **LESSON 3.1**
17. How did Dr. Hector P. Garcia help resolve the Longoria incident? **LESSON 3.2**

## HISTORICAL THINKING

Answer the following questions. Support your answers with evidence from the chapter.

18. **EVALUATE** What were some drawbacks of Eisenhower's nuclear deterrence plan?
19. **MAKE CONNECTIONS** What effects of the suburbanization of the 1950s do you notice in your life today?
20. **IDENTIFY** What were some long-lasting effects of the Bracero Program?
21. **FORM AND SUPPORT OPINIONS** Based on the results of the urban renewal projects of the 1950s and 1960s, what advice would you give an urban planner who wants to replace decaying neighborhoods in a city?

**22. MAKE INFERENCES** How do you think voters in Guatemala reacted when the United States ousted their elected president in 1954?

**23. DETERMINE CHRONOLOGY** What sequence of events led the federal government to establish the termination policy and relocation programs for Native Americans?

### INTERPRET VISUALS

With the baby boom in full swing in the 1950s, toy manufacturers had a ready market for their products. Study the toy advertisement and answer the questions that follow.

- 24.** What is the manufacturer's purpose in offering a space man and jet rocket for free?
- 25.** What does it tell you about the growing consumer society that the manufacturers chose a space rocket as the perfect toy to offer kids?



### ANALYZE SOURCES

In the 1950s, William H. Whyte, a magazine editor, wrote a book about the culture of large corporate organizations and the suburbs where the employees—the “organization men”—lived. He found the suburbs alarming rather than blissful.

At Levittown, Pennsylvania, residents are very much aware of who has what “modification” of the basic ranch-house design, and one house on which the owner mounted a small gargoyle became so famous a sight that many residents used to drive out of their way to show it to visitors. People have a sharp eye for interior amenities also, and the acquisition of an automatic dryer . . . or any other divergence from the norm is always cause for notice. Those who lack such amenities, conversely, are also noted.

—from *The Organization Man*, by William Whyte, 1956

**26.** What is Whyte implying about people's values and attitudes in the suburbs?

### CONNECT TO YOUR LIFE

**27. EXPLANATORY** You have read about American life and culture during the 1950s. Some historians think the postwar era laid the foundation for our current American identity. Review the chapter and research the lives of teenagers in the 1950s. Then write a short essay comparing their lives and experiences with yours.

#### TIPS

- Use a Venn Diagram or a T-Chart to make notes about similarities and differences between your experiences and those of a teenager in the 1950s.
- Choose two or three of the most interesting items on your chart to write about.
- Conduct an Internet or library search to find more information on the topic.
- Use two or three vocabulary words from the chapter in your essay.
- End the essay with a generalization about the similarities and differences.



# America's Propaganda Machine

BY BECKY LITTLE

Adapted from "Inside America's Shocking WWII Propaganda Machine,"  
by Becky Little, [news.nationalgeographic.com](http://news.nationalgeographic.com), December 2016



**T**he United States was about six months into World War II when it founded the Office of War Information (OWI). Its mission: to disseminate political propaganda. The office spread its messages through print, radio, and film. But perhaps its most striking legacy is its posters with bright colors and sensational language. They encouraged Americans to ration their food, buy war bonds, and basically perform everyday tasks in support of the war effort. In one, a woman carrying her groceries is compared to soldiers carrying weapons. The poster implies that by walking instead of driving she is doing her patriotic duty. By not driving, people extended the lives of their cars and reduced the use of rubber and metal, which were instead needed to make tanks and weapons for the war.

## LOOSE LIPS SINK SHIPS

Both the Allies and the Axis powers feared that leaked information could undermine their troops. With that in mind, the OWI produced posters urging people to keep sensitive information to themselves so enemies wouldn't overhear it. According to Stephen G. Hyslop, co-author of the National Geographic book *The Secret History of World War II*, the OWI struggled to find the best way to convey this message. As an example, he points to a poster that depicts a mysterious figure in a German helmet and warns "He's Watching You."

"The point of the poster is it's a German soldier" who could overhear what you say, Hyslop explains, but its message was too subtle. Consequently, the United States began to favor posters that got right to the point. In one of these, a woman's image appears alongside the words "WANTED! FOR MURDER. Her careless talk costs lives." This very clear message was still a bit strange. Most civilians didn't have access to sensitive military information, yet the images telling them to zip their lips were pretty aggressive and sometimes created the feeling of "Are the authorities on my side or are they after me?"

The OWI's propaganda was made for people at home and abroad, and it was always clear that these messages came from the U.S. government. However, the United States had another propaganda arm that produced messages specifically for the enemy and made it look like this propaganda was coming from inside the enemy's country.

## ATTACKING ENEMY MORALE

Creating propaganda that hid or misrepresented its source wasn't only done by the United States. Germany transmitted radio messages to France, Britain, and other countries that appeared to originate from inside those nations.

The American Office of Strategic Services (OSS) responded with its own "black propaganda," as the practice was known. One mission, called Operation Cornflakes, involved dropping mailbags into Germany containing fake newspapers that looked as if they were made by Nazi resisters. Some of the mail had stamps with a picture of a deathly, skeletal-looking Hitler with the words *Futsches Reich* ("Ruined Empire").

The Allies also transmitted radio messages that appeared to come from inside Germany. This was an easier way to get information into the country than by dropping mailbags, Hyslop says.

Three-quarters of a century later, technological advances have made it even easier to sneak information into a country. As an example, Hyslop points to Russia's use of the Internet to spread propaganda during the 2016 U.S. election. Could future history books about our current era be illustrated with Internet political memes, just as today's history books are with propaganda posters? It's not unthinkable.

For more from National Geographic, check out "Dogs at War" online.

## UNIT INQUIRY: Persuade an Audience

In this unit, you learned about a watershed event in which the United States became a major actor on the global stage: World War II. The Second World War placed tremendous demands on Americans, both those who fought abroad and those who remained at home. In public speeches and informal talks, Franklin Roosevelt and other leaders of the time worked to inspire citizens to make huge personal sacrifices in support of the war effort. How important were the rhetorical skills of the major leaders of this period? What kinds of persuasive language and appeals did they use? As you read quotes from their addresses, think about the way in which they crafted their messages to reach people's minds and hearts.

### ASSIGNMENT

Choose an audience of the World War II era—such as newly enlisted soldiers, factory workers, farmers, or high school students—and write a speech persuading them to contribute to the war effort in a specific way. For example, you might research victory gardens and encourage high school students to plant one at their school to supplement the nation's food supply. Be prepared to present your speech to the class.

**Plan** Think about the reasons that success in World War II was vital to Americans and the way that Allied leaders like Roosevelt and Churchill inspired people to go all out to win the war. Then consider your audience and the contribution you're asking them to make. You might want to use a graphic organizer to outline your argument.

I.	_____
A.	_____
B.	_____
II.	_____
A.	_____
B.	_____
III.	_____
A.	_____
B.	_____

**Produce** Use your outline to write a persuasive speech that will inspire your audience to support the war effort in the way you've identified. Incorporate persuasive language and appeals directed specifically to your audience. Use words and phrases that clarify the relationship between your reasons and evidence. Provide a concluding statement that supports your argument.

**Present** Share your speech with the class. You might consider one of these options:

- Record a "fireside chat" audiotope. Play the audiotope in class, and then play a portion of one of Roosevelt's fireside chats. Invite students to compare and contrast your oratory style with Roosevelt's style.
- Create notes of your speech, then practice the speech and deliver it to the class. Ask students to identify the persuasive techniques you used and rate their effectiveness.



## LEARNING FRAMEWORK ACTIVITY

### Write About a Cold War Advance

**SKILLS** Observation, Communication

**KNOWLEDGE** Our Human Story

Major advances in medicine, science, and technology occurred during the Cold War years. Identify and research a Cold War development that improved Americans' lives, like the use of nuclear power as an energy source, or the development of new vaccines or commercial computers. Write a narrative incorporating real or imagined experiences during the Cold War, focusing on how the advancement affected a particular character's life. Use dialogue, description, and reflection to express the importance of the advancement on society.

### Debate the Origins of the Cold War

**ATTITUDE** Curiosity

**SKILL** Collaboration

Work with a small group to research the major debates among historians concerning the origins of the Cold War. Read excerpts from *Origins of the Cold War* by Arthur M. Schlesinger, Jr., and excerpts from *The Tragedy of American Diplomacy* by William A. Williams. Evaluate each historian's use of evidence, looking for sound generalizations or misleading oversimplifications. Choose a creative way to present both sides of the argument, and have a class debate about the roles the United States and the Soviet Union played in the start of the Cold War.



## YEARS OF TURBULENCE



**CRITICAL VIEWING** U.S. National Guard troops block Beale Street in Memphis, Tennessee, on March 29, 1968, as civil rights marchers pass by. The activists held a number of marches over several days. Martin Luther King, Jr., participated in one of them. It was one of the last public appearances he would make before he was assassinated on April 4. What message are the protesters trying to convey with their signs?