

Ad featured in the May 1922
Ladies Home Journal



Teaching Guide

SEGMENT 7, WEBISODE 11

Please note: Each segment in this Webisode has its own Teaching Guide



The Roaring Twenties was an age of fads, dance crazes, and the adoration of popular culture heroes. The new prosperity created a materialistic culture that glorified the successful rich, and ignored the growing number of unemployed, the urban poor, and the terrible troubles of the farmers. The stock market continued to rise, and businessmen and the public alike believed prosperity would never end.

Prohibition proved a total flop; ordinarily law-abiding citizens routinely broke the law, and criminals made fortunes selling illegal liquor. “Flappers” flaunted a new permissiveness; both men and women sported radical changes in fashion and in the way they spent their time. By 1927, when Henry Ford introduced his Model A, twenty-one million cars jammed the roads of America. Besides a car, ordinary people owned radios, and for the first time listened to nightly news, comedy shows, and sports events. People flocked to movies that now “talked.” Walt Disney produced the first animated sound film and introduced the endearing Mickey Mouse to the American people. It seemed the fun would never stop.

Teacher Directions

1. Ask the students the following questions

- Why do you think the 1920s were called the Roaring Twenties?
- Why do you think the 1920s could be called the best of times?
- Why do you think the 1920s could be called the worst of times?

2. Make sure students understand the following points in discussing the questions.

The 1920s were called the Roaring Twenties because so much changed so fast after World War I. Life seemed like a big party. Women finally got the vote and broke out of the conventions of behavior and dress that had ruled their lives forever. The decade saw a burst of new inventions that improved life for many Americans: the car, the radio, movies, and indoor plumbing. Business, too, was booming, especially the stock market. The decade also saw a flowering of artistic energy in music, literature, and art.

However, beneath the party atmosphere, many things were not right. The poor in the nation grew poorer; farmers were in trouble; discrimination against African Americans was widely practiced and accepted; and dishonest and unwise business practices would lead to the stock market crash.



Segment
Overview



Let's Discuss



Teacher Directions

Activity One

Note to the Teacher: Just as the vocabulary of the 1990s — cyberspace, CD Rom, bytes — reflects the preoccupation with technology of the decade, the vocabulary of the 1920s reflected the defiance of social conventions and party spirit of that decade. Please consider the appropriateness of the vocabulary in this activity before proceeding.

1. Share with the students the information in the Overview.
2. Distribute the Student Sheet: *Twenties Talk – The Cat’s Meow*. Explain to the students that in the 1920s’ party atmosphere, people developed a whole new vocabulary to go with their new standards of behavior. Many of the slang terms are still in use today.
3. Students in small teams use the Student Sheet as a glossary to make up 1920s conversation. For example: She is a gold digger looking for a sugar daddy. My blind date was supposed to be a jelly bean, but he turned out to be a Joe Zilch. Posi-lootly, she’s the niftiest flapper in the speakeasy.
4. Teams share their conversations with the class.

Activity Two

1. Distribute the Student Sheets: *The Best That Money Can Buy*.
2. Students study the advertisements from the *Saturday Evening Post*, a popular magazine in the 1920s to answer the following questions.
 - What products do the advertisements try to sell?
 - How do the advertisements depict the people using their products?
 - How would owning each of the products change people’s lives?
3. Make sure students understand the following points in discussing the questions.

The products advertised include an automobile, canned foods, a radio, and Coca Cola. The people depicted in the ads are young, stylish, wealthy, and have time to have a good time. The advertisements imply that owning these products would make life easy and fun; the people who purchase the products would become like the people in the advertisements.
4. Students design their own alluring advertisements for products that are new in the current decade.



Teacher Directions

1. Write the term "Prohibition" on the chalkboard. Tell the students that in 1918, Prohibition started when the states approved the Eighteenth Amendment to the Constitution. The amendment made manufacturing and selling alcoholic beverages against the law.
2. Ask the students the following questions.
 - Why do you think the Eighteenth Amendment passed?
 - Why would some people think it would be a good idea to stop other people from drinking?
 - Do you think making the manufacturing and selling of alcoholic beverages illegal would stop people from drinking?
 - What do you think happened?
3. Make sure students understand the following points in discussing the questions.
 - The Eighteenth Amendment to the U.S. Constitution was passed because many people were alarmed at the level of drinking. Women in temperance organizations campaigned especially hard against "demon rum." They felt that drinking kept husbands and fathers in saloons instead of at home where they belonged with their families. Some people feared that the huge migration from Europe would bring a drinking culture to America.
 - Prohibition did not work. In fact, it backfired, making law-abiding citizens sneak around to speakeasies (secret saloons) and giving criminals a wonderful opportunity to make millions in the illegal manufacture and sale of alcohol. In 1935, the Twenty-first Amendment repealed the Eighteenth Amendment.
4. Distribute the Student Sheet: *Cartoon Analyzer*. Students, in their teams, use the cartoon analyzer worksheet to analyze the Prohibition cartoon.
5. Ask the students if they can think of a modern-day parallel to the Prohibition argument. (Because some drugs are illegal, a huge crime network supports its supply and distribution. Some people today argue that if drugs such as marijuana and cocaine were legal, the crime that surrounds it would disappear.)



Moving Toward Freedom

Teacher Directions

1. Share the following information with students.
 - Because terrible scandals took place during President Warren Harding's administration, some critics called him the worst president ever. But Harding himself was an honest man, and he stood up for what he believed and fought against racial and religious prejudices of his time.
 - Harding appointed a Jewish man, Albert Lasker, as head of the Shipping Board and Rabbi Joseph S. Kornfeld as minister to Persia. No other president had appointed Jewish men to such high level positions. He also supported the restoration of Palestine as a Jewish homeland twenty-eight years before it became a reality.
 - Harding supported the National Association for the Advancement of Colored People (N.A.A.C.P.) by proposing an anti-lynching bill in Congress and an interracial commission to find ways to improve race relations. Unfortunately, Congress was not ready to hear these proposals, and they failed. In the South, Harding gave speeches supporting full and equal opportunities for African Americans in education, employment, and political life. He said, "I want to see the time come when black men will regard themselves as full participants in the benefits and duties of American citizenship..."
 - Harding called for "an end to prejudice."
 - Women and workers drew Harding's attention. He signed the Sheppard Towner Act, which provided funds for health care for women and children. He also spoke out against the twelve-hour day imposed by the steel industry on its workers. Just hours before Harding's death of a heart attack, and in response to his pressure on them, big steel producers eliminated the twelve-hour workday in the steel industry.
2. Discuss with students Harding's efforts to help groups who did not share fully in America's promise of freedom. How was President Harding ahead of his time in these efforts?

Teacher Directions

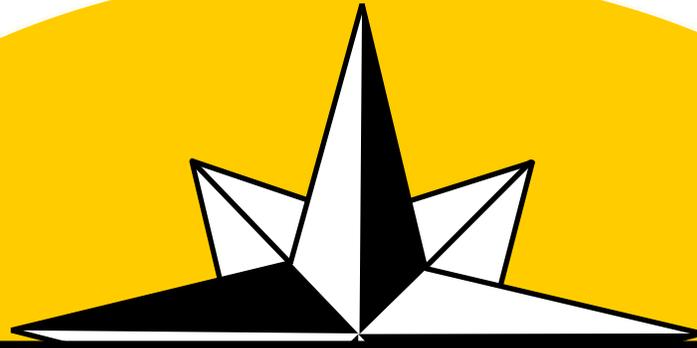
Use the following activities with your students.

Art/Library — Students research the art of animation and cartoons in American culture. Some of the early animated films are available on videotape. Students create their own cartoon characters and create flipbook animations.

Science — Students investigate the technology of radio.



Connections



Twenties Talk – the Cat's Meow

Flapper: Outspoken young woman with boyish manners and dress

Joe College: Male college student

Joe Zilch: A loser

Jellybean: A hip, hot young male

Gold-digger: Flapper looking for a rich boyfriend or husband

Cat's Meow: Something wonderful or someone who is cute: "He/she's the cat's meow" means "he/she's cute"

Cat's Pajamas: Same as "cat's meow"

Bee's Knees: Same as "cat's meow"

Sugar Daddy: Financially well-to-do man, often with a reputation for giving big gifts

Dumb Dora: Stupid girl; airhead

Blind date: Date between a boy and girl who'd never met before; usually arranged by friends

Stuck on: Attached; in love. Those two are "stuck on" each other.

Speakeasy: Secret, illegal bar

Moonshine, giggle water, hooch, bathtub gin: Among the many terms for bootleg liquor

Copacetic: An exclamation meaning great, excellent, cool, I understand

Bunk (or) baloney: Exclamations meaning it's not true, that's nonsense

Posi-lootly: Yes, of course, you bet

Nifty, swell: Cool, excellent, that's great

Ritzy, swanky: High class, cool

Peppy: Full of energy, giddy

Goofy: Something or someone stupid. Can also mean in love. "He's goofy for her."

Go fly a kite!: Get away from me!

For crying out loud!: Something outrageous, stupid, unbelievable

Hard-boiled: Someone with cold manners, not sentimental

Hot diggety dog!: Expression of excitement

The Best That Money Can Buy!

1847 to 1921
oldest and standard

Since
Burnett's Vanilla was the original and standard 74 years ago—and still is,

Since
competitors have always attempted to sell their goods by claiming "just as good,"

Since
its purity and *full flavor* are nationally recognized by all those taking pride in their cooking,

Then
aren't these pretty good reasons for asking your grocer for it *by name*?

JOSEPH BURNETT COMPANY
BOSTON, MASS.

BURNETT'S
PRESENTS
PURE EXTRACT
VANILLA
FOR FLAVORING
ICE CREAM, CUSTARDS, ETC.

4 FLUID OUNCES NET.
BURNETT'S
FLAVORING EXTRACTS
ARE ABSOLUTELY PURE.
Manufactured by Joseph Burnett Company
100 FINE LANE, NEW YORK, N. Y.
SOLELY BY
JOSEPH BURNETT CO.
BOSTON, U. S. A.

Burnett's Vanilla
Since 1847 - Burnett's extracts have meant full flavor

Advertisement featured in the May 1922 Ladies Home Journal, courtesy of Sharon Joyner Allen, from her collection

The Best That Money Can Buy!

*J*AMMING INDEPENDENT IS A TASTY TRAY that contains Welch's Grape Juice and Welch's Grape Gelade. Welch's, The National Drink, chilled, is a perfect fruit course for breakfast or luncheon. It is the pure juice of selected, ripe Concord grapes, tart-sweet with natural grape sugar, refreshing and appetizing.

As a spread for bread, toast or waffles, Welch's Grape Gelade is delightful. It is a smooth and velvety spread, made from whole, ripe grapes and pure sugar. It has the incomparable Grape Gelade flavor—unique and delicious. Contains no seeds, skins or crystals. Grape Gelade is a natural product.

THE WELCH GRAPE JUICE CO., Waterbury, New York

Welch's
Grape Gelade
the pure grape spread

The Welch Code:
— pure fresh grapes — selected
— grape juice — pure
— Concord — Welch's
— fruit — Welch's
— natural — Welch's
— tart-sweet — Welch's
— with natural grape sugar — Welch's
— refreshing and appetizing — Welch's
— contains no seeds, skins or crystals — Welch's
— Grape Gelade is a natural product — Welch's

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The Best That Money Can Buy!



A WOMAN'S CLOSET—what a mysterious, fascinating place it is! What a wealth of lovely feminine things it holds—soft, frilly little blouses, muscins, delicate gowns, ruffs, ruffled fronts and undergarments! And what ways to get them hanging there—quaintly sweet and costly!

And what a simple matter to have everything once again white when a 1900 Cataract Electric Washer stands alert and waiting. You notice its bright copper tub, and see with pleasure that there's not a thing in it to rub against or catch the clothes, not a part to irritate and chafe after the wash is finished.

You examine the swinging reversible wringer, which does its work electrically and which sends the clothes through it steady and swiftly.

Greatest of all, you appreciate that scrape-brush movement—an exclusive feature of the 1900. Back and forth through the clothes swirls that scrape cleaning water—no agitating motion—no forcing the water through them with great masses of the hot and pure steam as often as in the ordinary washer.

The 1900 works easily and smoothly at a cost of a few cents an hour, does its work in 25 to 30 minutes, and washes everything—even heavy knits—equally well.

If you want to know more about the 1900, send for the interesting book, "Washing with the 1900," at once. It tells you all you need to know.




1900 CATARACT WASHER
THE TINSMITHS CO.
LITTLE ROCK, ARK.

Advertisement featured in the May 1922 Ladies Home Journal, courtesy of Sharon Joyner Allen, from her collection

The Best That Money Can Buy!



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Cartoon Analysis Worksheet

Visuals

Which of the objects or characters in the cartoon are symbols?

What do you think each symbol means?

Words (not all cartoons include words)

Which words or phrases in the cartoon appear to be the most significant?

Why do you think so?

Describe the action taking place in the cartoon.

Explain the message of the cartoon.

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