The ‘Roaring Twenties’
Is this a good depiction of the USA in the 1920’s?

The ROARING TWENTIES

Do Now: True of False - predict which of the following statements accurately describes America during the 1920s.

_____ 1) American economy slows as war time production ends.
_____ 2) Returning African-American troops are welcomed as heroes.
_____ 3) Returning African-American troops continue to face discrimination and segregation.
_____ 4) Women and minority workers lose jobs as men return to the workforce.
_____ 5) End of war inspires optimism and hope among Americans.
_____ 6) Death and destruction of war leads to feeling of gloom among Americans.

Question of the Day:
To what extent were the 1920s “roaring?”
The Roaring Twenties: Essential Questions

The Main Idea
The United States experienced many social changes during the 1920s.

Essential Questions
• What were the new roles for American women in the 1920s?
• What were the effects of growing urbanization in the United States in the 1920s?
• In what ways did the 1920s reveal a national conflict over basic values?
• What was Prohibition, and how did it affect the nation?
What is included within this study of the 1920’s?

Development of Entertainment (Flappers, Fashion, Cinema etc)

KKK and Racism

Prohibition

Effects of Prohibition (Speakeasies, Moonshine, Corruption, Al Capone and Organised Crime)

A Definition

The “Roaring Twenties” (1920-1929) describes a period of time in the United States that experienced social, artistic, and cultural dynamism.

After World War I, jazz music blossomed, the “flapper” redefined modern womanhood, Art Deco peaked, and finally the Wall Street Crash of 1929 marked the end of the era, as The Great Depression set in.

There were several inventions and discoveries, great industrial growth and growing consumer demand and aspirations, and significant changes in lifestyle.
Think About: Why was this period of time called the “Roaring Twenties?” What kinds of changes to American society happened during this time?

1920’s Overview Notes

Known for:
1. 
2. 
3. 
4. 
5. 
6. 
7.

Different Opinions During the 1920’s

The Youth:
1. 
2. 
3. 
4.

The Adults:

Directions:
Based on the video clip you just watched as well as information from your reading materials, fill in this graphic organizer.
1920’s Overview Notes

Known for:
1. “20s Decade of the Roaring Twenties: Jazz and Prohibition
2. New inventions, entertainment, and jobs (American cars, radio, movies)
3. New social attitudes resulting in the youth of the nation becoming bold and grand ways and means
4. Women became more committed in the eyes of the older generation
5. Women’s political rights lead to the election of the first female senator and many others who did understand why things were changing.

The Youth
1. Flappers
2. Modern Revolutionaries
3. Flappers of Depression
- 
- 

The Adults
A strong emergence of their beliefs and personal situations in the years of many others
- 
- 

Presidents of the 1920’s:
1. Warren G. Harding (1921-1923) - Died of a heart attack
2. Calvin Coolidge (1923-1929) - Died of a heart attack
3. Herbert Hoover (1929-1933) - Blamed for the depression

1920’s Historical Figure Project

There are many influential people that fill the decade of the 1920’s. Your assignment is to choose one of these individuals, do research on them, and write an essay on their impact. 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. Brochure (take notes on the examples shown in class). You must have one 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 card!
2. Dress up in the appropriate clothing that your character would have worn and make a short presentation for the class. For this presentation you may use posters, videos, overheads, maps, photos, 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 should be given if it involved audience participation, props, humor, etc.

Get ready to research, dress up and act!
Worksheets for Your Skits

1920s Character Sheet

Names of Characters in Skits:

1. \underline{________________________} Played by \underline{________________________}
2. \underline{________________________} Played by \underline{________________________}
3. \underline{________________________} Played by \underline{________________________}
4. \underline{________________________} Played by \underline{________________________}
5. \underline{________________________} Played by \underline{________________________}

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

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? ____________________________

List off 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 for as what they will bring in, what they will wear, their line, etc?

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

Teacher Initial up to this Point: ____________________________

Script:

[Blank lines]

Student Rubric

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:____________________
- Presentation & Skills Begin:____________________

Project Due: ____________________________
Introduction to the Twenties

At the end of the 1919, World War I ended!

America’s government was prospering!

Many soldiers returned home and began to search for jobs.

Farmers Suffered after World War I

Farmers were going bankrupt because there was a surplus of crops after the war. There was more supply than demand. Many farmers began to migrate to the cities in search of jobs.
Meanwhile, in the city, wages increased by about 20%
Immigrants began coming to America. Native-born Americans—often called Nativists—were suspicious of foreigners. The “Red Scare” swept the nation—a period of time when the American government cracked down on suspected communist party members and foreigners. Americans stopped buying foreign products.

Activity: How were some immigrants treated?

- Read and complete “Sacco and Vanzetti: Were two innocent men executed?”
Conflicts over Values

Americans lived in larger communities, which produced a shift in values, or a person’s key beliefs and ideas.

In the 1920s, many people in urban areas had values that differed from those in rural areas. Rural America represented the traditional spirit of hard work, self-reliance, religion, and independence.

Cities represented changes that threatened those values.

A Revitalized Klan.

Immigration restriction was not the only visible symptom of nativism—discrimination by native born whites against immigrants—during the 1920s.

The decade also witnessed the revival of the long-dormant Ku Klux Klan, a secret organization founded during Reconstruction to intimidate African Americans newly freed from slavery.

In 1915 William J. Simmons reorganized the fraternal order in Atlanta, Georgia, and hailed its mission as the defense of "comprehensive Americanism."

Following World War I the newly organized Klan spread across the United States. Membership increased rapidly, mushrooming to 4.5 million in 1924, when the organization reached it zenith.

Unlike the nineteenth-century Ku Klux Klan, which targeted blacks, the resurgent Klan of the 1920s broadened its geographical scope and expanded its list of enemies. The Anglo-Saxon-glorifying, white supremacist organization lashed out at immigrants,...
The Great Depression

The Ku Klux Klan

The Ku Klux Klan had many different aims. These include:

1) To 'save' the USA from all those who were not WASP's (White Anglo Saxon Protestants)
2) To condemn non WASPs (Foreigners, Catholics, Jews, Blacks etc) to achieve white supremacy.

Torture and Violence were used against those who were not ‘true’ Americans. Black people suffered the most. Victims were beaten, whipped, tarred and feathered, homes burned, murdered.

Members of the Klan were often poor Southern farmers who felt that their jobs were threatened by Black people who were willing to work for less pay. However, policemen, judges, and politicians were also members of the KKK and this allowed crimes to go unpunished.

Membership declined in the late 1920s because of a series of scandals affecting Klan leaders.

Copy and Prepare to Complete the Following:

Ku Klux Klan Documents

A. Name of the letter writer:
1.
2.
3.
4.

F. Location:
1.
2.
3.
4.

B. Date of Letter:
1.
2.
3.
4.

D. What does the letter tell you about the Ku Klux Klan? (activities, policies, etc.)
1.
2.

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.
The 20th Century Ku Klux Klan in Alabama

1. Racism and the bitter memory of Reconstruction figured prominently in the 1920s Klan movement in Alabama:

   I am a very old lady, lived over my three score years; born and reared in the Deep South. I am an admirer of the Ku-Klux Klan because my Father was one of the great many who cleansed our public offices of Negroes, carpetbaggers, and scalawags. I can very well remember the Reconstruction Days when the White people of the South were oppressed and mistreated by this ungodly corruptible group. And it was this same group who hated the Ku Klux Klan of that time. . . . I have watched the Ku Klux Klan in its ups and downs; I have also watched those who so bitterly hate this great organization; have found the haters always had something in mind they wanted to keep covered up, but they know each time when the Klan rises their evils will be uncovered. . . . I can remember my Father saying the Ku-Klux Klan will never die. "It was here yesterday, today, and forever." And I firmly believe God has a working hand through this great organization, for if it wasn’t for the Ku-Klux Klan in the Reconstruction Days, America would long have been a mongrelized nation. So today God sees the need of a Ku-Klux Klan as never before a nation as full of corruptible filth as America has. . . . Instead of carpetbaggers and scalawags of years past, America has become infiltrated with worse. . . . [In the last thirty years Communism began to grow in America. It has set up fronts such as the N.A.A.C.P. and other Jewish controlled organizations as peddlers to create hate and brainwash the minds of the American people [to]. . . just about destroy our Christian faith, our freedom of rights, and the American Way of Life. . . . [When you find a hater of the Ku-Klux Klan check his record; watch him; he is full of corruption; he has something in store for himself and not for others. . . . America needs cleaning. The evil ones are in power, as it was in the carpetbagger and scalawag days. Your Father and mine had the guts to clean America. Where are your guts? . . . The Ku-Klux Klan will never die and my prayer is this: O God, bless the Klansman that he may fight to keep America free from ungodly things forever more, and their race as pure as the Lily of the Valley. . . . God bless the Klansman, his home, his family, and his country, Above all, God, bless those who hate the Klan, for they know not what they are doing with their brainwashed minds, Amen.

The Old Lady of the South

Prattville, Alabama

Source: Boone Aiken Collection. Original in private hands; copy in possession of Glenn Feldman.

Primary Source Document on the KKK

Hiram W. Evans, North American Review (May, 1926)

Note: Hiram Evans became Klan’s Imperial Wizard in 1922

The greatest achievement so far has been to formulate, focus, and gain recognition for an idea - the idea of preserving and developing America first and chiefly for the benefit of the children of the old pioneers. The Klan cannot claim to have created this idea - it has long been a vague stirring in the souls of the plain people. But the Klan can fairly claim to have given it purpose, method, direction, and a vehicle.

When the Klan first appeared, the nation was in the confusion of sudden awakening from the lovely dream of the melting pot. Disorganized and helpless before the invasion of aliens and alien ideas. After ten years of the Klan it is in arms for defense. This is our great achievement. The second is more selfish: we have won the leadership in the movement for Americanism. Except for a few lonesome voices, almost drowned by the clamor of the alien and the alien minded ‘Liberal’, the Klan alone faces the invader.

This is not to say that the Klan has gathered into its membership all who are ready to fight for America. The Klan is the champion, but it is not merely an organization. It is an idea, a faith, a purpose, an organized crusade. No recruit to the cause has ever been asked to fight for America. The Klan is the champion of the children of the pioneers who made America, and only and definitely along the lines of the purpose and spirit of those pioneers. The Klan cannot claim to have created this idea - it has long been a vague stirring in the souls of the plain people. But the Klan can fairly claim to have given it purpose, method, direction, and a vehicle.

When the Klan first appeared, the nation was in the confusion of sudden awakening from the lovely dream of the melting pot. Disorganized and helpless before the invasion of aliens and alien ideas. After ten years of the Klan it is in arms for defense. This is our great achievement. The second is more selfish: we have won the leadership in the movement for Americanism. Except for a few lonesome voices, almost drowned by the clamor of the alien and the alien minded ‘Liberal’, the Klan alone faces the invader.

The outstanding proof of both our influence and our service, however, has been in creating, outside our ranks as well as in them, not merely the growing national concentration on the problems of Americanism but also a growing sentiment against radicalism, communization, and alienism of all kinds. We have produced instead a sane and progressive conservatism along national lines. We have enlisted our racial instincts for the work of preserving and developing our American traditions and customs. This was most strikingly shown in the elections last fall when the conservative reaction amazed all politicians - especially the La Follette rout in the Midwest. This reaction added enormously to the plurality of the President, the size of which was the great surprise of the election.

Other achievements of these ten years have been the education of the millions of our own membership in citizenship, the suppression of much jawliveness and increase of good government wherever we have become strong, the restriction of immigration, and the defeat of the Catholic attempt to seize the Democratic Party. All these we have helped, and all are important.

The Klan, therefore, has now come to speak for the great mass of Americans of the old pioneer stock. We believe that it does fairly and faithfully represent them, and our proof lies in their support. To understand the Klan, then, it is necessary to understand the character and present mind of the mass of old-stock Americans. The mass, it must be remembered, as distinguished from the intellectually mongrelized “Liberals.”

These are, in the first place, a blend of various peoples of the so-called Nordic race, the race which, with all its faults, has given the world almost the whole of modern civilization. The Klan does not try to represent any people but these.

There is no need to recount the virtues of the American pioneers; but it is too often forgotten that in the pioneer period a selective process of innate race superiority operated. From the first, only sturdy, adventurous, and strong men and women bore the pioneer dangers; from among these, all but the best died swiftly, so that the new Nordic blend which became the American race was bred up to a point probably the highest in history. This remarkable race character, along with the new won continent and the new-created nation, made the inheritance of the old-stock Americans the richest ever given to a generation of men.
The term "fundamentalism" describes a conservative set of beliefs that developed into a movement within the US Protestant community in the early part of the 20th century.

These religious principles stood in opposition to the modernist movement and espoused the strict adherence to and faith in religious "fundamentals".
Billy Sunday

Changing times caused uncertainty, turning many to religion for answers.

Billy Sunday--former ballplayer and ordained minister--condemned radicals and criticized the changing attitudes of women, reflecting much of white, rural America’s ideals.

Sunday’s Christian beliefs were based on a literal translation of the Bible called fundamentalism.

Aimee Semple McPherson

Aimee Semple McPherson—a leading fundamentalist preacher--embraced glamour but was well known for healing the sick through prayer.

Fundamentalism Vs. Evolution: What was the Scopes Monkey Trial?
Charles Darwin’s theory of evolution holds that Inherited characteristics of a population change over generations, which sometimes results in the rise of a new species. According to Darwin, the human species may have evolved from an ape-like species that lived long ago.

Fundamentalists think this theory is against the biblical account of how God created humans and that teaching evolution undermine religious faith.

Fundamentalists worked to pass laws preventing evolution being taught in schools, and several states did, including Tennessee in 1925.
The Great Depression

The Scopes Trial

One group in Tennessee persuaded a young science teacher named John Scopes to violate the law, get arrested, and go to trial.

Scopes was represented by Clarence Darrow.

William Jennings Bryan, three-time candidate for president, Represented the prosecution.

John Scopes was obviously guilty, but the trial was about larger issues. Scopes was convicted and fined $100, but Darrow never got a chance to appeal because the conviction was overturned due to a technical violation by the judge.

The Tennessee law remained in place until the 1960s.

Think!: Scopes Trial Music--What's the message?
http://www.pbs.org/wgbh/amex/monkeytrial/

Oh the folks in Tennessee
Are as faithful as can be,
And they know the Bible teaches what is right.
They believe in God above
And His great undying love
And they know they are protected by His might.

Then to Dayton came a man
With his ideas new and grand
And he said we came from monkeys long ago.
But in teaching his belief
Mr. Scopes found only grief
For they would not let their old religion go.

You may find a new belief
It will only bring you grief
For a house that's built on sand is sure to fall.
And wherever you may turn
There's a lesson you will learn
That the old religion's better after all.

Then the folks throughout the land
Saw his house was built on sand
And they said, "We will not listen anymore."
So they told him he was wrong
And it wasn't very long
Till he found that he was turned from every door.

Oh, you must not doubt the word
That is written by the Lord
For if you do your house will surely fall.
And Mr. Scopes will learn
That wherever he may turn
That the old religion's better after all.

You may find a new belief
It will only bring you grief
For a house that's built on sand is sure to fall.
And wherever you may turn
There's a lesson you will learn
That the old religion's better after all.
Scopes Mock Trial: Should evolution be taught?

Introduction: Students will break into several groups to prepare for a mock trial to decide this question: Should evolution be taught in the classroom?

Part I: Using the sites below, students should review the basics of Charles Darwin’s Theory of Evolution. Each group should write a one-to-two-page summary essay about the theory. The student essays should include explanations of the formation of gradual change in species over time due to natural selection, the evidence Darwin used to develop and support his theory, how the theory relates to the fossil record, and so on.

The following Web sites may be used:
- Charles Darwin
  http://www.bena.com/lucidcafe/library/96feb/darwin.html
- Royal Tyrrell Museum Tour: Evolution
  http://tyrrell.magtech.ab.ca/tour/evoltion.html
- BBC Evolution Web site: Darwin -- The Man and His Legacy
  http://www.bbc.co.uk/education/darwin/leghist/desmond.htm
- The Origin of the Species
  http://www.literature.org/Works/Charles-Darwin/origin/

We will spend a class period with the research and another with the writing.

Part II. What was fundamentalism and why was it opposed to Darwin’s theory of evolution?

Directions: You and your group will read the article titled “People & Events: Fundamentalism and the Social Gospel” and quotes from “The Scopes Trial” and answer the accompanying questions for each.
Part III: All groups will look at the following Web site that deals with the infamous Scopes "Monkey Trial" of 1925, in which famed lawyer Clarence Darrow defended a Tennessee biology teacher charged with teaching Darwin's theory.


Use the following chart to summarize each side of the trial:

<table>
<thead>
<tr>
<th>Defense attorney Clarence Darrow’s arguments for teacher John Scopes: Why evolution can be taught in the classroom.</th>
<th>Prosecutor William Jennings Bryant’s arguments against teacher John Scopes: Why evolution cannot be taught.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

The Mock Trial—What we need.

Part IV. We will stage a mock trial in the classroom, having students role-play Darrow, Scopes, Bryan, the media, the judge and jury. Here’s what we need, depending on the number of students in the class:

1-3 judges
1-2 attorneys for the defense (Darrow)
1 person for teacher John Scopes (maybe me?)
1-2 attorneys for the prosecution (Bryan)
1 media person (to operate the camera and report on events)
1 sketch artist (Sketch the trial!)
3-12 jury members
1 bailiff (optional)
TRIAL PREPARATION: “I must see your completed work by the last 10 minutes of the period!” See the requirements for your group, below:

- **Warm Up—Everyone:** Reread through your materials on the Scopes case and explore the following website: The Scopes Trial Home Page at http://www.law.umkc.edu/faculty/projects/ftrials/scopes/scopes.htm

- **Then...**
  - **Judges:** You must master court trial procedure and direct every step of the trial! You are in charge! In addition, if an attorney cries “objection!” you must decide to "sustained" (agree with the objection) or “overruled” (disagree with the objection). Prepare a two-column chart, one column with 10 fact-based questions for the defense, the other column with 10 fact-based questions for the prosecution. Which ever side answers your questions best the trial, should win the case.
  - **Prosecution Team:** Prepare opening statement, 10 good arguments with evidence, fact-based questions for witnesses, closing statement.
  - **Defense Team:** Prepare opening statement, 10 good arguments with evidence, fact-based questions for witnesses, closing statement.
  - **Witnesses:** Become a master of your role in the trial. If you are Scopes, you must KNOW him and how he would respond to questions. You must provide factual answers! Develop 10 facts about how Scopes feels and why, especially concerning his own defense.
  - **Jury:** Review the grading rubric for the court trial. Prepare a two-column chart, one column with 10 fact-based arguments for the defense, the other column with 10 fact-based arguments for the prosecution. You should expect to see some of the these arguments presented during the trial. You will unanimously reach a verdict towards the end of the trial.

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**SAMPLE COURTROOM SETTING**

- Judges' Bench
- Witness Stand
- Court Reporter (or Clerk)
- Prosecuting Attorney
- Table for the Defense
- Table for the Prosecution
- Defendant (or Accused)
- Defense Lawyers
- Jury Box
- Visitors' Gallery

This is an approximation of what a courtroom looks like during a jury trial.

*Source: Elementary Law Related Activities, A joint project of: The Devils Lake Public Schools, North Dakota Department of Public Instruction, State Bar Association of North Dakota, and North Dakota Combined Law Enforcement Council 1978.*
During the 1920’s, as young people experimented with new forms of entertainment and began to discard tradition, moral crusaders spoke out against alcohol.

The Anti-Saloon League and the Women's Christian Temperence Union—advertised alcohol as the evil that was causing many of society’s problems, including drunkenness, lawlessness and their sinful behavior.

This movement often targeted immigrants and the working class who often went to pubs. Such cartoons (right) show how they tried to persuade people to support prohibition.

What's the meaning of this cartoon?

"Daddy's in there ..........And our shoes and stockings and clothes and food are in there too and they'll never come out.”
Prohibition in the United States refers to attempts to legally ban alcohol sales and consumption.

From 1920 to 1933, the Eighteenth Amendment to the United States Constitution banned alcohol sale, manufacture and transportation banned throughout the United States.

Speakeasies were illegal night clubs that sold liquor.

Cops used to pour the illegal liquor down the drain!

Why Prohibition?

- “3000 infants smothered to death by drunken parents”
  - (As said by the Anti Saloon League)

Alcohol was linked to other ‘evils’: Madness, poverty, crime etc

Big Brewies were owned by Germans. People were seen to be ‘traitors’ by drinking beer.

It “destroyed” families
What were the effects of Prohibition?

The main problems with prohibition revolved around two main factors:
1) People were not prepared to stop drinking alcohol.
2) There were not enough policemen to enforce the law.

‘SPEAKEASTES’ illegal bars where people could buy alcohol. Although they were supposed to be secret, 32,000 existed in New York by 1929. Many people made their own illegal alcohol at home, called MOONSHINE. It was not illegal to drink alcohol – just to buy it, but moonshine made some people blind and was known to even kill people.

When Speakeasies were closed the alcohol was poured away.

What were the effects of Prohibition?

ORGANISED CRIME and CORRUPTION

Bootleggers (people who brought alcohol into the USA from other countries eg: Canada) organised themselves into gangs in order to transport alcohol to speakeasies. This made them very rich and powerful.

AL CAPONE is the most famous gangster. Prohibition allowed him to make millions of dollars a year from selling illegal alcohol. His gang became involved in prostitution, gambling, murder and violence.
**Al Capone and the Police?**

- Al Capone’s huge wealth allowed him to ‘buy’ officials like policemen, lawyers, mayors and prohibition agents.
- The corruption of such people allowed his gang to almost rule Chicago through violence and the threat of violence. People were bullied into paying Capone money to ‘protect’ their businesses.
- Al Capone lost his “empire” when he was arrested for tax evasion.

**Why was Prohibition difficult to enforce?**

- People were not prepared to stop drinking alcohol. People enjoyed it.
- Bootleggers could easily smuggle alcohol into the country. The border with Canada was far too large to patrol.
- There were hardly any prohibition agents to enforce the law. There were more speakeasies in Chicago than agents in the USA.
- Gangsters like Al Capone paid policemen and judges etc (corruption) to make sure they weren’t arrested.
Video on Prohibition and the Gangster
26 min

Q. How was Prohibition linked to the success of organized crime during the 1920’s? 150 words
PowerPoint Project: Organized Crime and Prohibition

**Introduction:** Read "Prohibition, 1927" from eyewitnesshistory.com. In this project, you will act as an eyewitness reporter, research the history and effects of Prohibition, and establish its link to organized crime during the 1920's and early 1930's in the form of a news expose'. Here's what you need to do:

- **1) Research—Start with these sites:**
  - [http://www.chicagohs.org/history/capone.html](http://www.chicagohs.org/history/capone.html)
- **2) Produce a 8-10 slide presentation,** containing information on Prohibition, its effects, and its link to organized crime (which made and sold liquor illegally, contributing to lawlessness in Chicago and American society.) Include a conclusion about what should be done about Prohibition and organized crime. Include a bibliographic list of sources.
- **3) Present in front of the class, acting as news reporters!**

**This project is worth 30 points—** 20 Points for the information, imagery, and conclusion presented in the PowerPoint; 10 Points for presenting the information as news reporters in an exciting manner.

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**Introduction to the Roaring Twenties Web Quest**

**Overview:**
You will create a virtual Roaring Twenties Museum using PowerPoint and the websites listed below. The goal is to capture the spirit of the age by planning an exhibit that focuses on four aspects of 1920s culture. A detailed description of the PowerPoint presentation is described below in the "Task Description" section. Creativity, well-conducted research, and enthusiasm are the essentials to a successful proposal. BE CREATIVE, USE YOUR IMAGINATION!

**Preliminary Steps:**
1. Read the chapter in your text to familiarize yourself with the 1920s.
2. Visit the websites listed below:
   - Jazz Age Culture at [http://faculty.pittstate.edu/~knichols/jazz20s.html](http://faculty.pittstate.edu/~knichols/jazz20s.html)
   - Jazz Age Culture Part II at [http://faculty.pittstate.edu/~knichols/jazz20s2.html](http://faculty.pittstate.edu/~knichols/jazz20s2.html)
   - East VS History Websites: 1920s at [http://www.britishhistoriessays.net/USHistory_Roaring20s.shtml](http://www.britishhistoriessays.net/USHistory_Roaring20s.shtml)
   - The Jazz Age Decade: [http://www.museums.org/themuseo/decades/20_s.html](http://www.museums.org/themuseo/decades/20_s.html)

**Task Description:**
Your virtual museum should contain these elements:

1. **A title slide:** Design an attention-grabbing first slide, using interesting type and graphics.
2. **A written overview:** Make this the second slide in your presentation, one PowerPoint slide in length. The overview should attempt to capture the spirit of the twenties and explain the four thematic topics of the decade that you will explore as "wings" of the museum (your sections in the PowerPoint). The four wings represent your decision about which four aspects of 1920s culture you think are most representative of the era.
3. **A slide that introduces each of your four "wings" (sections in your PowerPoint):** Individual slides in each "wing" present the visual exhibits that convey the spirit of the Twenties (photographs of people, events, objects, inventions, cultural items, popular culture events or movements, etc.). Each wing of your PowerPoint museum should include three well-planned slides that present your visual exhibits. All images should include a Caption identifying the specific items on display and any relevant information needed for the average person to appreciate the exhibit. Explanations of particular items should not be more than two sentences in length. Do not overcrowd each slide with images—maximum of three images per slide.
The 1920's saw new forms of entertainment.

- Women developed a sense of identity with new fashions (wearing higher dresses, make-up, smoking, 'bobbed' hair cuts).
- Women who changed their hair and wore fashionable clothes became known as 'FLAPPERS'.
- They also began to gain skilled jobs that had been previously given to men.
- JAZZ music became important as people went to dance halls to listen to this new style of music. Radio also spread this new music.
- Silent movies at the cinema had an impact on people's lives as 'movie stars' affected fashions.
Department Stores

Sears and J.C. Penny began selling more appliances.

Grocery stores such as Piggly Wiggly and Winn Dixie became more common.

A consumer culture developed, focused on women.

A Cause of Change

More Changes: New Roles for Women

New Opportunities

- The 19th Amendment allowed women to vote, and some were elected to state and local office.
- Many women had taken jobs during World War I but lost them when men came home.
- During the 1920s women joined the workforce in large numbers, though mostly in the lowest-paying professions.
- Women attended college in greater numbers.

New Family Roles

- The 1920s brought a shift in many people’s attitudes toward men and women’s relationships.
- The basic rules defining female behavior were beginning to change.
- American women continued to serve as homemakers, and most still depended on men for financial support.
- More, however, sought greater equality.

The Great Depression
Women and Morals

People were more permissive, or laid back. It was a time when women enjoyed more freedoms.

The Flapper

One popular image that reflects changes for women in the Roaring Twenties was the flapper, a young woman of the era who defied traditional ideas of proper dress and behavior.

**Flappers**
- Flappers shocked society by cutting their hair, raising hemlines, wearing makeup, smoking, drinking, and dancing.
- The dress style was popular among young, rebellious girls.
- The term flapper suggested an independent, free lifestyle.
- Flappers mostly lived in cities, though rural people read about them in magazines.

**Other Women**
- In much of the U.S., women only read about flappers in magazines, and many disapproved of flappers or wouldn’t dare to be so reckless.
- Some older women’s rights reformers thought flappers were only interested in fun.
- Many did not take flappers seriously.

The flapper craze took hold mainly in American cities, but in many ways the flappers represented the rift between cities and rural areas.
Flappers

Flappers wore short skirts, bobbed their hair, listened to the new Jazz music, and challenged "acceptable" behavior.

The flappers were seen as brash for wearing excessive makeup, drinking, treating sex in a casual manner, smoking, driving automobiles, and otherwise flouting conventional social and sexual norms.
Women in the Workforce

Despite their new freedoms, women still got paid lower wages than men for doing the same amount of work.
Appendix H: Revolution in Morals and Manners Notes Key

Revolution in Manners & Morals

Young women altered their roles as flappers. Women's roles changed due to technology.

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

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. 19th 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.

Copied Monkey Trial:
The "Copied 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 1920s.

Appendix J: Open Note Quiz

Name ___________________________ Hour ____________

1. The ____________________________ dealt with a teacher's 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 ____________________________ 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?
Electricity became more popular in homes
People began buying more electrical appliances

A Cause of Change

Vacuum and Washing machine
Machinery

There was an increase in the production of steel, gasoline, rubber, and roads.

Assembly lines made production of cars easier and faster.

Automobile

Henry Ford — inventor of the Model T and the assembly line — wanted every family in America to own one of his cars.

An assembly line is a manufacturing process in which interchangeable parts are added to a product in a sequential manner to quickly create a finished product.

Ford was the first businessman to build factories around that concept.

Led to rise of modern consumer culture -- More people were able to afford automobiles so cars began to be sold more often.

Houses began to change -- they now had garages to store the family car.
The Result of the Assembly Line

What message is this animated clip suggesting about the assembly line?
A New Popular Culture is Born

The Main Idea
New technologies helped produce a new mass culture in the 1920s.

Essential Questions
• How did mass entertainment change in the 1920s?
• Who were the cultural heroes of the 1920s?
• How was the culture of the 1920s reflected in the arts and literature of the era?

Radio Drives Popular Culture

During the 1920s, the radio went from being a little-known novelty to being standard equipment in every American home.

Rise of the Radio
• Guglielmo Marconi invented the radio in the late 1800s, and by the early 1900s the military and ships at sea used them.
• In 1920, most Americans still didn’t own radios, and there was not any programming.
• In 1920, a radio hobbyist near Pittsburgh started playing records over his radio, and people started listening.

Radio Station Boom
• The growing popularity of those simple broadcasts caught the attention of Westinghouse, a radio manufacturer.
• In October 1920, Westinghouse started KDKA, the first radio station.
• By 1922 the U.S. had 570 stations.
• Technical improvements in sound and size helped popularity.
• Americans now had a shared experience.
Radio

Radio was the main source for news. Radio shows were a popular way to be entertained.

The Great Depression

Talkies and Cartoons

- Another important innovation was the introduction of films with sound, or “talkies.”
- In 1927 filmgoers were amazed by The Jazz Singer, a hugely successful movie that incorporated a few lines of dialogue and helped change the movie industry forever.
- In 1928, the animated film Steamboat Willie introduced Mickey Mouse and cartoons.

New Film Techniques

- In early years movies were short, simple pieces.
- During World War I, filmmaker D. W. Griffith produced The Birth of a Nation, a controversial film featuring the KKK that some consider racist.
- The film nonetheless introduced innovative movie techniques and helped establish film as an art form and widened its audience.
- Woodrow Wilson, after seeing the movie, said, “it’s like writing history with lightning.”

By the end of the 1920s, Americans bought 100 million movie tickets a week, though the entire U.S. population was about 123 million people.
Movies

"Talkies" made movies more popular. Movie houses were sometimes extravagant palaces. People loved to go to the movies in the 1920s.

Film Star Heroes

The great popularity of movies in the 1920s gave rise to a new kind of celebrity—the movie star.

One of the brightest stars of the 1920s was Charlie Chaplin, a comedian whose signature character was a tramp in a derby hat and ragged clothes.

Rudolph Valentino, a dashing leading man of romantic films, was such a big star that his unexpected death in 1926 drew tens of thousands of women to the funeral home where his body lay.

Clara Bow was a movie star nicknamed the "It Girl."

Mary Pickford was considered "America's Sweetheart" and was married to Douglas Fairbanks Jr., a major star of action films. Their home, called "Pickfair," was in Hollywood, the center of the motion picture industry.
Here's a short film clip from a classic silent Charlie Chaplin movie: “Modern Times”

Note to self: Go to my History Videos to view clip
Here's a short film clip from a classic silent Charlie Chaplin movie: “City Lights”

Note to self: Go to my History Videos to view clip

Yes, Charlie Chaplin animated!

Note to self: Just click!
Assignment: Make your own silent movie!

Directions: The purpose of this assignment is to place yourself in the role of filmmaker during the 1920’s, before “talkies” were made.

Requirements:
1) You will write, practice and act a 5-minute skit with a group to be filmed! Your major challenge: The skit must be completely silent (I will turn off the sound recorder on the camera and film in black and white, if possible).
2) Your skit must realistically reveal major themes of the 1920’s, such as the culture of the “flappers,” Prohibition and gangsters, or the slapstick of such comedians as Chaplin. Do not get overly goofy; your skit should be well-planned and performed well.
3) Find appropriate music from the period (jazz music, for example). Bring in costumes and other needed props.

Scoring: Preparation and teamwork: 10 points
Well-planned and acted skit: 10 points
Major themes of the 1920’s represented: 10 points
Music, costumes and props: 10 points

Pilot Heroes of the Twenties

Charles Lindbergh —first pilot to fly nonstop cross Atlantic

- Charles Lindbergh was a daredevil pilot who practiced his skills as an airline pilot, a dangerous, life-threatening job at the time.
- Lindbergh heard about a $25,000 prize for the first aviator to fly a nonstop transatlantic flight, or a flight across the Atlantic Ocean, and wanted to win.
- He rejected the idea that he needed a large plane with many engines, and developed a very light single-engine craft with room for only one pilot.
- On May 21, 1927, Lindbergh succeeded by touching down in Paris, France after a thirty-three-and-a-half-hour flight from New York.
- Lindbergh earned the name “Lucky Lindy” and became the most beloved American hero of the time.

Amelia Earhart

- A little over a year after Lindbergh’s flight, Amelia Earhart became the first woman to fly across the Atlantic, returning to the U.S. as a hero.
- She went on to set numerous speed and distance records as a pilot.
- In 1937 she was most of the way through a record-breaking flight around the world when she disappeared over the Pacific Ocean.
Mobility--Flight

Americans had more time and money to travel. Charles Lindbergh flew from America to Paris on the first trans-Atlantic flight. Airlines began transporting more people.

Assignment: Create a heroic poster of Charles Lindbergh’s Historic Flight!

Directions: Read “Lindbergh Flies the Atlantic, 1927” from eyewitnessstohistory.com. Then, working in small groups, use details from the reading as well as information from the Internet to draw a large illustration of Lindbergh’s heroic journey across the Atlantic. You may need to draw several images on one poster to capture the full story.
Sports Heroes

Radio helped inflame the public passion for sports, and millions of Americans tuned in to broadcasts of ballgames and prize fights featuring their favorite athletes.

<table>
<thead>
<tr>
<th>Helen Wills:</th>
<th>Red Grange:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Played powerful tennis, winning 31 major tournaments and two Olympic gold medals. Her nerves of steel earned her the nickname &quot;Little Miss Poker Face.&quot;</td>
<td>College football player who earned the nickname the &quot;Galloping Ghost&quot; for his speed. He turned professional after college, which was shocking at the time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Babe Ruth:</th>
<th>Bobby Jones:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Known as the &quot;Sultan of Swat,&quot; Ruth was legendary on the baseball field for his home runs. His legend lives on today in baseball circles and popular culture.</td>
<td>Jones won golf’s first Grand Slam, meaning he won the game’s four major tournaments, and remains the only golfer to get a Grand Slam for matches in one calendar year.</td>
</tr>
</tbody>
</table>

The Harlem Renaissance

The Main Idea
Transformations in the African American community contributed to a blossoming of black culture centered in Harlem, New York—called the Harlem Renaissance.

Essential Questions
- What was the Great Migration, and what problems and opportunities faced African Americans in the post–World War I era?
- What was Harlem, and how was it affected by the Great Migration?
- Who were the key figures of the Harlem Renaissance?
Southern life was difficult for African Americans who worked as sharecroppers or in other low-paying jobs and often faced racial violence.

Beginning around 1910, Harlem, New York, became a favorite destination for black Americans migrating from the South.

Many African Americans looked to the North to find freedom and economic opportunities, and during World War I the demand for equipment and supplies offered African Americans factory jobs in the North.

African American newspapers spread the word of opportunities in northern cities, such as Chicago and Detroit.

**The Great Migration**—The major relocation of African Americans from the South to the North during the 1920's.

**Do Now:** Do the Geography Skills Interpreting Maps question.
African Americans after World War I

Tensions
Many found opportunities in the North but also racism.
Racial tensions were especially severe after World War I, when a shortage of jobs created a rift between whites and African American workers.
This tension created a wave of racial violence in the summer of 1919.

Chicago Race Riot of 1919 -- The deadliest riot occurred in Chicago, Illinois, when a dispute at a public beach led to rioting that left 38 people dead and nearly 300 injured.
Racially motivated riots occurred in about two dozen other cities in 1919.

Raised Expectations
Another factor that added to racial tensions was the changing expectations of African Americans.
Many believed they had earned greater freedom for helping fight for freedom overseas in World War I.
Unfortunately, not everyone agreed that their war service had earned them greater freedom.
In fact, some whites were determined to strike back against the new African American attitudes.

Life in Harlem
By the early 1920s, about 200,000 African Americans lived in New York City.

Most of these people lived in a neighborhood known as Harlem, which became the unofficial capital of African American culture and activism in the United States.

A key figure in Harlem’s rise was W.E.B. Du Bois, a well-educated, Massachusetts-born African American leader.

In 1909 Du Bois helped found the National Association for the Advancement of Colored People (NAACP) in New York City.

Du Bois also served as editor of a magazine called The Crisis, a major outlet for African American writing and poetry, which helped promote the African American arts movement, known as the Harlem Renaissance.
Garvey and W.E.B. Du Bois

Another famous figure of the era was Marcus Garvey, a Jamaican-born American who took pride in his African heritage.

Garvey’s Rise
- Formed the Universal Negro Improvement Association (UNIA), which promoted self-reliance for African Americans without white involvement.
- Garvey wanted American blacks to go back to Africa to create a new empire.
- Garvey wanted African Americans to have economic success. His Black Star Line promoted trade among Africans around the world.
- About 2 million mostly poor African Americans joined UNIA.

Conflict with Du Bois
- Garvey thought the NAACP discouraged African American self-confidence, and that their goal of breaking down barriers between races threatened African racial purity.
- Du Bois and the NAACP were suspicious of UNIA too, and The Crisis published an investigation of UNIA.
- The FBI charged UNIA with mail fraud, and UNIA collapsed when Garvey went to prison and then left the country upon release.
Warm Up—Think! Why would African Americans want to travel from the South to Harlem, New York during the early 1900's as the cover of this music book suggests?
Poets like Claude McKay and Langston Hughes wrote of black defiance and hope. These poets recorded the distinctive culture of Harlem in the 1920s.

Harlem in the 1920s was home to tens of thousands of African Americans, many from the South, who felt a strong sense of racial pride and identity in this new place. This spirit attracted a historic influx of talented African American writers, thinkers, musicians, and artists, resulting in the Harlem Renaissance.
Harlem was a vital center for jazz, a musical blend of several different forms from the Lower South with new innovations in sound.

• Much of jazz was improvised, or composed on the spot.
• Louis Armstrong was a leading performer on the Harlem jazz scene.
• Other performers included Bessie Smith, Cab Calloway, and composers Duke Ellington and Fats Waller.
Video Clip: The Birth of Jazz  5min

Questions:
How did jazz represent a new innovation in sound?
How did jazz prove to be a liberating force for African Americans?
What contributions did jazz musicians make to African American culture and American popular culture?

Lesson: Jazz Talk

Objective:
Students will analyze work songs, spirituals, blues, and gospel songs in order to develop an appreciation for the origins of jazz music. They will also examine works of poetry from African American artists and create their own poems. After completing this activity, students should be able to describe the impact of African American songs and writings on American culture.

1. Listen carefully to the music and the people who made it. Choose a couple of songs with lyrics and write down the titles. Examine the words and listen to the way these songs were sung. What are your impressions of the moods and images represented in the music?

2. Select and read the poetry of African American writers. Write down the titles. Read the poems aloud and listen for the rhythm and tone. Is it possible to put these words to song? What is the attitude of the poet? What emotions do you hear and feel as you hear the poem?

3. Create your own work of poetry. Choose from one of the following styles:
   - Narrative – the speaker is the poet
   - Dramatic – the speaker is clearly someone other than the poet
   - Lyric – writers express their thoughts and feelings about a subject in a brief but musical way
You may choose to write a poem from the standpoint of a sharecropper in the south or a youth on his/her way to Chicago. Another possibility is the use of personification (e.g., write a poem about what it's like to be a jazz instrument). Your poetic style might be to write about a landscape or city. Yet another choice might be to write a credo as a poem.
The Negro Speaks of Rivers

by Langston Hughes

I've known rivers:
I've known rivers anc'ent as the world and older than the
fl o w of human blood in human veins.

My soul has grown deep like the rivers:

I bathed in the Euphrates when dawns were young,
I built my hut near the Congo and it lulled me to sleep,
I looked upon the Nile and raised the pyramids above it,
I heard the singing of the Mississippi when Abe Lincoln
went down to New Orleans, and I've seen its muddy
bosom turn all golden in the sunset.

I've known rivers:
Ancient, dusky rivers:

My soul has grown deep like the rivers:

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the Estate of Langston Hughes. Used with permission.

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed -

I, too, am America.

"Harlem"

What happens to a dream deferred?
Does it dry up
like a raisin in the sun?
Or fester like a sore -
And then run?
Does it stink like rotten meat?
Or crust and sugar over -
like a syrupy sweet?

Maybe it just sag
like a heavy load.

Or does it explode?

- Langston Hughes, 1951

More poems to analyze!

Let's examine this Langston Hughes poem, as the author reads it!

Website link:
Here's some artists and websites:

**Louis Armstrong**
- [http://www.time.com/time/time100/artists/profile/armstrong.html](http://www.time.com/time/time100/artists/profile/armstrong.html)
- [http://www.pbs.org/jazz/biography/artist_id_armstrong_louis.htm](http://www.pbs.org/jazz/biography/artist_id_armstrong_louis.htm)

**Duke Ellington**
- [http://www.si.umich.edu/CHICO/Harlem/text/ellington.html](http://www.si.umich.edu/CHICO/Harlem/text/ellington.html)

**Bessie Smith**
- [http://www.pbs.org/jazz/biography/artist_id_smith_bessie.htm](http://www.pbs.org/jazz/biography/artist_id_smith_bessie.htm)
- [http://bluesnet.hub.org/readings/bessie.html](http://bluesnet.hub.org/readings/bessie.html)

**Benny Goodman**
- [http://www.pbs.org/jazz/biography/artist_id_goodman_benny.htm](http://www.pbs.org/jazz/biography/artist_id_goodman_benny.htm)

**George Gershwin**
- [http://www.songwritershalloffame.org/exhibit_home_page.asp?exhibitId=70](http://www.songwritershalloffame.org/exhibit_home_page.asp?exhibitId=70)

**F. Scott Fitzgerald**
- [http://www.sc.edu/fitzgerald/index.html](http://www.sc.edu/fitzgerald/index.html)
- [http://www.lawlessdecade.net/25-1.htm](http://www.lawlessdecade.net/25-1.htm)
- [http://www.fitzgeraldsociety.org/](http://www.fitzgeraldsociety.org/)

**Langston Hughes**
- [http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/writers/hughes](http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/writers/hughes)

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**Visual Summary: The Roaring Twenties**

**The Roaring Twenties**
was a time of great cultural upheaval.

**Social developments**
- Changing roles for women
- Growing urbanization
- Cultural and religious conflict
- Prohibition

**The Harlem Renaissance**
- Great Migration: movement of African Americans from South to North
- Harlem: focal point of major African American literary and cultural movement

**A New Popular Culture**
- Mass entertainment: radio and movies
- An era of heroes: movie stars, sports figures, Lindbergh and Earhart
- Literature and art
Objective:
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**Lesson: Jazz Talk**

**Review:**
Can you answer these questions?

- 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 Al 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?

- 19th:
- 15th:

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 Nation: ____________________________________ was known for ____________________________________

  ____________________________________.

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?