

# GIGGLE WATER & STRUGGLE BUGGIES

**Grade Level:** 7<sup>th</sup> Grade

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**Length of Unit:** 2-3 Weeks

## I. ABSTRACT

The 1920's are one of the first time periods in the study of American history that students can relate to and discover connections between their present day lives and the lives of those individuals from the 1920's. From the invention of the car which resulted in arguments between parents and children over who would use the car and how late an adolescent could stay out in the car to the disapproval adults had towards their children's new music and clothes, students have a fun time comparing these events to their own lives. In this unit students will examine the new inventions of the 1920's that paved the way for what we have today; new fashions, trends, and famous individuals who helped give this decade the name of the "Roaring Twenties." They will also look at the intolerance that arose during the twenties, from the Ku Klux Klan and the Scopes Monkey Trial to a fear of different philosophies that immigrants brought to America. Students will examine primary source documents, listen to music of the era, work in groups to write and perform original skits, become a character of the 1920's and present their findings to the class, as well as various other methods of learning.

## II. OVERVIEW

### A. Concept Objectives:

1. Students will understand how the end of WWI brought on a feeling of relaxation, leisure, and consumerism in America.
2. Students will understand the "great divide" between the youth of the decade with their new lifestyles and mores and the intolerance that their parents and many adults had in order to combat this revolution in morals and manners.
3. Students will examine and learn about a vast array of individuals and how they impacted the 1920's and each other.
4. Students will see how technological advances changed the idea of everyday living in the newly developed "middle-class" Americans.
5. Students will draw connections between the explosion of new ideas in the 1920's and the adverse and positive reactions to them as compared to the explosion of new ideas in their lifetime and the different reactions that these new ideas are greeted with.
6. Students will understand the rise in popularity of buying stocks on "margin" during the 1920's and how this led to the end of one of America's most indulgent decades.

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

1. The trial of Sacco & Vanzetti and the intolerance towards immigrants: pg. 187
2. The strong re-emergence of the Ku Klux Klan: pg. 187
3. The Roaring Twenties~ flappers, prohibition/gangsters, Al Capone: pg. 187
4. Scopes Monkey Trial: pg. 187
5. Women's Right to Vote, 19<sup>th</sup> amendment: pg. 188
6. Technological Advances
  - a. Henry Ford's assembly line production: Model T
  - b. Movies from silent to sound: Charlie Chaplin
  - c. Pioneers of flight: Charles Lindbergh/Amelia Earhart
  - d. Decline of rural population (all of the above on pg. 188)
7. Wall Street stock market crash of '29~ Black Tuesday: pg. 188

- C. Skills to be taught:
1. Students will use and develop presentation skills.
  2. Students will work in groups to draw connections between different individuals & groups in the 1920's.
  3. Students will research using a variety of resources and become "experts" on an individual from the 1920's.
  4. Students will design handouts on various individuals for their classmates to use as references in studying for evaluations.
  5. Students will examine and draw conclusions from primary source documents.
  6. Students will be able to gather key information about the decade of the 1920's by listening to the music of the era and reading selections from its' literature.
  7. Students will take notes and apply this information in quizzes and tests.
  8. Students will be able to read stock pages and stock charts and make predictions about the stability/instability of different stocks.
  9. Students will draw connections between the 1920's and their lives today.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers:
1. *Core Knowledge Sequence*: March, Section IV A, "America in the Twenties."
  2. A basic understanding of the end of WWI and how this event led to the prosperous decade of the 1920's.
  3. Familiarity with the many individuals/personalities of the 1920's and how these people had an impact on society in the 1920's.
  4. Knowledge on the intolerance that existed during the 1920's: Ku Klux Klan, prohibition, Scopes Monkey Trial, etc.
  5. The emergence of a middle-class society and how inventions of the day (car, refrigerators, waste disposal, etc) changed the lives of the middle class both positively and negatively.
  6. A broad understanding of the stock market and how many people during the 1920's felt confident buying stocks on "margin." Teachers should also be able to show their students how to read the stock pages and calculate the changes in stocks on a day-to-day basis.
  7. The ability to apply the different characteristics of the presidents in the 1920's to the attitudes that existed in the 1920's.
- B. For Students:
1. Knowledge of WWI and the events that caused it.
  2. An understanding of Americas desire for isolationism at the end of WWI and how this desire caused them to turn inwards and concentrate on the well-being of their own nation and personal lives.

### IV. RESOURCES

- A. Sterling, Mary Ellen. *The Twentieth Century*. Huntington Beach, CA: Teacher Created Materials, Inc., 1996. ISBN 1-55734-025-8.
- B. Musical selections from the 1920's to play for students. These can be found on any compilation C.D. of music from the twenties or jazz C.D.'s.
- C. [www.coe.ufl.edu/courses/edtech/vault/SS/20s/kkk/kkkpage.html](http://www.coe.ufl.edu/courses/edtech/vault/SS/20s/kkk/kkkpage.html)
- D. "Thoroughly Modern Millie"
- E. [www.geocities.com/flapper\\_culture/appeal.html](http://www.geocities.com/flapper_culture/appeal.html)
- F. Pinkney, Andrea Davis. *Duke Ellington*. New York, New York: Scholastic Inc., 1999. ISBN 0-439-13311-4.

- G. Selections from writings of the Harlem Renaissance (Countee Cullen, Gwendolyn Brooks, Langston Hughs, etc.)

## V. LESSONS

### Lesson One: Introduction to the 1920's

#### A. Daily Objectives

1. Concept Objectives
  - a. Students will understand how the end of WWI brought on a feeling of relaxation, leisure, and consumerism in America.
  - b. Students will understand the “great divide” between the youth of the decade with their new lifestyles and mores and the intolerance that their parents and many adults had in order to combat this revolution in morals and manners.
  - c. Students will draw connections between the explosion of new ideas in the 1920's and the adverse and positive reactions to them as compared to the explosion of new ideas in their lifetime and the different reactions that these new ideas are greeted with.
2. Lesson Content
  - a. For this first lesson students will receive a broad overview of the climate of the 1920's before they move into the specific core knowledge sequence information.
  - b. During this lesson students will also engage in a few introduction activities to peak their interest about the 1920's.
3. Skill Objectives
  - a. Students will take notes and apply this information in quizzes and tests.
  - b. Students will draw connections between the 1920's and their lives today.

#### B. Materials

1. Pages 81 & 82 from Resource A: enough copies for each student or for groups of students.
2. Jar of candy from the 20's (tootsie rolls, suckers, etc.) for guessing game.
3. Note sheet from Appendix A: enough copies for each student and one copied onto an overhead transparency to fill in for the class.
4. Glue sticks for students to glue note sheets into their notebooks.
5. A picture of a flapper to show students (obtained from a variety of sources: text books, internet, research books, magazines, etc.)
6. C.D. player
7. Recording of a jazz song from Duke Ellington to play for the class.
8. Key to note sheet for teacher to fill in with the class: Appendix B.
9. Copies of Appendix C for open-note quiz during lesson two.

#### C. Key Vocabulary

1. Flappers: a typical young girl of the 1920's, usually with bobbed hair, short skirts, rolled stockings, make-up, and long necklaces
2. Great Migration: the movement of African Americans from the south to northern cities such as Chicago and Harlem
3. Harlem Renaissance: a rebirth of music and literature in Harlem, New York...this became a cultural hub for African Americans in the 1920's
4. Prohibition: a ban on alcohol during the 1920's
5. 19<sup>th</sup> Amendment: gave women the right to vote
6. Scopes Trial: a landmark court case that put John T. Scopes (a school teacher) on trial for teaching evolution in school

#### D. Procedures/Activities

1. Pass out sheets from “Material #1” to each student or to groups of students. Let them work on this on their own for about 15 minutes.
2. Go over as a class and then reveal the answers for the questions from the 1920’s.
3. Introduce the candy jar guessing game. Tell students that many new inventions emerged during the 1920’s including a variety of candy. Inform students that you will take one guess from each student about how many pieces of candy is in the jar. Award the winner with the jar and candy.
4. Pass out copies of Appendix A to each student and have them glue them in their notebooks where they usually take notes so they will not lose them.
5. Fill the note sheet out as a class using Appendix B. Show students a picture of a flapper and play Duke Ellington’s music for them when this comes up in their notes.

*E. Assessment/Evaluation*

1. Inform students that they will have an open-note quiz tomorrow. This will enable them to see how complete their note-taking skills are.
2. Make copies of Appendix C for tomorrow’s open-note quiz.

**Lesson Two: 1920’s Character Project**

*A. Daily Objectives*

1. Concept Objectives
  - a. Students will examine and learn about a vast array of individuals and how they impacted the 1920’s and each other.
2. Lesson Content
  - a. The trial of Sacco & Vanzetti and the intolerance towards immigrants: pg. 187
  - b. The strong re-emergence of the Ku Klux Klan: pg. 187
  - c. The Roaring Twenties~ flappers, prohibition/gangsters, Al Capone: pg. 187
  - d. Scopes Monkey Trial: pg. 187
  - e. Women’s Right to Vote, 19<sup>th</sup> amendment: pg. 188
  - f. Technological Advances
    - i. Henry Ford’s assembly line production: Model T
    - ii. Movies from silent to sound: Charlie Chaplin
    - iii. Pioneers of flight: Charles Lindbergh/Amelia Earhart
    - iv. Decline of rural population (all of the above on pg. 188)
3. Skills Objectives
  - a. Students will research using a variety of resources and become “experts” on an individual from the 1920’s.
  - b. Students will design handouts on various individuals for their classmates to use as references in studying for evaluations

*B. Materials*

1. Appendix D: Explanation of 1920’s projects, enough copies for each student to keep throughout the remainder of the unit.
2. Appendix E: List of 1920’s characters for students to sign up for.
3. Research materials such as a set of encyclopedias, computers with internet connections, biographical outlines of the characters on the sign-up sheet, anything else that would aid students in conducting their research on the character they sign up for.
4. Construction paper, markers, glue, poster board, crayons, etc. for students to use in preparation for their individual presentations. They may not have a lot of time

to work on them the first day that the project is assigned but they should have access to these materials as they continue to work on their projects.

C. *Key Vocabulary*

1. **Broadsheet:** This is something that the teacher needs to explain to the students as they are explaining the project to their students. Basically, the broadsheet is a one-sided brochure, handout, etc. about the character they are portraying. It should be on colored paper and there should be one for each member of the class so they can use it as a reference. The broadsheet should have pictures on it that have to do with their 1920's personality, a title, and short blurbs about their characters accomplishments or what they are known for.

D. *Procedures/Activities*

1. Pass out 1920's project sheet to each student. Go through the project outline with them thoroughly. Explain to students that they will not be placed in groups for their skits until they have more of their individual research done on their 1920's character.
2. Show students examples of broadsheets from years past. If you don't have anything that you can use as an example of a broadsheet you may want to make one of your own so that students have something to reference.
3. Read through the list of 1920's character choices. As you read through them give a 1-2 sentence summary of each of the personalities to peak student's interests. Explain to students that there may only be one person per 1920's character.
4. Have students sign up for 1920's characters.
5. Allow students to have the remainder of the hour to begin their research.
6. Allow students to work a consecutive day on this project after assigning it in order to make sure that they are accumulating enough research information and are getting a good start on their projects.

E. *Assessment/Evaluation*

1. Let students know that they will have to present three interesting facts about their character to the class on the next day.
2. Students must be able to explain why their 1920's character was important to the decade of the twenties.

**Lesson Three: The Re-Emergence of the Ku Klux Klan**

A. *Daily Objectives*

1. **Concept Objectives**
  - a. Students will understand the "great divide" between the youth of the decade with their new lifestyles and mores and the intolerance that their parents and many adults had in order to combat this revolution in morals and manners.
  - b. Students will draw connections between the explosion of new ideas in the 1920's and the adverse and positive reactions to them as compared to the explosion of new ideas in their lifetime and the different reactions that these new ideas are greeted with.
2. **Lesson Content**
  - a. The strong re-emergence of the KKK: pg. 187
3. **Skill Objectives**
  - a. Students will examine and draw conclusions from primary source documents.
  - b. Students will take notes and apply this information in quizzes and tests.
  - c. Students will draw connections between the 1920's and their lives today.

- d. Students will work in groups to draw connections between different individuals & groups in the 1920's
- B. *Materials*
1. A copy of Appendix F for each student or each student group. (This activity works well in pairs.)
  2. Copies of KKK primary source documents from resource #3 web page.
  3. Notes on the KKK for the beginning of class.
- C. *Key Vocabulary*
1. None
- D. *Procedure/Activities*
- (Please note that this topic is a very sensitive one for many students; handle this with care)**
1. Begin the class by asking the following questions: (this can be used as a journal entry and then discussed or as question that you throw out to the class and then take responses) “Does racism still exist in America today? How are inter-racial relationships viewed? Where else does racism exist besides the common black/white idea?”
  2. Give students the following notes on the KKK to begin the lesson. They should write these in their notebooks by their other 1920's information.
    - KKK started in 1865/66 by Confederate army veterans in Tenn.
    - “Kyklos” = Circle: An English word that the clan used for their name
    - They wore white sheets on themselves & their horses to hide their identity
    - After WWI there was a strong presence of anything “anti-foreign”, “anti-urban”, and anti-Catholic”
    - In the mid-twenties the Klan had between 4.5 and 6 million members
    - The Klan influenced at least 7 state governments during the 1920's
    - The Klan was known as the “Invisible Empire.”
    - To be a member of the KKK you needed to be white, Christian, male, and born in the USA.
  3. Put students in groups or on their own. Give them copies of the primary source documents from the web site. They need to read the documents and fill out the categories on the pages copied from Appendix F.
  4. End the class with the following evaluation journal question. (see below)
- E. *Assessment/Evaluation*
1. Ask the students the following question: “Should any group be able to meet and be considered an organization...no matter what they stand for?”

#### **Lesson Four: A Revolution in Morals and Manners**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will understand how the end of WWI brought on a feeling of relaxation, leisure, and consumerism in America.
    - b. Students will understand the “great divide” between the youth of the decade with their new lifestyles and mores and the intolerance that their parents and many adults had in order to combat this revolution in morals and manners.
    - c. Students will see how technological advances changed the idea of everyday living in the newly developed “middle-class” Americans.

- d. Students will draw connections between the explosion of new ideas in the 1920's and the adverse and positive reactions to them as compared to the explosion of new ideas in their lifetime and the different reactions that these new ideas are greeted with.
  - e. Students will examine and learn about a vast array of individuals and how they impacted the 1920's and each other.
2. Lesson Content
    - a. The Roaring Twenties~ flappers, prohibition/gangsters, Al Capone: pg. 187
    - b. Scopes Monkey Trial: pg. 187
    - c. Women's Right to Vote, 19<sup>th</sup> amendment: pg. 188
  3. Skill Objectives
    - a. Students will examine and draw conclusions from primary source documents.
    - b. Students will take notes and apply this information in quizzes and tests.
    - c. Students will draw connections between the 1920's and their lives today.
    - d. Students will work in groups to draw connections between different individuals & groups in the 1920's.

*B. Materials*

1. Pictures of flappers from a variety of sources (internet, research books, textbooks, etc.).
2. The movie "Thoroughly Modern Millie."
3. Appendix G copied for each student to take notes on.
4. Appendix H to be used as a key for filling in the notes with students.
5. "A Flappers Appeal to Parents" article from resource E (one copy for each student).
6. Appendix I copied for groups of students to begin working on their 1920's skit.
7. A list of students broken down into groups of 4-5 for their 1920's skits.

*C. Key Vocabulary*

1. Flapper: A modern woman of the 1920's that rebelled against the traditional role of women with new fashion and a new outlook on what her rights should be.
2. 19<sup>th</sup> Amendment: Gave women the right to vote for the first time

*D. Procedures/Activities*

1. As students enter the classroom have the following journal question on the board for them to answer in their notebooks. Let them know that you will discuss their responses as a class after everyone has had enough time to answer: "What are some popular trends (fashion, hobbies, beliefs, etc.) that teenagers have today and how do adults react to them?"
2. Discuss the answers as a class.
3. Pass out the article "A Flappers Appeal to Parents." Have students read the article and highlight the following information in the article:
  - a. Characteristics of a flapper
  - b. What parents thought of flappers
  - c. How teenagers wanted their parents to treat them
4. Discuss the article with the students after they have had a minute to read it. Ask them how this article compares to their ideas of how teenagers are treated in this day and age.
5. Pass out the copies of student notes from Appendix G and have the students glue them in their notebooks or keep them where they are keeping the rest of their information from the 1920's unit.

6. Show students a few pictures of flappers and a short clip of the movie, “Thoroughly Modern Millie” to give them an idea of the fashions of the day.
7. Fill out the note sheets with the students from the key (Appendix H).
8. When notes are finished instruct the students to get into the groups that you formed previous to the beginning of class. They will begin working on the 2<sup>nd</sup> half of their 1920’s project, the skit. Groups should be formed by the teacher, taking into consideration each character that will be represented in the groups and the skill level of creativity and initiative by those portraying each character.
9. Give each group a copy of Appendix I to begin formulating their skit. Stress the fact that the skits must portray what each person was known for in the 1920’s and why it was important. However, skits can be humorous, creative, and can utilize audience participation.
10. Remind students to get your signature in the appropriate place on Appendix I when they come to it before they can move on.
11. Let students know that they will need to use more paper than the room given on Appendix I to write the script for their skit.
12. Give students the remainder of the class period and other segments of class time throughout the rest of the unit to work on their skits and rehearse as a group. Make sure that each groups has a sound skit to work on and that they correct information is being portrayed in each skit.

*E. Assessment/Evaluation*

1. Inform students that they will have an open note quiz during the next class period that will cover the notes that have been given out during the last days of class.

**Lesson Five: Buying Stocks on Margin**

*A. Daily Objectives*

1. Concept Objectives
  - a. Students will understand how the end of WWI brought on a feeling of relaxation, leisure, and consumerism in America.
  - b. Students will understand the rise in popularity of buying stocks on “margin” during the 1920’s and how this led to the end of one of America’s most indulgent decades.
2. Lesson Content
  - a. all Street stock market crash of ‘29~ Black Tuesday: pg. 188
3. Skill Objectives
  - a. Students will be able to read stock pages and stock charts and make predictions about the stability/instability of different stocks.
  - b. Students will examine and draw conclusions from primary source documents.

*B. Materials*

1. One copy of Appendix J (open note quiz) for each student.
2. Several newspaper stock pages for various groups of students.
3. An overhead transparency of one of the stock pages to work through with students.
4. One copy of Appendix K for each student to keep track of stocks on.
5. Page 29 from Resource A (enough copies for each student).

*C. Key Vocabulary*

1. bear market: a market in which stocks are down...(you have to “bear” with it ☺)
2. stockbroker: those who buy and sell stocks
3. dividend: the profit accumulated from buying & selling stocks
4. stock exchange: where stocks are bought and sold

5. SEC: controls and regulates the stock market
6. bull market: a healthy market
7. panic: a period of rapid selling due the risk of a bear market
8. stock: parts of a company, the name of a stock being sold
9. margin: paying only a small portion of the stock to be bought and borrowing the needed money from the stockbroker
10. stock market: buying and selling stocks
11. sales: shows in thousands the number of shares of stock sold in a day
12. close: refers to the price of the last share sold for the day
13. change: shows the difference between the closing price today and what it was yesterday...will indicate with a + or a – sign whether the stock is up or down.

*D. Procedures/Activities*

1. Inform students that they will be taking the open note quiz that they were told about in the previous class period. Allow them to use their notes as they take the quiz.
2. After all quizzes are collected pass out Material #5 for each student. Work through the sheet together or let students work in pairs to understand what they stock terms mean.
3. When the above is completed pass out Appendix K and several stock pages to each student.
4. Display the overhead of the stock pages and explain to students what the different categories mean (Stock, Sales, Close, Change).
5. Instruct students to find the same categories on the stock pages from the actual newspapers that were passed out to them.
6. Make sure that all students are well aware of how to read the stock pages.
7. Inform students that for the next five days they will be keeping track of the rise and fall of five different stocks. (You may decide if they should be doing this at home for homework or, if you think that your students do not have access to newspapers, you may bring newspapers in on a daily basis for students to keep track of the stocks in class.)
8. Explain the process of buying stocks on margin to students. Ask them to tell you why this would be an enticing idea for many people if they had a lot of money and wanted to make a lot of money. Ask students to list some of the negative things that buying stocks on margin would bring about.
9. You should have a few extra minutes left at the end of the class period. A good use of time would be to allow students to work on their skits or 1920's presentations. By this time in the unit you should have decided when presentations will begin and when each individual will go, as well as each skit group. It is best to schedule individual presentations on the same days as their group skits so they don't have to dress up on two different days.

*E. Assessment/Evaluation*

1. Remind students that they will need to keep track of their stock record page as they will be using it everyday in class through the end of the unit. It may be a good idea to ask students to bring newspapers in to class for everyone to use.

**Lesson Six: The Harlem Renaissance**

*A. Daily Objectives*

1. Concept Objectives
  - a. Students will understand the “great divide” between the youth of the decade with their new lifestyles and mores and the intolerance that their

- parents and many adults had in order to combat this revolution in morals and manners.
- b. Students will draw connections between the explosion of new ideas in the 1920's and the adverse and positive reactions to them as compared to the explosion of new ideas in their lifetime and the different reactions that these new ideas are greeted with.
2. Lesson Content
    - a. The Roaring Twenties~ flappers, prohibition, Harlem Renaissance: pg. 187
  3. Skill Objectives
    - a. Students will be able to gather key information about the decade of the 1920's by listening to the music of the era and reading selections from its' literature.
- B. Materials*
1. Duke Ellington book listed as Resource F.
  2. Selections of Jazz Music from the Harlem Renaissance.
  3. Literary selections from the Harlem Renaissance. These can be found in the CK readers, "Realms of Gold" from both the 7<sup>th</sup> and 8<sup>th</sup> grade version.
  4. Optional: Use notes from 8<sup>th</sup> grade Core Knowledge Unit "Real Old Rap" on the Harlem Renaissance or use Appendix
  5. Appendix L copied for each student.
  6. Appendix M to use to give students notes on the Harlem Renaissance.
  7. Appendix N to give to students at the end of the hour to review for the test.
- C. Key Vocabulary*
1. Harlem: neighborhood in NY that experienced a cultural rebirth during the 1920's.
  2. Blues: music of the Harlem Renaissance
  3. Jazz: musical styling of the Harlem Renaissance
- D. Procedures/Activities*
1. As students enter the class, have music of the Harlem Renaissance playing on a CD or tape player in the room.
  2. After class has begun ask students to describe the characteristics of the music that was played.
  3. Next, ask the class to describe a place that they love to visit and hang out with friends but are not necessarily allowed to because their parents feel that it is not the safest place for them to be.
  4. After a few minutes of class discussion mention to students that parents during the 1920's felt the same way about their children hanging out in Harlem, New York.
  5. Pass out notes sheets to students and fill in the definition of Harlem together.
  6. Pass out selections of literature from the Harlem Renaissance and read it together as a class.
  7. Fill out the section of student notes on writers of the Harlem Renaissance together.
  8. Read the book, "Duke Ellington" as a class and proceed to fill out the notes under music of the Harlem Renaissance.
- E. Assessment/Evaluation*
1. Before students leave the classroom hand each one a 1920's review sheet to help them study for the test. Remind them of when you have decided that the test will be. Review sheets are due on the day of the test. Make sure that students understand they must use all of their notes and work from the unit to answer the

questions on the review sheet. Also, remind students that during the next couple of class periods 1920's presentations will begin!

### **Lesson Seven: 1920's Test**

#### *A. Daily Objectives*

1. Concept Objectives
  - a. Students will understand how the end of WWI brought on a feeling of relaxation, leisure, and consumerism in America.
  - b. Students will understand the "great divide" between the youth of the decade with their new lifestyles and mores and the intolerance that their parents and many adults had in order to combat this revolution in morals and manners.
  - c. Students will examine and learn about a vast array of individuals and how they impacted the 1920's and each other.
  - d. Students will see how technological advances changed the idea of everyday living in the newly developed "middle-class" Americans.
  - e. Students will draw connections between the explosion of new ideas in the 1920's and the adverse and positive reactions to them as compared to the explosion of new ideas in their lifetime and the different reactions that these new ideas are greeted with.
  - f. Students will understand the rise in popularity of buying stocks on "margin" during the 1920's and how this led to the end of one of America's most indulgent decades.
2. Lesson Content
  - a. Because this is a test all of the content from the unit will be covered.
3. Skill Objectives
  - a. Students will take notes and apply this information in quizzes and tests.
  - b. Students will draw connections between the 1920's and their lives today.

#### *B. Materials*

1. Appendix O copied for each student.

#### *C. Key Vocabulary*

1. No new vocabulary

#### *D. Procedures/Activities*

1. As students come into class make sure that they hand in their 1920's review sheets.
2. Once all students are seated distribute the tests for each student.
3. When students are finished with the tests they can be collected or checked as a class...the decision is up to the individual class and the students involved.

#### *E. Assessment/Evaluation*

1. The activities for this class period will serve as an evaluation for the entire unit.

### **VI. CULMINATING ACTIVITY**

- A. The 1920's skit and presentation will serve as the culminating activity for the unit. See lesson two for more explanation and Appendix's D,E,I, and P. Once you have selected the days for the presentations and skits to begin show students a copy of Appendix O so that they know how they will be graded for the presentations and skits. It is helpful if you only schedule two groups to do their skits per day due to the fact that it is easiest for each student to do their individual presentation prior to their group performing their skits.

### **VII. HANDOUTS/WORKSHEETS**

- A. See attached Appendices A-O

## VIII. BIBLIOGRAPHY

- Core Knowledge Sequence*. Charlottesville, Virginia: Core Knowledge Foundation, 2001
- Franklin, John Hope and Alfred A. Moss Jr. *From Slavery to Freedom; A History of African Americans*. New York: McGraw-Hill Inc, 1994.
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- Pinkney, Andrea Davis. *Duke Ellington*. New York, New York: Scholastic Inc., 1999. ISBN 0-439-13311-4.
- Sterling, Mary Ellen. *The Twenties*. Teacher Created Materials, INC., 1996.  
[www.coe.ufl.edu/courses/edtech/vault/SS/20s/kkk/kkkpage.html](http://www.coe.ufl.edu/courses/edtech/vault/SS/20s/kkk/kkkpage.html)  
[www.geocities.com/flapper\\_culture/appeal.html](http://www.geocities.com/flapper_culture/appeal.html)

# 1920's Overview Notes

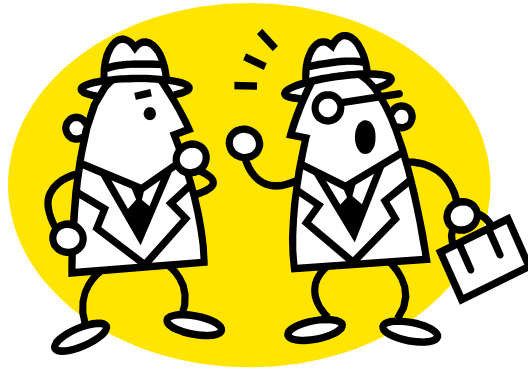
*Known for:*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

## *Different Opinions During the 1920's*

*The Youth*

- 1.
  - 2.
  - 3.
- a.
- b.



*The Adults*

- a.
- b.



*Presidents of the 1920's:*

- 1.
- 2.
- 3.
- 4.

# 1920's Overview Notes

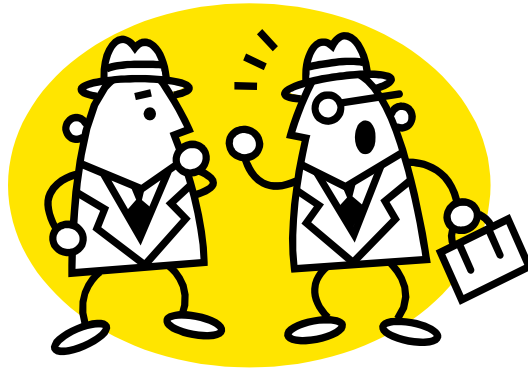
## Known for:

1. 1<sup>st</sup> Decade without a war: America decides to concentrate on isolationism after rejecting membership in the L. of N.
2. New inventions, industries, and jobs let Americans live never before experienced, extravagant lifestyles.
3. New moral attitudes emerged as the youth of the nation became bolder and gained more rights.
4. Fashion becomes more controversial in the eyes of the older generation.
5. New styles of music emerge; many of them due to the Great Migration and settlement in Harlem of African Americans.
6. Controversial and innovative writing techniques are used by many authors of the decade who become famous.
7. New fads are followed by many youth of the nation: these in turn also lead to the criticism of the youth by many adults who don't understand why things are changing.

## Different Opinions During the 1920's

### The Youth

1. Flappers
2. Harlem Renaissance
3. Freedom of Expression
  - a. Scopes Trial
  - b. 19<sup>th</sup> Amm.



### The Adults

A strong emergence of moral religious, and personal convictions on the part of many adults.

- a. KKK
- b. 18<sup>th</sup> Amm.



### Presidents of the 1920's:

1. Wilson (out in 1921)
2. Warren G. Harding (1921-23)/corrupt (voted for prohibition, but drank in the White House)
3. Calvin Coolidge (1923-1929)/thrifty/nicknamed "Silent Cal"
4. Herbert Hoover (1929-1933)/blamed for the depression

Appendix C: Open-Note Quiz

Name \_\_\_\_\_ Date \_\_\_\_\_

1. The 1920's was the first decade with no \_\_\_\_\_.
2. What was the Great Migration?
3. Flappers were the new youth of the nation and could be characterized in all of the following ways except:
  - \_\_\_\_\_ a. bobbed hair
  - \_\_\_\_\_ b. rolled stockings
  - \_\_\_\_\_ c. head coverings
  - \_\_\_\_\_ d. short skirts

Put a check mark next to the answer that is incorrect.

4. The \_\_\_\_\_ convicted John T. Scopes of teaching \_\_\_\_\_ in his classroom.
5. Which president was blamed for the Great Depression?
6. Prohibition outlawed \_\_\_\_\_.
7. This president voted for prohibition but engaged in what activity in the White House?

/8 = %

## 1920's Historical Figure Project



*(Prohibition, Flappers, Cars, Inventions.....all that Jazz)*

There are many influential people that fill the decade of the 1920's. Your assignment is to sign up for one of these individuals, on the sign up sheet in class, and conduct extensive research on them. Through your research you will need to come to an understanding of what your chosen character was like and what affect they had on the 1920's. You will then present your findings to the class so that we may all have a better understanding of the personalities that existed in the 1920's. **You will present your research in a number of different ways.**

1. Broadsheet: (take notes on the examples shown in class). There must be one of them for each class member (24 copies). If you need me to make copies of them, they must be to me at least 4 days before your presentation so that I have time to make copies for everyone. Otherwise, you can go ahead and do this on your own and put them on a really cool color!
2. Dress up in the appropriate clothing that your character would have worn and make a short presentation to the class. For this presentation you may use posters, video clips, overheads, maps, skits, stories, food, etc. BE CREATIVE!
3. The third part of your presentation will be a skit performed with other members from the class that are also characters from the 1920's. You will be randomly placed in groups of no more than 4 characters. You will then come up with a short (2-3 minute) skit that involves all of the characters. In this skit you need to portray the impact that your character had on the 1920's and how they might have felt about the other characters in your group. This skit can and would be great if it involved audience participation, props, humor, etc.

**Grading Rubric:**

Time Spent Working on the Project in Class/Library **25 points**

Quality of Broadsheets for the Class **40 points**

Costume of Character **20 points**

Presentation of Character **30 points**

Skit **25 points**

Extra Credit for Staying in Costume All Day **10 points**

**Total Points for Project Equals 140.**

***Project Assigned:***

*Broadsheet Due Date:*

*Skit Script Due:*

*Presentations & Skits Begin:*

***Project Due:***

Appendix E: 1920's Characters

**PERSON** Student Portraying Character

Louis Armstrong

A flapper

Al Capone

Carrie Chapman Catt

Charlie Chaplin

Jack Dempsey

Amelia Earhart

Gertrude Ederle

J. Edgar Hoover

F. Scott Fitzgerald

Henry Ford

Marcus Garvey

Texas Guinan

Warren G. Harding

Ernest Hemingway

Al Jolson

Charles Lindbergh

Edna St. Vincent Millay

Mary Pickford

Knute Rockne

Babe Ruth

Sacco and Vanzetti

John T. Scopes

Bessie Smith

Claudette Colbert

Babyface Nelson

Elliot Ness

Nikola Tesla

Ida B. Wells

Calvin Coolidge

Norm Batten

Lillian Gish

# **Ku Klux Klan Documents**

**A. Name of the letter writer:**

- 1.**
- 2.**
- 3.**
- 4.**

**F. Location:**

- 1.**
- 2.**
- 3.**
- 4.**

**C. Date of Letter:**

- 1.**
- 2.**
- 3.**
- 4.**

**D. What does the letter tell you about the Ku Klux Klan?  
(activities, policies, etc.)**

- 1.**
- 2.**

**3.**

**4.**

**E. Why do you think the letter was written?**

**1.**

**2.**

**3.**

**4.**

**F. What does the author want the government to do?**

**1.**

**2.**

**3.**

**4.**

# Revolution in Manners & Morals

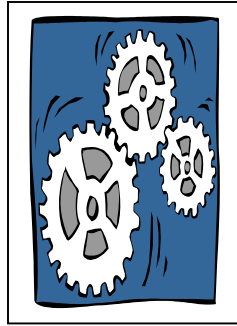
Young women asserted themselves as flappers:



Characteristics of  
Flappers:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

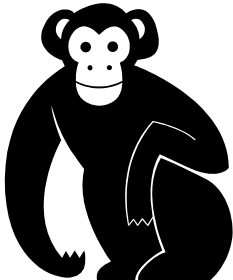
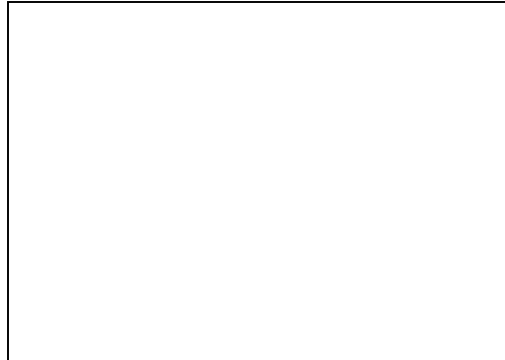
Women's lives changed due to technology:



- 1.
- 2.
- 3.
- 4.

---

As a result:



Scopes Monkey Trial

# Revolution in Manners & Morals

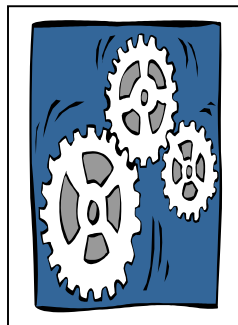
Young women asserted themselves as flappers:



Characteristics of  
Flappers:

1. short skirts
2. rolled stockings
3. make-up
4. cloche hats
5. long beads
6. galoshes

Women's lives changed due to technology:



1. Birth control gave women more freedom and control.
2. Appliances promised to relieve workload.
3. More women began to work outside the home.
4. 19<sup>th</sup> amendment gave women the right to vote.

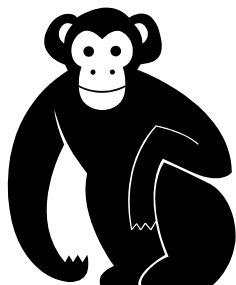


The culture of America became increasingly urbanized as more jobs were created in cities and people could afford to live in urban neighborhoods.

However, there was still a rural culture that fostered the idea that a new lifestyle wasn't always better.

*As a result:*

The standard of cleanliness expectations on women grew as there were more inventions that were supposed to make housework "easier."



*Scopes Monkey Trial*

The "Scopes Monkey Trial" was an ACLU test case to combat the conservatism that still existed in American society. The idea of teaching evolution in public schools was one of the new "revolutions" of the 1920's.

Appendix I: 1920's Skit Guidelines

1920's Character Skit.....

Names of Characters in Skit:

- 1. \_\_\_\_\_ Played by \_\_\_\_\_.
- 2. \_\_\_\_\_ Played by \_\_\_\_\_.
- 3. \_\_\_\_\_ Played by \_\_\_\_\_.
- 4. \_\_\_\_\_ Played by \_\_\_\_\_.
- 5. \_\_\_\_\_ Played by \_\_\_\_\_.

What important facts should be portrayed by each character in the skit as far as what they were known for in the 1920's?

Character 1:

Character 2:

Character 3:

Character 4:

Character 5:

What will the setting be for your skit? \_\_\_\_\_

What will the plot be for your skit?

---

---

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---

Teacher Initial up to this Point: \_\_\_\_\_

SCRIPT:

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:  

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:  

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:  

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:  

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:

\_\_\_\_\_ :  
\_\_\_\_\_ :  
\_\_\_\_\_ :  
\_\_\_\_\_ :  
\_\_\_\_\_ :  
\_\_\_\_\_ :

**List of props needed for skit:**

**What, if any, audience participation will be used in the skit?**

**What are each group members responsibilities for the skit as far as what they will bring in, when they will know their lines, etc.?**

- 1.
- 2.
- 3.
- 4.
- 5.

Appendix J: Open Note Quiz

Name \_\_\_\_\_ Hour \_\_\_\_\_

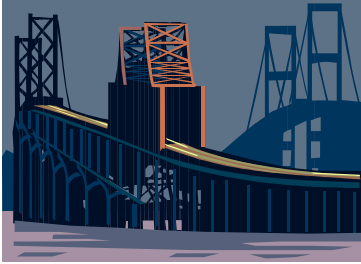
1. The \_\_\_\_\_ dealt with a teachers right to teach \_\_\_\_\_ in school.
2. List three characteristics of flappers during the 1920's.
  - a.
  - b.
  - c.
3. During the 1920's there was a rise in housing in what types of areas?
4. The 19<sup>th</sup> amendment gave women the right to \_\_\_\_\_.
5. During the 1920's the standard of cleanliness went up/down (circle one) due to the invention of new technology that made cleaning houses easier/harder (circle one).
6. The Ku Klux Klan was started by former soldiers from the Confederate/Union (circle one).
7. Why do you think it was Confederate soldiers that were involved in the formation of the KKK?
8. List at least two criteria to be a part of the KKK.
  - a.
  - b.
9. Why was the KKK referred to as the Invisible Empire?

/14 = %

### Appendix K: Tracking the Stocks

	Stock	Stock	Stock	Stock
Day 1	_____	_____	_____	_____
Day 2	_____	_____	_____	_____
Day 3	_____	_____	_____	_____
Day 4	_____	_____	_____	_____
Day 5	_____	_____	_____	_____

1. Which one of your stocks fluctuated the most during the week?
2. Which one of your stocks fluctuated the least during the week?
3. Which stock do you think would be the most stable to invest in?
4. What was the greatest amount of change in your stocks?
5. Do you think the stock market is a safe way to make money?

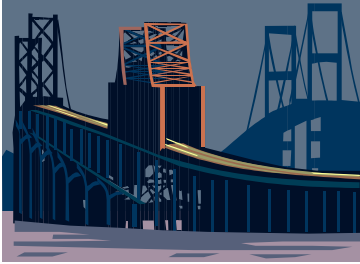


*What is Harlem?*

*Writers in Harlem:*



*Music of the Harlem Renaissance:*



### *What is Harlem?*

Harlem was a neighborhood in New York City where many African Americans moved to from the south during the Great Migration. This became a place for them to develop their art, music, and literature.

### *Writers in Harlem:*



- Langston Hughes: a poet who wrote on racial injustices
- Countee Cullen
- Gwendolyn Brooks



### *Music of the Harlem Renaissance:*

- Louis Armstrong: Trumpet Player
- Duke Ellington: Jazz Musician
- Bessie Smith: Blues Singer

Appendix N: 1920's Review Sheet

**Name**

**Date**

---

**1920's Test Review Sheet**

What year did each of the following men run for president?

- Harding:
- Coolidge:
- Hoover:

What were the Republicans worried about in the 1924 election?

Why was Alfred E. Smith a controversial candidate for the presidency in 1928?

- John Scopes is known for teaching\_\_\_\_\_.
- His lawyer was\_\_\_\_\_.

What techniques were used to get the people of Dayton interested in the trial?

List three ways that technology changed women's lives in the 1920's.

- 1.
- 2.
- 3.

How did flappers want their parents to react to their rebelliousness?

Why didn't prohibition work?

What did each of these amendments do for the country?

- 18<sup>th</sup>:
- 19<sup>th</sup>:

How did each of the following people feel about diversity in the 1920's? Why did they feel this way? What were they known for?

- Bartolomeo Vanzetti:
- Judge Webster Thayer:
- John L. Lewis:
- Hiram W. Evans:
- Marcus Garvey:
- A. Mitchell Palmer:

The Harlem \_\_\_\_\_ was known for

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Who was one of the most famous musicians during the "Jazz Age?"

Why would African Americans feel the courage to keep going with their music and writing when they knew that the white people were still prejudiced?

\*\*\*Make sure that you study your broadsheets!\*\*\*

Appendix O: 1920's Test



1920's Test

Name \_\_\_\_\_ Hour \_\_\_\_\_

- I. Multiple Choice. Put the letter of the correct answer on the line next to each question. I WILL ONLY GRADE WHAT'S ON THE LINE!

\_\_\_\_\_ 1. During the 1920's, young women did all of the following except

- a. vote in elections.
- b. cut their hair and wear short skirts.
- c. ratify the Equal Rights Amendment.
- d. smoke, drink, and listen to Jazz music.

\_\_\_\_\_ 2. For many Americans, the 1920's were a time of

- a. rising living standards.
- b. fear of bank closings.
- c. unemployment and insecurity.
- d. reform movements.

\_\_\_\_\_ 3. "Margin" buying means

- a. buying stock in a new or unproven company.
- b. buying stock in a company with borrowed money.
- c. buying too much stock in any one company
- d. buying a limited amount of stock in any one company.

\_\_\_\_\_ 4. New technology in the 1920's included which one of the following?

- a. vacuum cleaners
- b. birth control
- c. car washes
- d. refrigerators

- \_\_\_\_\_ 6. The KKK was intolerant of the following groups of people during the 1920's except
- Catholics
  - immigrants
  - African-Americans
  - the KKK was intolerant toward all of these groups.

\_\_\_\_\_ 14. As a result of the New Deal the number of government employees did what between the years 1931 and 1941?

- Decreased a little
- Decreased a lot
- Increased a little
- Increased a lot

II. Stocks. Below are several figures from the stock market. Use the information to answer the following questions.

**Day 1**

American Can	49
AT & T	149.87
RCA	61

1. Which day would be the best day to purchase RCA stock? \_\_\_\_\_

**Day 2**

American Can	75
AT & T	178
RCA	101

2. If you had 30 shares of RCA stock on day 3 and you wanted to sell all of them, how much would you make? \_\_\_\_\_

3. What is the difference between AT & T on day 1 and on day 3? \_\_\_\_\_

**Day 3**

American Can	110	
AT & T	193	
RCA		420
<hr/>		

4. What is the change between American Can on day 2 and day 3? Give your answer with a + or – sign.

III. Matching. Match the following people from the 1920's with what they were known for.

- |                                    |                 |                    |       |
|------------------------------------|-----------------|--------------------|-------|
| a. Louis Armstrong<br>Capone       | b. Bessie Smith | c. Gertrude Ederle | d. Al |
| e. Calvin Coolidge<br>h. Babe Ruth | f. Henry Ford   | g. Amelia Earhart  |       |

- \_\_\_\_\_ 1. known for singing the blues during the Harlem Renaissance
- \_\_\_\_\_ 2. greatest baseball player during the 1920's
- \_\_\_\_\_ 3. swam the English channel
- \_\_\_\_\_ 4. known as "Silent Cal"
- \_\_\_\_\_ 5. notorious gangster who was arrested for tax evasion
- \_\_\_\_\_ 6. incorporated the idea of the assembly line into his factories
- \_\_\_\_\_ 7. played the trumpet
- \_\_\_\_\_ 8. a woman pilot who disappeared while on a flight across the ocean

\

## 1920's Project Grading Sheet

**Name** \_\_\_\_\_

**Character Portrayed** \_\_\_\_\_

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**Time Spent Working in Class**

/25

**Quality of Broadsheets**

/40

Color

Good Content

Neat

Heading

**Costume**

/20

**Individual Presentation**

/30

**Group Skit**

/25

Organized

Props

Informative

Memorized

**Sub-Total**

/140

*Extra Credit (wearing costume all day)*

/+10

**Total**

/140