Title: The Roaring 20’s

Theme: Culture

Historical Period: Progressive Era to New Era, 1900-1929

Lesson Module Overview: This group of lessons covers the 1920s era in the United States. Multiple aspects of the time period are covered, and the students are able to do engaging and cooperative activities while learning about their history.

Grade Range: Intermediate/Middle Level (4th-6th)

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LESSON MODULE
DAY 1

Title: Extra! Extra! Read all about it!

Learning Goals:

Knowledge
- Students will learn about what important events occurred in and around the 1920’s.
- Students will become knowledgeable about our past economy, entertainment, and politics.
- Students will understand why the 1920’s were an important time in history.

Skills
- Students will develop a sense of what it was like to live in the 1920’s.
- Students will evaluate past events and decipher what has made a significant impact on the history of the United States.

Dispositions
- Students will develop opinions about cause and effect.
- Students will develop opinions about the time period.
- Students will work individually, and with peers to create a finished product.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Materials Needed:
Computer access to watch YouTube video, and for students to complete assignment
YouTube Video (Appendix II)
Graphic Organizer website (Appendix II)
Image of 19th Amendment poster (#1- Appendix I)
Image of Amelia Earhart (#2- Appendix I)
Image of Ford vehicles (#3- Appendix I)
Lesson Procedures:

Introduction:

1. Introduce the topic by showing a YouTube video titled *The “Roaring” 1920s* (Found in Appendix II). Have students be thinking about the different things they see. Allow students to take some notes about what the video is showing and have them write down some words they might see that are unfamiliar to them.
2. Discuss what differences they saw and any terms they might have questions about.
3. Inform students they will be researching the 1920’s and how times have changed.
4. Explain that they need to find at least five contrasting photographs/images from the 1920’s and currently. The pictures should be categorized under five main topics: Politics, Entertainment, Important People, World News, and Technology. There must be at least one set of images for each topic (one image from current time, and one from around the 1920’s).
5. The images need to be organized on a PowerPoint, with descriptions of what the images are, why they are important, and how they relate to the topic they are under. Sources must be sited.

Development:

1. Encourage students to start by learning about the 1920’s. To get them thinking about how differences between now and then, have them look at a website that allows them to use a graphic organizer to sort information (See Appendix II).
2. Give students time in class to look up photographs online, encourage use of Library of Congress website (see Appendix II).
3. Remind students to do a write up for each set of picture comparisons about why the images were chosen, why they belong under the topic, and how they are related to the topic. Stress to the students to proofread their work.
4. For students who are able to finish early, encourage them to find more than one example for a topic, or even find some examples of photographs portraying similar things.

Culmination:

1. After students complete their PowerPoint, you should let them share their presentations with their peers. You may use this sharing time as an informal assessment.
2. Lead the whole class in discussion by using some or all of the following questions:
   - What did you learn from this project?
   - What were the major events you noticed in the presentations?
   - Were there any other major events you learned about while researching?
   - Do you think you would have enjoyed living during this time period? Why or
why not?
-What are some things you see changing 100 years from now?

**Assessment:**

1. Use the final product as a formal assessment.
2. This project will be worth 50 points. Each category can receive 2 points for the pictures and 5 points for the description and reasoning; 10 points will be possible for the presentation; 5 points are possible for grammar and slide set-up.
Lesson Module Day 2

Title: Prohibition

Learning Goals:

Knowledge:
- Students will understand the key people and events related to prohibition.
- Students will understand the key elements of prohibition.

Skills:
- Students will begin exploring various types of primary sources such as images, and documents.

Dispositions:
- Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical events.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Materials Needed:
A copy of Bootleg: Murder, Moonshine, and the Lawless Years of Prohibition by Karen Blumenthal (Appendix II)
Paper
Writing Utensils
Image of Prohibition officers raiding the lunch room of 922 Pa. Ave., Wash., D.C. (number 4 Appendix I)
Image of Wrecked automobile used by the slayers of the St. Valentine’s Day Massacre (number 5 Appendix I)
Image of Women protesting the consumption of alcohol (number 6 Appendix I)
“Photographs from the Chicago Daily News, 1902-1933” Primary Source Document (Appendix II)

Lesson Procedures:

Introduction:
1. Begin today’s lesson by reading portions of the book, Bootleg: Murder, Moonshine, and the Lawless Years of Prohibition by Karen Blumenthal aloud to the class. (The book is about the social experiment known as Prohibition.)
2. Stop at key points in the book to model a “think aloud,” to ask a question, or to point out an important event.
3. Follow up the book with a brief discussion of the issues of prohibition presented in the book. Ask questions like:
   a. “How did it make you feel when you heard what happened to the seven men in the warehouse?”
   b. “Do you think the St. Valentine’s Day Massacre could have been prevented in some way? If so, how?”
4. Show the students the image of the wrecked automobile used by the slayers in the St. Valentine’s Day Massacre.

Development:
1. Share the primary source document entitled, “Photographs from the Chicago Daily News, 1902-1933” (Appendix II) with students. Make sure to think about the questions at the bottom of the page.
2. Ask students, “What is this document about?” “Where and when did this take place” “Are there any names in the document that you recognize?” (Make sure to write some of the key elements on the board, specifically the dates of prohibition.)
4. Point out that men and women were for Prohibition and getting the country to abstain from consuming alcohol.
5. Show them the primary source image of the prohibition officers raiding the lunch room. Explain what they are raiding the lunch room for and why they are raiding it.
6. Show them the primary source image of the wrecked automobile used by the slayers in the St. Valentine’s Day Massacre. Make the connection between the document and the book.
7. Show them the primary source image of the mug shot of Al Capone. Explain who he was and make the connection to the document and book.

Culmination:
1. Create a class timeline of key events that took place during Prohibition and the 1920s. Be sure to include the beginning of Prohibition, the St. Valentine’s Day Massacre, and the end of Prohibition.

Assessment:
1. As a closing assessment to the lesson, ask students to either spend some time sketching or writing freely about the book Bootleg: Murder, Moonshine, and the Years of Prohibition, or the St. Valentine’s Day Massacre. Encourage them to show two things they learned today in their work.
**Lesson Module Day 3**

**Title:** 1920s Variety Show

**Learning Goals:**

**Knowledge:**
- Students will become familiar with the Harlem renaissance and its major figures.
- Students will develop research and oral-presentation skills.

**Skills:**
- Students will begin exploring various types of primary sources such as images, and documents.
- Students will develop research and oral-presentation skills.

**Dispositions:**
- Students will begin to develop an ability to evaluate multiple perspectives.
- Students will begin to think differently about past events and use new vocabulary in conversations with partners and groups.
- Students will begin to understand culture of the 1920s and how it affected

**National Council for the Social Studies Themes:**
[http://www.socialstudies.org/standards/strands](http://www.socialstudies.org/standards/strands)

**Time, Continuity, & Change:** Social studies programs should include experiences that provide for the study of the past and its legacy.

**Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity.

**Materials Needed:**
- Aaron Douglas’s Study for Aspects of Negro Life: The Negro in an African Setting
- Pencils
- Paper
- Music player
- Poster board
- Tempera paint
- Colored marker

**Lesson Procedures:**

**Introduction & Development**

**Discussion**
- Introduce students briefly to the Harlem Renaissance by examining and comparing a painting and a poem from the era. (For research assistance, see Books and Media.) Show them Aaron Douglas’s Study for Aspects of Negro Life: The Negro in an African Setting.
- Ask the following questions:
1. What is happening?
2. How did Douglas choose to depict the figures? (in silhouette and in profile)
3. How did he emphasize some figures more than others? (lighting, size, movement, position)
4. How does the painting suggest music? What kind of music do you hear?
5. Why do you think Douglas selected this subject?

- Then ask students to read the following poem by Langston Hughes, discussing it in relation to Douglas’s painting. Focus on how the words in the poem evoke the same image and rhythm as the painting.

Danse Africaine
The low beating of the tom-toms,
The slow beating of the tom-toms,
Low … slow
Slow … low —
Stirs your blood.
Dance!
A night-veiled girl
Whirls softly into a
Circle of light.
Whirls softly … slowly,
Like a wisp of smoke around the fire —
And the tom-toms beat,
And the tom-toms beat,
And the low beating of the tom-toms
Stirs your blood.

*The Norton Anthology of African American Literature*

**Culmination:**
- Assign to each student an artist, writer, musician, or dancer from the Harlem Renaissance. Ask students to research these figures on the Web or in the library. Encourage each student to read, listen to, or view examples of their subject’s work.
- Help students stage a variety show in which they will give a brief, first-person talk about their subject as if they are describing themselves. Students should also present examples of their subject’s work: artists can arrange photocopied reproductions of artwork in a small gallery; musicians can play jazz recordings; dancers can demonstrate styles of movement; and writers can perform literary readings. Encourage older students to discuss the motives for their art in greater detail.

**Assessment:**
- Base evaluation on students’ research and oral presentations.

**Follow-Up**
- Invite parents and students to the variety show. Divide students into their cultural groups (art, literature, music, and dance) and have each group design a poster advertising the event. Encourage them to create posters that are easy to read from a distance and lively in design, including illustrations and quotations about performers’ talents.

http://www.artic.edu/aic/collections/exhibitions/AfricanAmerican/resource/1007
LESSON MODULE
DAY 4

Title: Fashion Mini-Magazine

Learning Goals:
Knowledge
- Students will learn about the fashion of the 1920’s.
- Students will understand the effects events in the 1920’s had on the fashion during this time period.
- Students will understand the similarities and differences of the 1920’s to today’s fashion.

Skills
- Students will develop an in-depth analysis of the major events and themes of fashion in the 1920’s.
- Students will evaluate the conflict between traditional and modernity fashion that arose during the 1920’s.

Dispositions
- Students will develop opinions about cause and effect.
- Students will develop opinions about the time period.
- Students will engage in large group class discussions.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Materials Needed:
Sample magazines for students to look through
Computer to watch YouTube Video and read fashion article
YouTube Video (Appendix II)
Women’s Fashion 1920’s article (Appendix II)
Image of Actress Lillian Gish (#10- Appendix I)
Image of Beauty Contest (#11- Appendix I)
Image of Men Swimming (#12- Appendix I)
Lesson Procedures:

Introduction:
1. Have students bring in magazines that are current in today’s society. Also, have students bring in older magazines from grandparents and/or libraries.
2. Have students take notes about similarities and differences in older magazines compared to more recent magazines. Also, remind them to keep-in-mind what makes up a good magazine, what are the components of a good magazine, and what do they think the authors/editors of a magazine have to go through to create a magazine.
3. Inform students they will be researching the fashion of the 1920’s and how it was an effect from the events that were happening in this time period. The final project and assessment of this will be for the students to create a mini-magazine.
4. Explain that they need to write at least three main articles and have at least two advertisements. One article has to be on the topic of how the events taking place had an effect on the fashion, especially for women during this time period. The second article should be about the conflict and tension that was taking place from tradition fashion to modern fashion during this time period. The third article should be written as an opinion column-choose one of the three images provided to base your article off of. There also needs to be a cover page, a table of contents, and it needs to be visually appealing and organized with at least 4 pictures found from the Library of Congress.

Development:
1. Encourage students to start by learning about the fashion trends of the 1920’s. To get students thinking about this topic, have them watch the YouTube video called Women’s Fashion 1920s found at http://www.youtube.com/watch?v=y47bsfhJCMM (See Appendix II).
2. Next, handout (or upload to a computer) to students a copy of the article Feminist-New Style written by Dorothy Dunbar Bromley, Harper’s October 1927 (See Appendix II http://ehistory.osu.edu/osu/mnh/clash/NewWoman/Documents/newstyle.htm ). This will help them to understand what a typical article looked like in the 1920s.
3. Over the next few class periods, have students research by themselves. They may use the Internet or print sources. Remind students not to copy a magazine article for their own.
4. Have students peer edit and also look over students work and do any revising as needed. Use this as an informal assessment of progress.

Culmination:
1. After students complete their final project, have students share their mini-magazine with the class. You may use this sharing time as an informal assessment.
2. Lead the whole class in discussion by using some or all of the following questions:
- What did you learn from this project?
- What were the major events that affected the fashion?
- What were some themes in the fashion?
- Do you think you would have enjoyed living during this time period? Why or why not?
- How does the fashion in the 1920’s compare to the fashion today?

**Assessment:**

1. Use the final product as a formal assessment.
2. This project will be worth 75 points. 15 points is the maximum points given in the areas of Cover, Content, Advertisements, Visuals/Table of Contents/Captions and Organization.
LESSON MODULE

DAY 5

Title: 1920s Sports: Differences in Social Class, Race, and Ethnicity in Baseball

Learning Goals:

Knowledge
- Students will understand the differences between members of different social classes, majorities, and minorities in regards to their experiences with baseball.
- Students will understand that people of different social classes often had the same interests but were separated by factors they could not control.
- Students will learn about differences socially between individuals in the majority and minority of the population in the 1920s.

Skills
- Students will contribute to the class by participating in a small and large group discussion about their experiences.
- Students will write how the activity made them feel when put into different social positions.

Dispositions
- Students will begin to develop an ability to put themselves into the position of others, think critically about the past and how different decisions still affect them today.
- Students will see the importance of respecting all races, ethnicities, and genders and to understand the hardships different groups of people have endured.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Power, Authority, & Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.
Materials Needed:
Paper
Writing Utensils
Image of Baseball Guide (#13 – Appendix I)
Image of baseball game (#14- Appendix I)
Image of President Wilson (# 15 – Appendix I)
Computer with Internet connection
“Type A” and “Type B” slips with descriptions

Lesson Procedures:

Introduction
1. Begin the lesson by projecting Image 13, Image 14, and Image 15 (See Appendix I for images), and have all students examine the pictures for a minute without doing any writing.
2. Next, have students write down what they observe in these three images. Consider the following different questions:
   a. What do you see at first glance?
   b. How do you interpret what is represented in the images?
   c. What do you think the picture ultimately represents?
   d. Is there anything specific you notice about the images that stick out to you?
3. Within small groups, or with a class discussion, volunteers share some of their initial thoughts on the activity, or what they noticed.
4. Explain to students that they will now be doing an activity where they will be given a role and they will look at the pictures again from a new perspective.

Development
1. Distribute out “Type A” and “Type B” slips of paper to the students randomly.
   a. “Type A”: You are wealthy, upper class, and most likely Caucasian. You good seats at the baseball games, plenty of goodies and snacks to eat, and if you are skilled at the game of baseball and wish to play professionally, with hard work you can obtain your goals.
   b. “Type B”: You may be wealthy, upper class or middle-class, but may not be allowed to attend games as shown in the images. If you are able to attend the games, you will have the last seats in the park, will not get any commodities, and if you are good enough to play professionally, you may be able to play in your own league for fun. If you are lucky enough to play with the athletes in the pictures you will be ridiculed throughout your experience.
2. Ask the students to complete the writing activity again in the pictures, with their new mindset from their “Type A” or “Type B” slips of paper. Students may still answer
questions A-D, as well as a fifth question: Do you feel that these images represent baseball for YOU in the 1920s?

3. Pair up a Type A student with a Type B student and compare their stances on the images after writing about them from their new point of view.

4. Discuss in small groups, or as a large group, the writings from this activity. Compare the writings to those students did in the introductory activity. How do the writings compare? How are the writings different?

**Culmination**

1. Explain to the class that although there were many differences between social classes and races in the 1920s when it comes to baseball, there were also many great things that happened in the sport during the decade. September 30, 1927 is one of the most famous dates in baseball history. On this date Babe Ruth hit his 60th home run in one season, breaking the record for most home runs hit in one season, formerly held by him. This record held for nearly 35 years until it was broken by Roger Maris in 1961. Watch the YouTube video “Babe Ruth Hits 60th Home Run.”

2. As a class, sing the chorus of “Take Me Out to the Ball Game” aloud together. This song is something that baseball fans of any kind can sing regardless of all other factors that may make them different, and bring them together in what they really are: fans.

   "Take me out to the ball game,  
   Take me out with the crowd.  
   Buy me some peanuts and cracker jack,  
   I don't care if I never get back,  
   Let me root, root, root for the home team,  
   If they don't win it's a shame.  
   For it's one, two, three strikes, you're out,  
   At the old ball game."

**Assessment**

1. Collect the students’ different pieces of writing. Students should have completed a writing activity in the introduction and the development based on their interpretations of the three images they observed.

2. Have the students write two things they are able to take away from the lesson on an exit slip regarding baseball in the 1920s and how it relates to the bigger picture of social class differences and race and ethnicity.
APPENDIX I:
IMAGES AND GRAPHIC MATERIALS
FROM THE LIBRARY OF CONGRESS

1. Poster
The 19th Amendment was passed in 1920, giving women the right to vote.

![Poster showing women voting](image)
2. Image
Amelia Earhart was the first woman to fly solo across the Atlantic Ocean.
3. Image
The Ford vehicles were produced at a much faster rate, which allowed them to be more attainable by families. This picture is of the ten millionth car, the first car, and Henry Ford.
4. Image
Prohibition Officers Raiding the Lunch Room of 922 Pennsylvania Avenue, Washington D.C.
5. **Image**
Wrecked automobile used by the slayers of the St. Valentine’s Day Massacre.
6. Image
Mug shot of Al Capone, leader of the South Side Italian Gang in Chicago and gangster who ordered the murder on St. Valentine’s Day 1929.
7. Image
Artist Aaron Douglas, head and shoulders, facing front.
8. Image
4 people doing the Charleston dance of the 1920s.
9. Image
Charlie Chaplin as a tramp in the Silent Film movie era.
10. Image
Actress Lillian Gish, 1922. Her morning gown of lace and chiffon was pink.
11. Image
11 women and a little girl lined up for a beauty contest in 1920.
12. Image
Men swimming at Chesapeake Beach in 1920
13. Poster
This is the cover of Spalding’s office guide to indoor baseball, containing the official rules for the 1921-1922 season. (1921)
14. Image
This is a snapshot of baseball game being played in the mid-1920s (1925).
15. Image
President Woodrow Wilson throws out the first pitch on opening day of the 1916 baseball season. Even now in the years leading up to the 1920s, the spectators to professional events were predominately white members of society (1916).
APPENDIX II:
BIBLIOGRAPHY AND WEBLIGRAPHY
OF RESOURCES FOR STUDENTS AND TEACHERS

Bibliography of Children’s Literature


Webliography of Supporting Online Resources for Students

**YouTube Video- The “Roaring” 1920s**
A video to introduce the 1920’s to students. This video gives them some ideas of photographs they might want to find and use in their projects.

[http://www.youtube.com/watch?v=ScUJ94h2oyQ&feature=related](http://www.youtube.com/watch?v=ScUJ94h2oyQ&feature=related)

**Graphic Organizer USA in the 1920s**
Allows students to sort information related to the 1920s and insert their own information under categories.

[http://www.schoolhistory.co.uk/lessons/usa192941/usa1920s.html](http://www.schoolhistory.co.uk/lessons/usa192941/usa1920s.html)
Library of Congress
This is a great resource that includes videos, documents, and photographs from the 1920s and present day.
http://www.loc.gov

Art Institute of Chicago
Website contains information to help with the Day 2 lesson plan. There is background information as well as photographs to help students and teachers.
http://www.artic.edu/aic/collections/exhibitions/AfricanAmerican/books-media

JCU: Harlem Renaissance
A timeline, multiple photographs, video clips, and background information are included on this website that is devoted to the Harlem Renaissance. It is a great resource for students and teachers.
http://www.jcu.edu/harlem/performers/timeline.htm

PBS: Prohibition Timeline
Website contains a timeline with things that happened during the Prohibition time period. There are also links that let the viewer learn more about specific groups of people during prohibition and some of the terms used.
http://www.pbs.org/kenburns/prohibition/prohibition-nationwide/timeline/

Photographs from the Chicago Daily News, 1902-1933
Contains information and great photographs about Prohibition and what it caused in the Chicago area.

YouTube Video-Women’s Fashion 1920s.
A great video introduction to the fashion of 1920’s.
http://www.youtube.com/watch?v=y47bsfhJCMM

Article-Feminist-New Style written by Dorothy Dunbar Bromley, Harper’s October 1927.
This is an article written in the 1920’s. It informs the reader about the feminist movement happening during this time period.
http://ehistory.osu.edu/osu/mmh/clash/NewWoman/Documents/newstyle.htm
Take Me Out to the Ball Game
This website contains lyrics to the famous song “Take Me Out to the Ball Game,” which are used in Day 5 of this unit. This song has been a part of the baseball tradition since the early 1900s, and continues to be popular in today’s ball parks around the world.
http://www.baseball-almanac.com/poetry/po_stmo.shtml

YouTube Video “Babe Ruth Hits 60th Home Run”
This video shows Babe Ruth hitting his 60th home run in 1927. With this home run, he broke his prior record of 59 home runs in one season, setting the new record at 60. This record held for nearly 35 years, until it was beaten in 1961 by Roger Maris.
http://www.youtube.com/watch?v=z7Ab8HmUmR0&feature=related