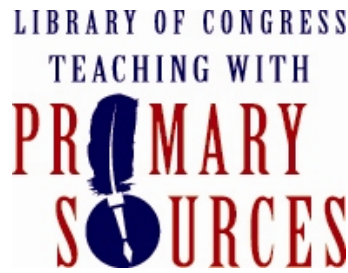


Waynesburg University TPS Unit Outline



Title of Learning Unit: The Roaring '20's

Subject(s):

This lesson covers the culture, the prohibition era, presidents, the lost generation and the economy during the 1920's

Grade Level/Range: 6th-8th Grade

Overarching Goal/Concept/Skill:

Students will learn how to make connections between chronological events from the 1920's and the effects they have on the present world. They will also make connections between economic conditions that caused problems during the 1920's and compare and contrast the conditions then to the conditions now.

Overview:

This learning unit is intended to inform students of the important events that affected United States history during the 1920's. The lessons will be taught using primary source documents that will engage the student by allowing them to see how things were during that time period. The students will use the documents provided to make inquiries and investigate events that took place during the 1920's.

Written By: Corey Goeggelman

Date: 3/29/10

Waynesburg University TPS Unit Outline

Pre-instruction Assessment

Students will be assessed by completing a KWL chart displaying their knowledge of the 1920's. After completing the K and W sections of the chart, students will meet in groups and share what they have written with one another. Following the groups discussion, the class will develop a class list of topics they would like to learn about in reference to the 1920's.

Lesson #1

Title of Lesson: Culture

Overview of Lesson:

In this lesson, students will be able to paint a picture of what everyday life was like in the 1920's. The topics covered in this lesson are the different fashions, entertainment, and music of then 1920's.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

8.3.8.B.: Evaluate the importance of historical documents, artifacts and places critical to United States History.

Investigative Question/Overall Goal:

Students will gain understanding of what it was like to live in the 1920's

Objective(s):

1. The students will learn pertinent information about entertainment during the 1920's
2. The students will learn about important society figures from the 1920's.
3. The students will learn about what it was like living in the 1920's.

Materials:

LOC resources used in the lesson need to be listed here

1. Slide Show on the Culture of the 1920's (Attached in outline form at end of lesson)

DURING INSTRUCTION

Waynesburg University TPS Unit Outline

Motivator/Anticipatory Set:

To introduce the lesson, begin by asking students what they know about the fashions, entertainment, and music of the 1920's. Students will then have an opportunity to work together to come up with ideas. After a few minutes of discussion, allow students to share their ideas with the class developing a class list.

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
Students will talk with one another about what they know about American culture during the 1920's.	What was life like for the typical American during the 1920's?	Develop questions
Students will view a slideshow on the culture of the 1920's.	How is culture different now than it was back then?	Think about information to illuminate new questions and hypotheses about the 1920's.

Closure:

Ask students for ways that life in the 1920's is different from life now. Then ask the students how life is similar.

Inclusion Techniques for Students with Special Needs:

Enrichment:

Students can work together to reach conclusions about the similarities and differences that exist between life in the 1920's and life in the present era.

Modifications/Accommodations:

Students with special needs will be provided with copies of the slideshow on the culture of the 1920's.

Assessment of Student Learning

Informal Assessment:

Students will be observed to make sure that they remain on task at all times and are paying attention to the slide show.

Waynesburg University TPS Unit Outline

Culture in the 1920's – PowerPoint Outline

Movies

- Movies were made in black and white in the 1920's.
- They were all silent, only featuring music and written dialogue.
- In 1927, Warner Brothers released "The Jazz Singer," the first movie to have synchronized dialogue.

Music

- The 1920's known as "the Jazz Age."
- In 1922, the first commercial radio station KDKA, located in Pittsburgh, began broadcasting and soon many more stations began to emerge. This helped spread jazz music.
- Louis Armstrong popularized scat singing and Duke Ellington helped begin the Big Band Era.

Dance

- Starting in the 20's ballrooms started sponsoring dance contests.
- New dances were developed. The most popular new dances were the Foxtrot, the Waltz, the Tango and the Charleston.
- The dances borrowed aspects from African American music styles.

Fashion

- Women were labeled as flappers in the 1920's. They stopped dressing in the Victorian manner and instead opted for knee-length dresses that exposed their legs and arms. They wore their hair short and cosmetics began to be acceptable to wear in public.

Sports

- Babe Ruth was the most prolific baseball player of the era, possibly of all time.
- Bobby Jones was the most dominant golfer of the 1920's.
- Jack Dempsey was a bare knuckled boxer who became the heavyweight boxing champion of the world.
- Charles Lindbergh
- Charles Lindbergh became the first person to fly solo across the Atlantic Ocean in 1927.

Waynesburg University TPS Unit Outline

Lesson #2

Title of Lesson: Prohibition

Overview of Lesson:

In this lesson, students will gain an understanding of the arguments for and against the prohibition of alcohol during the 1920's. Students will then research both sides (for or against prohibition) using Library of Congress resources such as newspapers, documents, and images to select a side and then debate the topic as if they were living during the 1920's.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

8.1.9.B.: Analyze and interpret historical sources and develop skills in interpreting different historical perspectives.

Investigative Question/Overall Goal:

Students will learn about the differing viewpoints on prohibition (making alcohol illegal) during the 1920's.

Objective(s):

1. The students will learn about the points for or against the argument for banning alcohol.
2. The students will learn how to debate their opinions in a formal and civilized manner.

Materials:

LOC resources used in the lesson need to be listed here

Print Sources:

1. Print copies of "Vote No on the Prohibition Amendment" 1 per student
2. Print copies of "Another Victory for Prohibition Forces." 1 per student

DURING INSTRUCTION

Motivator/Anticipatory Set:

To open the lesson, ask students to answer questions about Prohibition by moving to different sides of the classroom that corresponds with their selected answer. Inform students that they will have to explain their decision to the class.

Waynesburg University TPS Unit Outline

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
Split class into two equal groups and assign one group to read and analyze "Vote No on the Prohibition Amendment" and the other group to read and analyze "Another Victory for Prohibition Forces."	What were the arguments that your group had for their views on the prohibition of alcohol?	Develop questions
The groups will create lists of important points for their arguments. (Students should then individually research their side using the LOC website looking for more support for their argument.) Students will then come together in their groups for or against Prohibition, share their information, and prepare for a debate against the other side. Students must use at least 3 historical documents from the LOC to support their argument.	Why is your side right?	Construct new understandings connected to previous knowledge
The two groups will debate for their side of the argument.	How does your side of the argument rebut your opponents?	Express new ideas to share learning with others

Closure:

Cover how Prohibition legislation was passed as the 19th amendment in 1920 and repealed as the 21st amendment in 1933. Show them the documents on the overhead they can be found on the LOC. Discuss if they agree with the decision or if the legislation from the 1920's should have stayed.

Inclusion Techniques for Students with Special Needs:

Enrichment:

Students can serve as delegates for their groups during the debate and convey their groups important messages. Students can also write an essay on how the world would be different today if the legislation created in 1920 was still in place today.

Modifications/Accommodations:

Students with special needs will work with a partner to complete the research and to help contribute to the groups argument for or against Prohibition.

Waynesburg University TPS Unit Outline

Assessment of Student Learning

Formal Assessment:

Students will be assessed on the information they share during the debate, resources they find from the LOC website to support their argument, group preparation for the debate.

Informal Assessment:

Students will be assessed on how they behave during the debate. They are expected to act respectfully towards their peers while they are speaking and respect their opinions.

Waynesburg University TPS Unit Outline

Lesson #3

Title of Lesson: The Presidents

Overview of Lesson:

In this lesson, the students will learn about the presidents that served during the 1920's. Students will research the major acts for each president using the LOC website and the effects these acts had on America.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

8.1.9.A.: Analyze chronological thinking and context for events.

Investigative Question/Overall Goal:

Students in the class will learn about the presidents that were elected in the 1920's and their contributions to American while they were in office.

Objective(s):

1. The students will learn the names and order of the presidents of the 1920's.
2. The students will learn about important things that happened during the president's terms.
3. The students will learn about the effects the presidents had on America.

Materials:

LOC resources used in the lesson need to be listed here

Print Sources:

The "Presidents" handout created using primary source photographs from the Library of Congress.

DURING INSTRUCTION

Motivator/Anticipatory Set:

To begin this activity, student will create a list of presidents that they know and the years they served in office. When the students are completed, a list of presidents will be distributed and the class will look to see who served in office during the 1920's.

Waynesburg University TPS Unit Outline

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
Hand out the worksheets featuring the presidents and the terms they served in office.	Were any of the presidents we named presidents that served during the 1920's?	Develop questions
<p>Have students break into 3 small groups and research one of three Presidents that served during the 1920's. Using the LOC website students will research Coolidge, Hoover, or Harding.</p> <p>Once they have had time to research, the students will develop a group PowerPoint presentation to share with the other students in the class sharing information about their president, things he did while in office, and how these decisions impacted America in the 1920's.</p>	What was the most important thing that happened during the president's four year term?	Find and evaluate information to answer questions, test hypotheses
Once students have seen each groups PowerPoint presentation students will pick which president they thought had the best presidency.	Why are they the best?	Draw conclusions about questions and hypotheses

Closure:

Ask students which president they thought was the most effective and why. Have them share with the class their reasoning behind their decision using supporting evidence presented in the PowerPoint presentation.

Inclusion Techniques for Students with Special Needs:

Enrichment:

Students can research another president that served in office and develop a PowerPoint sharing information about the President, decisions they have made and how those decisions have impacted America.

Modifications/Accommodations:

Students with special needs will be provided with a handout for each of the three presidents allowing them to easily make contributions to their groups PowerPoint and class presentation.

Waynesburg University TPS Unit Outline

Assessment of Student Learning

Formal Assessment:

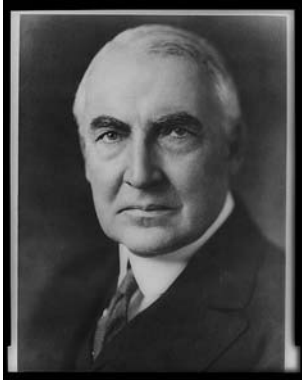
Students will be assessed on the information presented in their PowerPoint presentation, LOC resources used, and the presentation to the class.

Informal Assessment:

Teachers will be looking for students that are paying attention while others are presenting.

Waynesburg University TPS Unit Outline

Presidents of the 1920's



Warren G. Harding

- Promised a "Return to Normalcy."
- Isolationism, Nativism, less government involvement
- His "Front Porch Campaign" was the first campaign to be covered by the newsreels and to have major celebrity endorsements.
- The Washington Naval Conference set limits on the size of military power around the world.
- His time as president was marked by scandals, the largest of which was the Teapot Dome Scandal. It has been acknowledged that he did not knowingly take part in any of the scandals.
- Died of a heart-attack in 1923 while still in office.



Calvin Coolidge

- Was Harding's vice president and took over as president after Harding's death in 1923.
- Was elected as president in 1924 and his inauguration was the first to be broadcast on the radio. He was also the first president to broadcast a political speech over the radio.
- Followed Harding's precedent by not involving the government in private business and keeping the United States isolated.
- Signed the Kellogg-Briand Pact that prohibited using war as a method of foreign policy as an attempt to keep the U.S. out of European affairs.



Herbert Hoover

- Herbert Hoover became the final president of the 1920's when he was elected in 1928.
- He passed the Smoot-Hawley Tariff Act, which raised tariffs on over 20,000 foreign goods to record levels.
- As a result U.S. trading partners created tariffs of their own that cut American foreign trade in half and contributed to the severity of the Great Depression.
- Was the president when the Great Depression began in 1929.

Waynesburg University TPS Unit Outline

Lesson #4

Title of Lesson: The Lost Generation

Overview of Lesson:

In this lesson, students will be learning about the American expatriate movement that took place during the 1920's. Students will learn about the affect it had on American art and literature and focus on four important figures in the movement- Hemingway, Fitzgerald, Dos Passos, and Pound. The students will then make connections between the lives of each individual they studied.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

8.4.6.A Identify and explain how individuals and groups made significant political and cultural contributions to world history.

Investigative Question/Overall Goal:

Students will learn about important literary and artistic figures that had an impact on American culture in the 1920's and how those contributions have impacted Americans in the present day.

Objective(s):

1. The students will learn important facts about four important American expatriates during the 1920's and make connections between the lives of each individual studied.
2. The students will learn about what it was like living in the 1920's.

Materials:

LOC resources used in the lesson need to be listed here

Print Sources:

1. Copies of the handouts with information about the four separate American members of "The Lost Generation."
2. One copy of F. Scott Fitzgerald's "This Side of Paradise."

DURING INSTRUCTION

Motivator/Anticipatory Set:

To begin this lesson, students will listen to an excerpt from F. Scott Fitzgerald's "This Side of Paradise." The students will hear descriptions (where are these descriptions coming from) of what life was like for young adults during the 1920's. After listening to the descriptions, students will form an opinion of what they believe life was

Waynesburg University TPS Unit Outline

like during the 1920's. Students will then be asked how the writing was different between what they just heard and some more recent books.

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
Students will be divided up into groups and be assigned one of the following Authors: -Hemingway, Fitzgerald, Dos Passos, or Pound	Have you heard of any of these people?	Develop questions
Have students read and take notes about their particular author. They should be researching their author on the LOC website and creating a PowerPoint presentation to share with their classmates what they learned about the individual and the contributions they made during the 1920's.	What is important about this person?	Find and evaluate information to answer questions
Have each group present their information to the class and then have students individually write about how their individual's contributions from the 1920's still impact us today.	What contributions did they make?	Express new ideas to share learning with others

Closure:

To close the lesson, provide students time to make connections between the lives of the different expatriates noting specific similarities and differences. Have students draw conclusions as to why these individuals moved away from America.

Inclusion Techniques for Students with Special Needs:

Enrichment:

Students can read specific works by the authors and develop a presentation to share what they discovered with the class.

Modifications/Accommodations:

Students with special needs will be provided with guided notes and information about their author.

Waynesburg University TPS Unit Outline

Assessment of Student Learning

Formal Assessment:

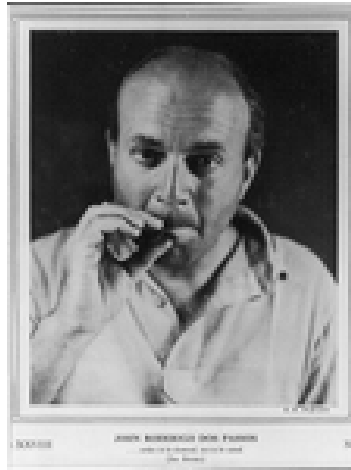
There needs to be some form of assessment for this lesson.

Informal Assessment:

Students will be observed to make sure that they remain on task at all times and are working actively within their groups.

Waynesburg University TPS Unit Outline

John Roderigo Dos Passos



- John Dos Passos was born in Chicago in 1896.
- He graduated from Harvard in 1916 and volunteered for the ambulance corps in 1917 with fellow writers E.E. Cummings and Robert Hillyer.
- After the war he studied anthropology in Paris and published his first novel in 1920.
- Dos Passos was very active politically. He traveled to Russia in 1928 to study their socialist system for several months and wrote a critique about it.
- He also worked as a war correspondent during both the Spanish Civil War and World War II with Ernest Hemingway.
- He continued writing until his death in 1970.
- Throughout his life he wrote forty-two novels, as well as many plays, short stories and poems. He also created hundreds of pieces of original art.

Waynesburg University TPS Unit Outline

F. Scott Fitzgerald



- Born in St. Paul, Minnesota in 1896.
- He was named after his second cousin, twice removed, Francis Scott Key, the composer of the Star Spangled Banner.
- He attended Princeton University and left to enlist in the Army during World War I but the war ended before he was shipped out to fight.
- Published his first novel "This Side of Paradise" in 1920. It was a semi-autobiographical novel that gave insight into the lives of upper class youth living in America at the time.
- He wrote four novels, the most famous being "The Great Gatsby."
- He battled alcoholism since his years in college.
- Died of a massive heart attack in 1940.

Waynesburg University TPS Unit Outline

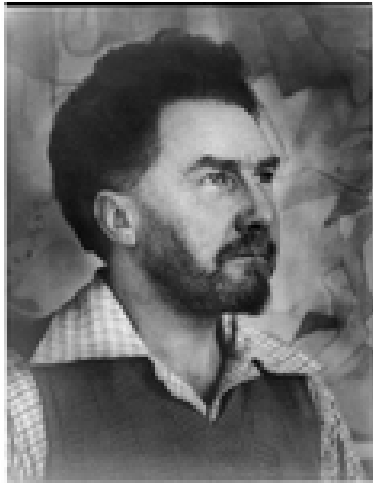
Ernest Hemingway



- Was born and raised in Oak Park, Illinois.
- Served as an ambulance driver during World War I. He was injured severely and returned home within a year.
- He moved to Paris with his first wife to work as a foreign correspondent and became connected with the expatriate movement known as “the Lost Generation.”
- Wrote his first novel “The Sun Also Rises” at the age of 25 while in Paris.
- Was married four separate times and had three children
- Wrote seven novels, six collections of short stories and two works of non-fiction during his lifetime.
- Received the Pulitzer Prize for Fiction in 1953 and the Nobel Prize for Literature in 1954.
- Battled alcoholism for much of his life
- Committed suicide in 1961.

Waynesburg University TPS Unit Outline

Ezra Pound



- Ezra Pound was born in Idaho in 1885.
- He was educated at the University of Pennsylvania and Hamilton College and taught at Wabash College.
- He moved to London in 1908 and began writing poetry.
- He moved to Paris in 1920 and befriended members of “the Lost Generation” like Ernest Hemingway and Basil Bunting.
- His poetry during this time period focused on politics and economics. He also wrote two operas and pieces for the violin during this time period.
- He moved to Italy in 1924 and lived there with his parents and his daughter until he was taken back to America during World War II and tried for treason.
- The case was dropped when Pound plead insanity and he was committed to St. Elizabeth’s Hospital in Washington, D.C. until his release in 1958.
- He was still considered incurably insane when he was released, but he was not a threat to others so he was allowed to return to Italy, where he remained until his death in 1972.
- His most famous work of poetry during his life was *The Cantos*, a book length compilation that took almost fifty years to complete. It is considered the most complete of modernist poetry in existence.

Waynesburg University TPS Unit Outline

Lesson #5

Title of Lesson: Economics

Overview of Lesson:

In this lesson, students will be researching the economic conditions of the 1920's. They will learn about the economic conditions of the 1920s. They will learn about the booming economy and why it was referred to as the "Gilded Age." They will also learn about Black Tuesday and the beginning of the Great Depression.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

8.1.6.A.: Understand chronological thinking and distinguish between past, present and future time.

Investigative Question/Overall Goal:

Students will learn about the economic conditions of the 1920's and the causes of the Great Depression.

Objective(s):

1. The students will learn about the spending habits of people in the 1920's.
2. The students will learn about the stock market in the 1920's and compare it to the stock market today.
3. The students will learn about the stock market crash of 1929.

Materials:

Materials for this lesson need to be listed here
PowerPoint Presentation

DURING INSTRUCTION

Motivator/Anticipatory Set:

To begin the lesson students will be asked to make a hypotheses about what peoples spending habits were like in the 1920's and what the effects of these habits were.

Waynesburg University TPS Unit Outline

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
Students will view a slideshow about the economic conditions during the 1920's. After the slide show students should be divided into groups to research on the LOC website the Gilded Age, The Stock Market Crash, the Great Depression and then come together as a class to share the progression of events and possibly develop a class timeline so they can view what happened in the 1920's.	Why did Black Tuesday occur?	Make predictions, hypotheses
Students will make connections between the economic conditions during the 1920's and the economic conditions leading up to the current recession.	What are the similarities?	Connect to self, previous knowledge

Closure:

Talk to students about spending habits and responsible spending.

Inclusion Techniques for Students with Special Needs:

Enrichment:

Students can do extra research on the stock market crash and make presentations. Students can develop a timeline of current events showing how we arrived at the current recession.

Modifications/Accommodations:

Students with special needs will be given guided notes from the PowerPoint presentation or a copy of the presentation so they are able to take notes as they watch the presentation.

Assessment of Student Learning

Formal Assessment:

Students need to be doing something during the lesson. If they don't do an activity or research they are not learning anything your doing all the work for them.

Informal Assessment:

Students will be observed to make sure that they remain on task at all times and are paying attention to the slide show. They will also be observed for participation in the class discussion.

Waynesburg University TPS Unit Outline

Economics of the 1920's

On the Rise

- The Roaring Twenties were also known as the Gilded Age for a reason. It was a time marked by lavish goods and high spending.
- Speculation said that the strength of the stock market could not last, but some believed that the market would never go lower than the plateau that it had reached.

The Bull Market

- The Stock Market during the 1920's was referred to as a "Bull Market."
- This meant that the confidence of investors was increasing constantly and their investing increased because of their anticipation of future price increases.

Conditions

- The real estate market peaked in 1925 and then began a steady decline.
- The Smoot- Hawley Tariff Act put taxes on foreign trade and created barriers that hurt domestic businesses.
- Record numbers of shares were being traded, up into the millions.

Black Tuesday

- On October 29, 1929, over 16 million stocks were traded, which dropped the market value over 12 percent.
- By the end of the day the market lost \$14 billion.
- The loss by the end of the week was \$30 billion.

Post-instruction Assessment

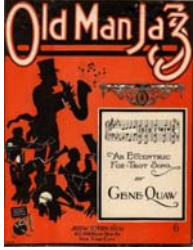

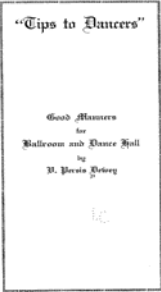


To assess what the students have gained from this unit, they will be required to complete two tasks. The first task will be an essay about their favorite topic we covered in the unit on the 1920's. In their papers, students must include what they enjoyed most, what their least favorite topic was, and suggestions on how they would change the unit to make it better for the next groups of students. The second task the students will be required to complete is the final section of the KWL Chart developed in the first lesson. This will allow the teacher to see if everything the students wished to learn about the 1920's was covered during the unit and answer any remaining questions they may have.

Waynesburg University TPS Unit Outline






Bibliographic Organizer of Library of Congress Sources

Name of Learning Unit: The Roaring Twenties		
Created by: Corey Goeggelman		
Date: Spring 2010		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: Culture		
	Al Jolson in "The Jazz Singer" Warner Bros. supreme triumph	http://hdl.loc.gov/loc.pnp/ppmsc.03756
	Scene from the silent film "The Last Days of Pompeii" showing priests and citizens worshipping a statue	http://hdl.loc.gov/loc.pnp/cph.3c33141
	Margaret Gorman (Miss America 1921), and Stephen Fegan being filmed for a burlesque on the burning of Rome by the Washington Producing Co.	http://hdl.loc.gov/loc.pnp/cph.3c19624
	Portrait of Louis Armstrong Gottlieb, William P. – Photographer	http://hdl.loc.gov/loc.music/gottlieb.00151





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	<p>Old Man Jazz, An Eccentric Fox Trot Song</p> <p>Quaw, Gene</p> <p>c. 1920</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/dukesm:@field(DOCID+@lit(ncdhasm.b0946))</p>
	<p>[Portrait of Bill Cogliano, Joseph Kowalewski, Carl Ottobriano, Stanley Kraft, Dick Motzliniski, Manny Thaler, Sol Libero, Mack Pierce, Stanley M. Aronson, Vincent Carbone, and Tex Beneke, New York, N.Y.</p> <p>Gottlieb, William P. - Photographer</p>	<p>http://hdl.loc.gov/loc.music/gottlieb.09771</p>
	<p>"Tips to dancers," good manners for ballroom and dance hall</p> <p>V. Persis Dewey</p>	<p>http://hdl.loc.gov/loc.music/musdi.204</p>
	<p>Two ice skaters dancing the Charleston while skating on an ice rink</p> <p>Chicago Daily News, Inc.</p> <p>c. 1926</p>	<p>http://hdl.loc.gov/loc.ndlpcoop/ichicdn.n080401</p>
	<p>The latest method, home instruction by mail, dancing courses ... arranged and edited by Charles J. Frank</p> <p>Frank, Charles J.</p> <p>c. 1922</p>	<p>http://hdl.loc.gov/loc.music/musdi.076</p>






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	<p>Arduth @ Hightower Place Stanley, Clyde L. c. 1929</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10009646))</p>
	<p>Couple Posed Rhoads, Harry Mellon c. 1920-30</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+00186345))</p>
	<p>Woman in flapper dress Rhoads, Harry Mellon c. 1920-30</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+00186912))</p>
	<p>Baseball player, Babe Ruth, giving autographs to children, wearing street clothes Chicago Daily News, Inc. c. 1927</p>	<p>http://hdl.loc.gov/loc.ndlpcoop/ichicdn.s066677</p>
	<p>Golfer Bobby Jones gripping a golf club, standing at address in front of a building at an unidentified golf club Chicago Daily News, Inc. c. 1928</p>	<p>http://hdl.loc.gov/loc.ndlpcoop/ichicdn.s067694</p>




Waynesburg University TPS Unit Outline

	<p>Pugilist, Jack Dempsey, portrait, light exposure</p> <p>Chicago Daily News, Inc.</p> <p>c. 1927</p>	<p>http://hdl.loc.gov/loc.ndlpcoop/ichicdn.s066726</p>
	<p>Photograph of aviator Charles A. Lindbergh wearing flight goggles and head gear, facing right</p> <p>Chicago Daily News, Inc.</p> <p>c. 1927</p>	<p>http://hdl.loc.gov/loc.ndlpcoop/ichicdn.n083854</p>
	<p>PowerPoint</p>	<p><u>Culture of the 1920's PowerPoint</u></p>
<p>Lesson #2: Prohibition</p>		
	<p>Another Victory for Prohibition Forces</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/aaeo:@field(DOCID+@lit(o2837))</p>
	<p>Vote "NO" On the Prohibition Amendment</p> <p>Cleveland Advocate 02, No. 24</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/aaeo:@field(DOCID+@lit(o5901))</p>

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Lesson #3: Politics		
	Senator Warren G. Harding c. 1920	http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3a53301))
	Calvin Coolidge c. 1923	http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3a53302))
	Herbert Hoover c. 1928	http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3a02089))
Lesson #4: The Lost Generation		
	Ernest Hemingway	http://hdl.loc.gov/loc.pnp/cph.3a02860
 <p style="font-size: small; margin-top: 5px;">Photo: Princeton University Library F. Scott and Zelda Fitzgerald on their honeymoon. INVENTED LIVES: F. Scott and Zelda Fitzgerald by James R. Bellow will be published by Doubleday/Dorland Company on October 26, 1966. 000-000</p>	F. Scott and Zelda Fitzgerald on their Honeymoon c. 1920	http://hdl.loc.gov/loc.pnp/cph.3c11780

Waynesburg University TPS Unit Outline

	Ezra Pound c. 1920's	http://hdl.loc.gov/loc.pnp/cph.3a45176
	John Roderigo Dos Passos c. 1920's	http://hdl.loc.gov/loc.pnp/cph.3b15956
Lesson #5: Black Tuesday		
	New York (City) - Wall Street - aerial view looking down on stock exchange and corner c.1929	http://hdl.loc.gov/loc.pnp/cph.3a43932