**The Roaring Twenties**

Throughout class today you will move through eight different stations. At each station, you will engage in a different activity to learn about life in the U.S. during the 1920s.

By working diligently and staying on ask, you should be able to complete all nine stations in one class period. If you do not finish all of the stations in class, it will be your responsibility to complete the work for that station on your own.

Station 1: Poem 🡪 I, Too by Langston Hughes

1. Who is the speaker in the poem? (Think about the group he would be representing)
2. Where is the speaker sent to eat?
3. Why do you think the speaker is sent to eat there?
4. What will the speaker do tomorrow?
5. Is this a bold or timid act? Why do you think so?
6. Why will the speaker be allowed to stay at the table?
7. What do you think the speaker hopes for the future of our society?
8. Have his hopes come true? Explain your answer using evidence from the text.

Station 2: Jazz Song 🡪 *Sing Me a Swing Song* by Benny Goodman and his orchestra

1. What instruments do you hear in this song? (Make your best guess!)
2. What does the singer want? What does she want instead of “romance?”
3. Do you think young people during the 1920s would have liked to dance to this type of music? Why or why not?
4. Tell two clues from the song that point you to reasons why parents of the 1920’s would not have wanted their kids listening to this type of music.
5. Now, think about music you listen to today. Tell two reasons parents of today may not want you listening to that music.
6. Tell something you see in common between music of the 1920’s and music of today.

Station 3: Photographs 🡪 Images of flappers and bootleggers

1. How do the three women in the picture reflect the new styles of the “roaring twenties?”
2. How are their clothes different from the previous generation?
3. How are the flappers’ clothes different from the styles of today?
4. Where might these three women be going? Explain your answer.
5. Notice the women’s legs in the picture of the bootlegger. What do you think the containers hold? Why do you think this?
6. Define prohibition. Now describe it in context of the 1920s.
7. Why was Prohibition so difficult to enforce?

Station 4: Photographs 🡪 Images of a traffic jam, two flappers in a car, and a 1920s washing machine

1. What two forms of transportation was shown in the photo of the traffic jam?
2. What do you think this picture shows about the American economy in the 1920s? Explain.
3. Based on your knowledge of history and the photo of the flappers in the car, how do you think the automobile “freed” young men and women?
4. Why might a convertible have been so popular in this era?
5. Where is the woman in the picture with the washing machine?
6. What is the woman doing?
7. How would a Washington machine and other household appliances have changed women’s lives in the 1920s?
8. Describe two appliances we use today and the impact of the appliances on our lives:

Appliance Impact

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Station 5: Photographs 🡪 Images of Harlem Parade and the KKK

1. What do you see in the picture of the Harlem Renaissance?
2. Who might the “New Negro” be and why is he or she not fearful?
3. How does this parade reflect cultural pride among African-Americans?
4. Describe two groups that might put on a parade like this today.
5. What is going on in the picture of the KKK?
6. What was the belief system of the Ku Klux Klan?
7. Why would members of the Ku Klux Klan have brought their children to this event?
8. What types of events might your parents bring you to today?

Station 6: Party Time!

During the 1920’s, people who had a lot of money often threw incredibly lavish parties. There would be live music, dancing, beautiful clothing, and of course, amazing meals. At this station, you are going to make hors d’oeuvres that might have been served at one of these parties.

Since this station will give you no more time than any other station, cooperation, organization, and time management are essential to successfully complete this task.

Please wear gloves and think about cleanliness and “tastefulness” at all times.

Organize the group so that:

1. Someone measures 6 tablespoons of cream cheese and puts that in the bowl.
2. Someone measures 3 tablespoons of sour cream and puts that in the bowl.
3. Someone measures 1 teaspoon of lemon-pepper and 1 teaspoon of dill and puts that in the bowl.
4. Someone finely chops 4 green olives and puts that in the bowl.
5. Someone peels and finely slices the cucumber. The slices are set aside to place on top of the cream cheese mixture.
6. Mix the ingredients in the bowl together.
7. Each person takes 1 piece of bread, spreads the cream cheese mixture on the bread and then tops with a slice of cucumber. Sprinkle with paprika if desired.

NOW, EVERYONE TAKE A TASTE! (If you have a reason you cannot taste this treat, please let me know!)

1. Using your knowledge of 1920s slang, please name your creation. (Make sure the creation’s name is SCHOOL APPROPRIATE)
2. Tell what you think of the hors d’oeuvres you created.
3. Describe something you would have changed about the recipe.
4. Describe two party appetizers you would see today.

Station 7: Drinks O’ Plenty

During the 1920’s, while people with lots of money were throwing lavish parties, alcohol was illegal. So, in order to comply with the law, many hosts and hostesses served enjoyable, non-alcoholic party beverages. The recipe below is one that you might have enjoyed if you were a guest at one of these parties.

Work together to follow the recipe carefully. Make sure there are absolutely NO SPILLS OR MESSES!

The Charleston Cocktail

2 leaves of mint—crush and rub into the bowl.

2 dashes of lemon juice or 20mL

8 dashes of orange juice or 80mL

2 dashes of pineapple juice or 20mL

8 dashes of grenadine or 80mL

Stir; pour into cups and taste.

1. Tell your reaction to the beverage. How do you like it?
2. What flavor is most prominent in the cocktail?
3. What changes would you make to the recipe?
4. Rename this beverage using slang of the 1920s.
5. Describe a non-alcoholic beverage that would be served at a party today (other than soda).
6. Why do you think food and drink are so important to parties?

Station 8: Readings 🡪 Entertainment, Sports, & Film

1. What is a fad?
2. What were some popular fads of the 1920s?
3. Why was the 1920s known as the Golden Age of Sport?
4. Who were the big names in each of the following sports during the 1920s?
   1. Baseball
   2. Boxing
   3. Football
   4. Golf
5. What were films like in the 1920s?
6. Why was acting talent so important in the 1920s?
7. Why was the Jazz Singer so significant?
8. Who were five famous actors of the 1920s?