

HISTORICAL ANALYSIS – Cause & Effect... *The Great Society*

From the 2015 Revised Framework:

ANALYZE CAUSES AND EFFECTS...

1. Explain long and /or short-term causes and/or effects of an historical event, development, or process.
2. Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

CREATE AND DEFEND AN ARGUMENT...

1. Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.
2. Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (e.g., *comparison, causation, patterns of continuity and change over time, or periodization*).
3. Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.
4. Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

ANALYZE EVIDENCE...

1. Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.
2. Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.

INTERPRET DOCUMENTS...

1. Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.
2. Analyze diverse historical interpretations.

From the Revised Content Outline for Period 8

Key Concept 8.2: New movements for **civil rights** and **liberal efforts** to **expand the role of government** generated a range of **political and cultural responses**.

III. **Liberalism** influenced **postwar politics** and **court decisions**, but it came under **increasing attack** from **the left** as well as from a **resurgent conservative movement**.

- A) **Liberalism**, based on **anticommunism** abroad and a firm belief in the **efficacy of government** power to achieve **social goals** at home, reached a high point of **political influence** by the **mid-1960s**.
- B) **Liberal ideas** found expression in **Lyndon Johnson's Great Society**, which attempted to use **federal legislation** and **programs** to end **racial discrimination**, **eliminate poverty**, and address other **social issues**. A series of **Supreme Court decisions** expanded **civil rights** and **individual liberties**.
- C) In the **1960s**, **conservatives** challenged **liberal laws and court decisions** and perceived **moral and cultural** decline, seeking to **limit the role of the federal government** and enact more assertive **foreign policies**.
- D) Some groups on **the left** also rejected **liberal policies**, arguing that **political leaders** did too little to transform the **racial and economic status quo** at home and pursued **immoral policies abroad**.
- E) **Public confidence and trust** in **government's ability to solve social and economic problems** declined in the **1970s** in the wake of **economic challenges**, **political scandals**, and **foreign policy crises**.
- F) The **1970s** saw growing **clashes between conservatives and liberals** over **social and cultural issues**, the **power of the federal government**, **race**, and **movements for greater individual rights**.

Consider the following prompt:

Explain how President Lyndon Johnson's beliefs about the federal government's role in U.S. social and economic life affected political debates and policies.

Explaining Causation... *The Great Society*

Objectives:

Analyze the causes and effects of the Great Society.

Directions:

1. Begin this activity by analyzing President Lyndon B. Johnson's goals in creating a "Great Society" as communicated in his 1964 speech. As you read, highlight the goals of the great society, and other evidence. Evidence includes: *the eras* LBJ refers to in his opening remarks. Consider *why* is he taking the audience back through this timeline and how this reasoning explains his *causation* as well as goals; the *three areas* LBJ focuses on building the great society... consider *Why* he focused on these areas; *the programs created* under LBJ from 1963-1969 as part of his effort to build the Great Society.

Prior to embarking on this "Great" endeavor, Johnson said to one of his advisors, "We've got to use the Kennedy program as a springboard to take on the Congress, summon the states to new heights, create a Johnson program, different in tone, fighting and aggressive," he said. "Hell, we've barely begun to solve our problems. And we can do it all." (source: The Great Society at 50, *Washington Post*, 2014)

Source: The speech below was delivered by President Johnson as a commencement (graduation) speech at the University of Michigan on May 22, 1964.

LBJ's 1964 "Great Society" Speech (Excerpt)

... my fellow Americans:

...For a century we labored to settle and to subdue a continent. For half a century we called upon unbounded invention and untiring industry to create an order of plenty for all of our people. The challenge of the next half century is whether we have the wisdom to use that wealth to enrich and elevate our national life, and to advance the quality of our American civilization. Your imagination and your initiative and your indignation will determine whether we build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled growth. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to **the Great Society**.(emphasis added)

The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning. The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community. It is a place where man can renew contact with nature. It is a place which honors creation for its own sake and for what it adds to the understanding of the race. It is a place where men are more concerned with the quality of their goals than the quantity of their goods. But most of all, the Great Society is not a safe harbor, a resting place, a final objective, a finished work. It is a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor.

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(continued from previous page)

So I want to talk to you today about three places where we begin to build the Great Society -- in our cities, in our countryside, and in our classrooms. Many of you will live to see the day, perhaps 50 years from now, when there will be 400 million Americans -- four-fifths of them in urban areas. In the remainder of this century urban population will double, city land will double, and we will have to build homes and highways and facilities equal to all those built since this country was first settled. So in the next 40 years we must re-build the entire urban United States.

Aristotle said: "Men come together in cities in order to live, but they remain together in order to live the good life." It is harder and harder to live the good life in American cities today. The catalog of ills is long: there is the decay of the centers and the despoiling of the suburbs. There is not enough housing for our people or transportation for our traffic. Open land is vanishing and old landmarks are violated. Worst of all expansion is eroding these precious and time honored values of community with neighbors and communion with nature. The loss of these values breeds loneliness and boredom and indifference.

...A second place where we begin to build the Great Society is in our countryside. We have always prided ourselves on being not only America the strong and America the free, but America the beautiful. Today that beauty is in danger. The water we drink, the food we eat, the very air that we breathe, are threatened with pollution. Our parks are overcrowded, our seashores overburdened. Green fields and dense forests are disappearing. A few years ago we were greatly concerned about the "Ugly American." Today we must act to prevent an ugly America. For once the battle is lost, once our natural splendor is destroyed, it can never be recaptured. And once man can no longer walk with beauty or wonder at nature his spirit will wither and his sustenance be wasted.

A third place to build the Great Society is in the classrooms of America. There your children's lives will be shaped. Our society will not be great until every young mind is set free to scan the farthest reaches of thought and imagination. We are still far from that goal. Today, 8 million adult Americans, more than the entire population of Michigan, have not finished 5 years of school. Nearly 20 million have not finished 8 years of school. Nearly 54 million -- more than one quarter of all America -- have not even finished high school. Each year more than 100,000 high school graduates, with proved ability, do not enter college because they cannot afford it. And if we cannot educate today's youth, what will we do in 1970 when elementary school enrollment will be 5 million greater than 1960? And high school enrollment will rise by 5 million. And college enrollment will increase by more than 3 million. In many places, classrooms are overcrowded and curricula are outdated. Most of our qualified teachers are underpaid and many of our paid teachers are unqualified. So we must give every child a place to sit and a teacher to learn from. Poverty must not be a bar to learning, and learning must offer an escape from poverty. But more classrooms and more teachers are not enough. We must seek an educational system which grows in excellence as it grows in size. This means better training for our teachers. It means preparing youth to enjoy their hours of leisure as well as their hours of labor. It means exploring new techniques of teaching, to find new ways to stimulate the love of learning and the capacity for creation.

These are three of the central issues of the Great Society. While our Government has many programs directed at those issues, I do not pretend that we have the full answer to those problems. But I do promise this: We are going to assemble the best thought and the broadest knowledge from all over the world to find those answers for America...

...So, will you join in the battle to give every citizen the full equality which God enjoins and the law requires, whatever his belief, or race, or the color of his skin?

...Those who came to this land sought to build more than just a new country. They sought a new world. So I have come here today to your campus to say that you can make their vision our reality. So let us from this moment begin our work so that in the future men will look back and say: It was then, after a long and weary way, that man turned the exploits of his genius to the full enrichment of his life. Thank you. Good-bye.

Explaining Causation... *The Great Society*

Directions Continued:

Analyze the documents and apply them to an argument relevant to the prompt and your thesis. Record your notes in the spaces provided. Remember your purpose: explaining causation and defending an argument. (prompt: Explain how President Lyndon Johnson's beliefs about the federal government's role in U.S. social and economic life affected political debates and policies.)

Document 1

Source: Abraham Ribicoff, secretary of health, education, and welfare, testifying before the House of Representatives, July 1961.

With life spans lengthened, with medical science breaking into undreamed realms of discovery, the nation's aged now face another aspect of insecurity: how to meet the mounting costs of health care.

Historical Context, Audience, Purpose, or POV:

How this document supports or refutes your argument:

Document 2

Source: Stokely Carmichael, "What We Want," *New York Review of Books*, September 22, 1966.

On May 3, five new county "freedom organizations" convened and nominated candidates for the offices of sheriff, tax assessor, members of the school boards. Their ballot symbol is the black panther: a bold beautiful animal, representing the strength and dignity of Black demands today. A man needs a black panther on his side when he and his family must endure—as hundreds of Alabamians have endured—loss of job, eviction, starvation, and sometimes death for political activity. He may also need a gun, and SNCC [Student Nonviolent Coordinating Committee] reaffirms the right of Black men everywhere to defend themselves when threatened or attacked.

As for initiating the use of violence, we hope that such programs as ours will make that unnecessary; but it is not for us to tell Black communities whether they can or cannot use any particular form of action to resolve their problems. Responsibility for the use of violence by Black men, whether in self-defense or initiated by them, lies with the White community.

Historical Context, Audience, Purpose, or POV:

How this document supports or refutes your argument:

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Document 3

Historical Context, Audience, Purpose, or POV:

Source: NOW Statement of Purpose, October 29, 1966.

We, men and women who hereby constitute ourselves as the National Organization for Women, believe that the time has come for a new movement toward true equality for all women in America, and toward a fully equal partnership of the sexes, as part of the worldwide revolution of human rights now taking place within and beyond our national borders.

The purpose of NOW is to take action to bring women into full participation in the mainstream of American society now, exercising all the privileges and responsibilities thereof in truly equal partnership with men . . .

There is no civil rights movement to speak for women, as there has been for Negroes and victims of discrimination. The National Organization for Women must therefore begin to speak.

How this document supports or refutes your argument:

Document 3

Historical Context, Audience, Purpose, or POV:

Source: Lyndon B. Johnson, interview, 1967.

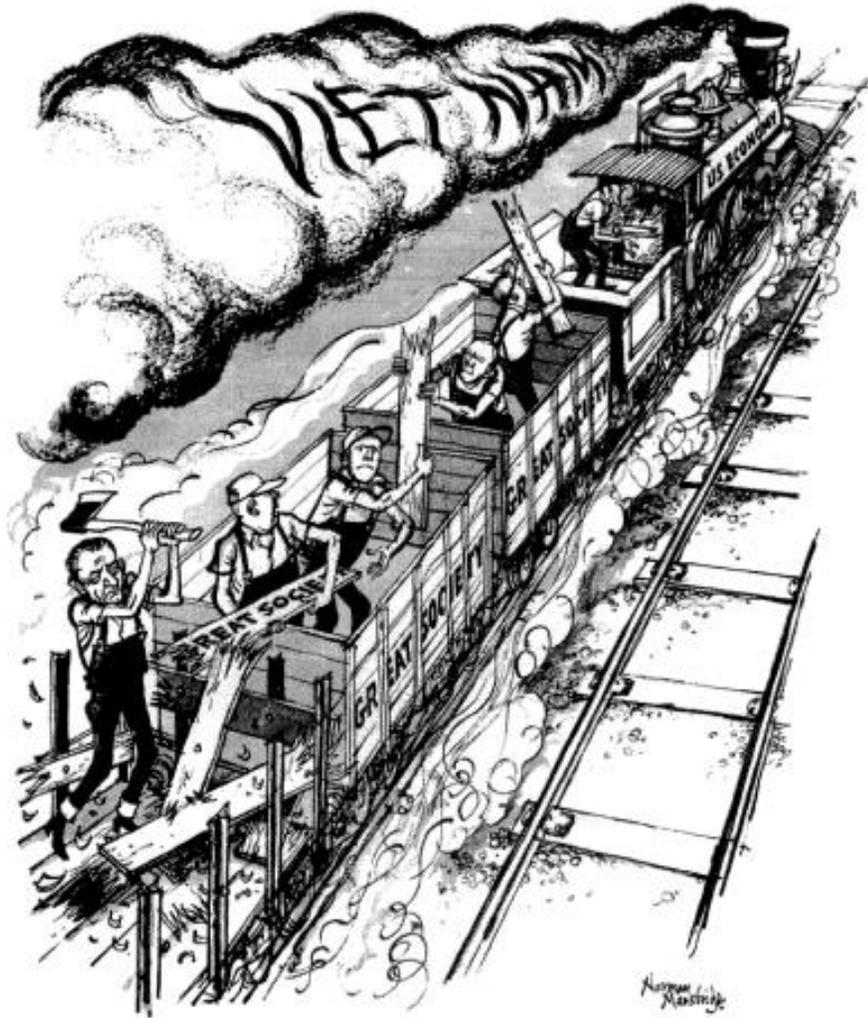
How is it possible that all these people could be so ungrateful to me after I had given them so much? I tried to make it possible for every child of every color to grow up in a nice house, to eat a solid breakfast, to attend a decent school, and to get a good and lasting job. I asked so little in return. Just a little thanks. Just a little appreciation. That's all.

How this document supports or refutes your argument:

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Document 4

Source: *Punch*, 1967



The Train Robbery

Historical Context, Audience, Purpose, or POV:

How this document supports or refutes your argument:

Document 5

Source: Letter from private citizen to Senator Sam Ervin of North Carolina, June 18, 1968.

I'm sick of crime everywhere. I'm sick of riots. I'm sick of "poor" people demonstrations (black, white, red, yellow, purple, green or any other color!) . . . I'm sick of the U.S. Supreme Court ruling for the good of a very small part rather than the whole of our society . . . I'm sick of the lack of law enforcement . . . But most of all, I'm sick of constantly being kicked in the teeth for staying home, minding my own business, working steadily, paying my bills and taxes, raising my children to be decent citizens, managing my financial affairs so I will not become a ward of the City, County, or State, and footing the bill for the minuses mentioned herein.

Historical Context, Audience, Purpose, or POV:

How this document supports or refutes your argument:

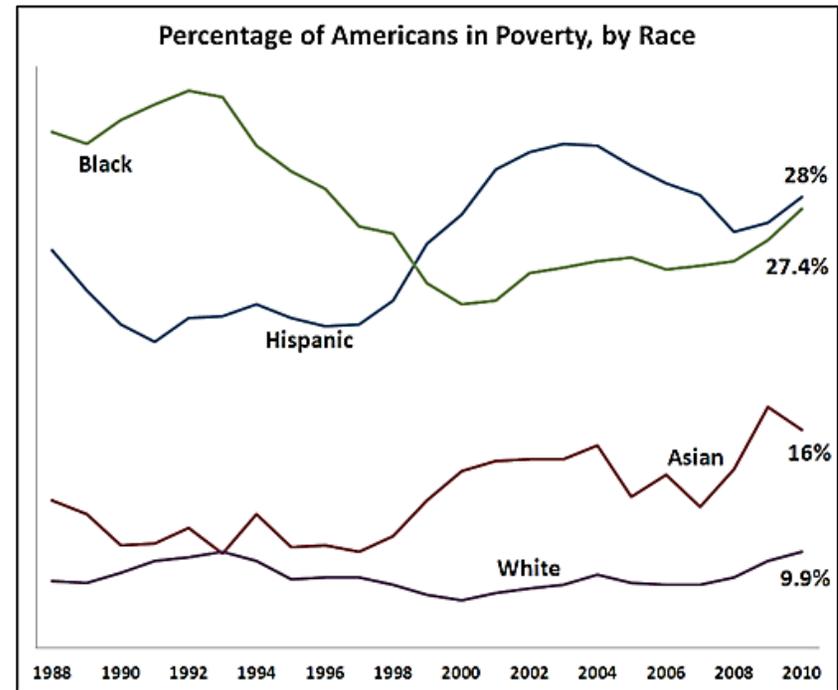
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Documents 6 & 7

Source: United States Department of Commerce Census Bureau.

Percentage of Persons Below Poverty Level by Racial Categories

Year	All Non-Whites	Blacks	Whites
1959	53.3	55.1	18.1
1966	39.8	41.8	11.3
1967	37.2	39.3	11.0
1968	33.5	34.7	10.0
1969	31.0	32.2	9.5
1970	32.0	33.5	9.9
1971	30.9	32.5	9.9
1972	31.9	33.3	9.0
1973	29.6	31.4	8.4
1974	29.5	31.4	8.9



How does each document support or refute your argument:

Directions Continued: On a separate sheet of paper (or on the back of this page), address the three items below in complete sentences.

3. Write a complete thesis using the formula. Include several complete sentences explaining the context of your essay (LC and BC). *LC and BC. X. However, Y because ABC.*
4. What piece of outside evidence will you use in this essay? In several complete sentences explain how this piece of evidence supports your thesis.
5. What era and event will you use for your synthesis? In several complete sentences explain this comparative contextualization and synthesis.