

Lesson Plan Title: Life in the 1920's

(baseball to movies to automobiles to poetry)

Written by: Suzanne McGown

Course/Grade Level: US History 11th grade

Overview of the Lesson

This lesson explores some of the cultural and constitutional issues that emerged during the 1920's. Using the source provided the students will get a better idea of life during the 1920's.

TEKS/TAKS

US5.a

US13.a

US20.a,b

US24.d

Objectives:

- **Student will be able to analyze and evaluate primary source material from the Library of Congress**
- **Student will utilize skills in photographic analysis**

Time Required

One to two class periods

Materials Needed

Primary sources from Library of Congress (attached)

Photo analysis handout

Primary source handout

All Documents can be found at

<http://memory.loc.gov>

Procedure

Introduce the 1920's as a "roaring" period in history through lecture. Tell students that they will be exposed to many primary sources to "experience" the culture. The students will analyze one document in groups of 3 or 5. Each student will fill out the photo analysis sheet within their own group. The group then becomes the "expert" on the document. Each group will then present their analysis to the class. (It works best to have them walk through the handout they are given) They can use the Elmo machine for presentation or you can make enough copies for each group.

Student Assessment:

Have students draw 5 sections on a piece of paper. Label each section with one of the following topics: culture, women, prohibition, Harlem Renaissance, baseball. Ask students to draw colored pictures that represent of that topic.

TAKS Assessment

The 19th amendment was important to the Women's Rights movement because it provided constitutional justification for

- a. hate-crimes**
- b. legal recognition of women**
- c. womens ability to work in the workforce**
- d. voting rights**

PHOTO ANALYSIS

1. Describe what you see in the photograph – forms, structures and arrangement of the elements. This should be a factual observation. Avoid personal feelings or interpretations.
2. Describe your personal feelings, associations and judgments about the image. Anchor your responses to something you see in the photo.
3. List 4 things you might infer from this photograph.
4. What 4 questions does this photograph raise in your mind?

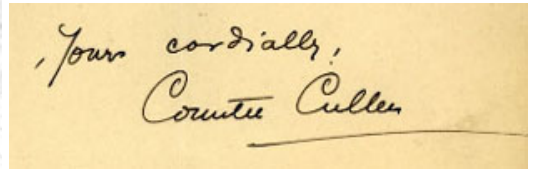
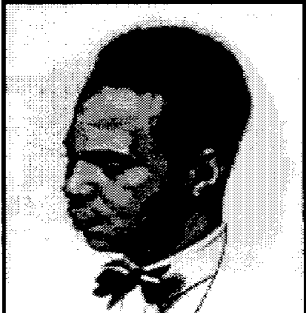
Written Document Analysis Worksheet

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table style="width: 100%; border: none;"> <tr> <td><input type="radio"/> Newspaper</td> <td><input type="radio"/> Map</td> <td><input type="radio"/> Advertisement</td> </tr> <tr> <td><input type="radio"/> Letter</td> <td><input type="radio"/> Telegram</td> <td><input type="radio"/> Congressional Record</td> </tr> <tr> <td><input type="radio"/> Patent</td> <td><input type="radio"/> Press Release</td> <td><input type="radio"/> Census Report</td> </tr> <tr> <td><input type="radio"/> Memorandum</td> <td><input type="radio"/> Report</td> <td><input type="radio"/> Other</td> </tr> </table>	<input type="radio"/> Newspaper	<input type="radio"/> Map	<input type="radio"/> Advertisement	<input type="radio"/> Letter	<input type="radio"/> Telegram	<input type="radio"/> Congressional Record	<input type="radio"/> Patent	<input type="radio"/> Press Release	<input type="radio"/> Census Report	<input type="radio"/> Memorandum	<input type="radio"/> Report	<input type="radio"/> Other
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2.	<p>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Interesting Letterhead</td> <td><input type="checkbox"/> Notations</td> </tr> <tr> <td><input type="checkbox"/> Handwritten</td> <td><input type="checkbox"/> "RECEIVED" stamp</td> </tr> <tr> <td><input type="checkbox"/> Typed</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Seals</td> <td></td> </tr> </table>	<input type="checkbox"/> Interesting Letterhead	<input type="checkbox"/> Notations	<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp	<input type="checkbox"/> Typed	<input type="checkbox"/> Other	<input type="checkbox"/> Seals					
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3.	<p>DATE(S) OF DOCUMENT:</p>												
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <p>POSITION (TITLE):</p>												
5.	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p>												
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <p>B. Why do you think this document was written?</p> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <p>D. List two things the document tells you about life in the United States at the time it was written.</p> <p>E. Write a question to the author that is left unanswered by the document:</p> 												

Designed and developed by the
 Education Staff, National Archives and Records Administration,
 Washington, DC 20408



COUNTEE CULLEN
The Harlem Renaissance and His Effect



“For a Lady I Know”
She even thinks that up in heaven
Her class lies late and snores,
While poor black cherubs rise at seven
To do celestial chores.

Source: <http://www.montgomerycollege.edu/Departments/hpolscrv/KWALTERS.htm>

Nation-Wide Saturday Morning Movies

BY

JASON S. JOY

Indoor recreation of the sort which perhaps boys and girls like best of all will be readily available in a large number of cities during the coming Fall and Winter in the shape of Will H. Hays's Saturday Morning Movies, which are to be shown at an admission of 10 cents.

These movie programs, which consist of a full-length feature picture, a short comedy and a semi-educational subject, bear the full endorsement of the Department of Public Relations, which cooperates with Mr. Hays's organization, the Motion Picture Producers & Distributors of America.

Mr. Hays gives his personal assurance to parents regarding these Saturday morning movies in the following words:

"The very best sort of movies will be displayed for the youngsters. Every picture will have the endorsement of our department of public relations. Parents and guardians may send their children to these performances with complete confidence that what they see will be altogether wholesome and beneficial. Ever since motion pictures became a familiar public service institution, there has been talk of a so-called problem, 'What of the Child and the Movie?' This arrangement, the Saturday morning movie, is the complete answer to the situation. Any really interested group anywhere, cooperating with the local exhibitor, may now obtain pictures proper for this purpose."

By October 1 it is expected the special showings will be given on a nation-wide scale. A number of experimental exhibitions were presented during the Spring and these proved to be a great success. Large crowds of boys and girls were delighted and parents everywhere were enthusiastic in their approval of the plan.

The most striking presentation was on the last Saturday in April at Rochester, N. Y., when nearly 3,000 youngsters filled the Eastman Theatre, which the well-known film manufacturer presented to the University of Rochester. The interest in this performance was so great that notices concerning it were posted in all the

class rooms of the city and the transportation companies ran special cars to the theatre. The feature picture was a farce-comedy, *The Hottentot*, accompanied by a 1-reel scenic and a 1-reel comedy.

These Saturday morning movies are the result of a year's survey made by Mr. Hays's Department of Public Relations and included a viewing of the film material in the vaults of the 22 producing and distributing organizations which belong to his Association. From the thousands of reels seen, sufficient material was chosen to complete 52 distinct programs.

The showings will be given first in the 32 "key cities" of the United States from which the motion picture companies distribute their product to the surrounding territory. It is the plan of Mr. Hays's Public Relations Department to extend these special Saturday morning movies to all cities and even to smaller towns.

Those who are interested in obtaining the Hays-endorsed programs should see their local exhibitor, who will be able to obtain the complete assembled programs from one or another of several distributing corporations.

In the cities of Albany, N. Y., Butte, Mont., Kansas City, Mo., New Haven, Conn., New York City the Fox concern is the distributor. In Atlanta, Ga., Dallas, Tex., Des Moines, Ia., Memphis, Tenn., New Orleans, La., and Oklahoma City, the films may be had from Paramount. In Charlotte, N. C., Chicago, Los Angeles, Seattle, Wash., Universal will distribute. In Boston, Indianapolis, Milwaukee, Omaha, Salt Lake City and San Francisco, the handling will be done by Metro-Goldwyn. First National will distribute in Buffalo, Denver, Portland, Ore., and Washington, D. C., and the Producers' Distributing Corporation in Cincinnati, Cleveland, Detroit, Minneapolis, Pittsburgh and St. Louis.

Mrs. Harriet Holly Locher speaking at the National Better Films Conference on January 16th reported that an hour each week was given in the Grandell Theatres of Washington, D. C., to educating mothers in civic and social welfare matters. Many mothers had not understood the purpose of the public playgrounds. The showing of local playground activities in the films at the theatres resulted in bringing large numbers of new children to the playgrounds, many times with the parents accompanying them. Athletics for girls have been promoted through the screen by showing slow motion pictures of Washington girl athletes.

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