**Unit Title:** 1920’s  
**Lesson Title:** “The Big Cheese”  
**Lesson Focus:** Important individuals of the 1920s and their impact on American society.  
Includes (from TEKS): Eugene Debs, Henry Ford, W. E. B. Du Bois; (from HRC Website): Margaret Sanger, T.S. Elliot, Langston Hughes, Marcus Garvey, Emily Post  
Other Possibilities: (from TEKS) Clarence Darrow, William Jennings Bryan, Charles A. Lindbergh, Georgia O’Keefe, Upton Sinclair (*The Jungle*); (from HRC website): Gloria Swanson, F. Scott Fitzgerald, Gordon Conway,  
**Grade Level/Course:** 11th Grade/US History  
**Time allotment:** 2 -3 days  
**Authors:** Errin Jennings, errin.jennings@dripping-springs.txed.net  
Carol Curtiss, carol.curtiss@esc13.txed.net  
Tina Melcher, tina.melcher@esc13.txed.net  

**Lesson Summary:**  
Students will investigate important individuals of the 1920's; explore the economic, political, and social climate of the times; and explain the significance and impact of individuals on American society.

### Materials Needed
- Access to Harry Ransom Center’s reading and images via computer or copies  
- Charts – student drawn or copies  
- “Mask” template

### Documents Used
- Textbook, websites  
- Readings from Harry Ransom Center’s online exhibit Teaching the American Twenties

### Strategies Used
- ABC Brainstorm  
- Note taking Graphic Organizer  
- Jigsaw “Mixer”
**Objective:** Students will be able to identify key individuals of the 1920’s and explain their points of view and their impact on society; including: Henry Ford, Eugene Debs, W. E. B. Du Bois, and others (*Clarence Darrow, William Jennings Bryan, and Charles Lindbergh*)

**Enduring Understandings:**
- Individuals, events, and ideas change.
- People contribute to communities in many different ways.
- Issues and events can be viewed from different perspectives.

**Essential Questions:**
- What political, economic and social impact did individuals have during the 1920s? (Include Henry Ford, Eugene Debs, W. E. B. Du Bois; *also Clarence Darrow, William Jennings Bryan, and Charles Lindbergh*)
- What were the points of view of these people?

**Concepts**
- Change
- Reform
- Capitalism
- Socialism
- Industrialization
- Leadership
- Progress

**Vocabulary**
- Feminist
- Harlem Renaissance
- Labor
- Scopes Monkey Trial
- Red Scare

**TEKS/SEs (Texas Essential Knowledge and Skills/Student Expectations)**
1. **History**. The student understands the effects of reform and third party movements on American society. The student is expected to:
   - (B) evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B. DuBois, and Robert LaFollette on American society.

2. **History**. The student understands significant individuals, events, and issues of the 1920s. The student is expected to:
   - (A) analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women; and
   - (B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.

3. **Social studies skills**. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:
   - (A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;
   - (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
   - (D) use the process of historical inquiry to research, interpret, and use multiple sources of evidence;
(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
(F) identify bias in written, oral, and visual material;
(G) support a point of view on a social studies issue or event; and

(25) Social studies skills. The student communicates in written, oral, and visual forms.
The student is expected to:
(D) create written, oral, and visual presentations of social studies information.

Background Information
“The Big Cheese” is a 1920’s slang term for “the most important or influential person; boss; same as big shot.” This term was chosen because the lesson focuses on important or influential people from the 1920’s.  

<table>
<thead>
<tr>
<th>“FEMINISM”</th>
<th>“LEADERSHIP”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Post</td>
<td>W. E. B. Du Bois</td>
</tr>
<tr>
<td>Daughter of a wealthy architect, Emily Price Post wrote her <em>Etiquette</em> to try to bring common sense and flexibility to good manners. She published ten editions of her book and for many years also wrote a syndicated newspaper column and for a time also hosted a radio program. Before becoming known for her <em>Etiquette</em> book, she also wrote fiction and nonfiction for magazines and wrote several novels.</td>
<td>W. E. B. Du Bois was a leading African-American intellectual. He believed in the ability of the Talented Tenth, the intellectual black elites, to advance the cause for all blacks. Du Bois was active in the formation of the NAACP (National Association for the Advancement of Colored People). He served as director of publicity and research and edited The Crisis until 1934 when he broke with the organization. He increasingly favored black separatism.</td>
</tr>
<tr>
<td>Margaret Sanger</td>
<td>Marcus Garvey</td>
</tr>
<tr>
<td>Dismayed by infant mortality, Sanger became a vocal advocate of contraception and established a medically supervised family planning clinic.</td>
<td>African American leader from 1919 to 1926 who urged African Americans to return to their “motherland” of Africa; provided early inspiration for “black pride” movements.</td>
</tr>
</tbody>
</table>

### “LITERATURE”

<table>
<thead>
<tr>
<th>T. S. Eliot</th>
<th>Langston Hughes</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.S. Eliot was one of the most influential poets of the early 20th century, he was born in St. Louis, Missouri, but moved to England after college and spent his adult life in Europe. “The Waste Land,” a poem was written in 1922, is considered the foundation of modernist, 20th century poetry. It contrasts the spiritual bankruptcy of modern Europe with the values and unity of the past and it displayed profound despair.⁶</td>
<td>Langston Hughes was one of the most important writers and thinkers of the Harlem Renaissance, which was the African American artistic movement in the 1920s that celebrated black life and culture. Hughes's creative genius was influenced by his life in New York City's Harlem, a primarily African American neighborhood. His literary works helped shape American literature and politics. Hughes, like others active in the Harlem Renaissance, had a strong sense of racial pride. Through his poetry, novels, plays, essays, and children's books, he promoted equality, condemned racism and injustice, and celebrated African American culture, humor, and spirituality.⁷</td>
</tr>
</tbody>
</table>

### “BUSINESS”

<table>
<thead>
<tr>
<th>Henry Ford</th>
<th>Eugene V. Debs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry Ford helped create a mobile society by mass producing and marketing the Model T automobile, making it an indispensable part of American life. Through his efforts, the automotive industry became a world-wide phenomenon. Born on a farm near Detroit, Michigan, Ford worked on the farm, at a shipbuilding firm, and for a company which serviced steam engines. During the winters he experimented on building his own internal-combustion engines. He drove his first home-built automobile in 1896. The Ford Motor Company was founded in 1903 and he developed the Model T by 1908. Ford used mass production to reduce the price of the Model T, and he worked to perfect the assembly line. He retained complete company control and used it to amass billions of dollars.⁸</td>
<td>Eugene Debs supported unionization and labor reforms, opposed strikes, and favored negotiation as a means to improve the conditions for laborers. He founded the American Railway Union (ARU) in 1893 to organize railroad workers, coal miners, and longshoremen employed in the industry, regardless of their skills. Failure of the ARU in 1894 convinced Debs of the value of socialism as an economic system and he joined the Socialist Democratic Party (Socialist Party of America) in 1901. He ran for president five times on the socialist ticket, once from prison. He used his campaigns to further the causes of women's suffrage, the abolition of child labor, and shorter workdays.⁹</td>
</tr>
</tbody>
</table>

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⁷ "Langston Hughes." America's Story from America's Library. The Library of Congress. 3 Dec 2006  
⁸ TEA SSC, "TEKS Biographies - US History." 3 Dec 2006  
⁹ TEA SSC, "TEKS Biographies - US History." 3 Dec 2006


### RELIGION AND SCIENCE

<table>
<thead>
<tr>
<th>William Jennings Bryan</th>
<th>Clarence Darrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>A noted politician and orator, William Jennings Bryan supported reforms benefiting ordinary people. He served as a representative to the Illinois legislature where he favored income tax, prohibition, and women's suffrage. He earned the Democratic nomination for president in 1896 but lost the race. He also lost in 1900 and 1908. He served as Woodrow Wilson's secretary of state but resigned in 1915 because he did not support Wilson's aggressive stance toward Germany. Bryan made a fortune in real estate deals in Florida. His last oration was as a spokesman for the prosecution in the Scopes trial in which he supported a literal interpretation of the Bible and denounced the teaching of evolution in the schools.</td>
<td>The most renowned defense attorney of his time, Clarence Darrow was born in Ohio to a working-class family. He was admitted to the Ohio Bar in 1878. He and his family moved to Chicago in 1887 to further his law career. He defended Eugene V. Debs in 1894 against charges of criminal conspiracy in relation to the American Railway Union strikes. His attraction to social concerns prompted him to argue criminal conspiracy cases and cases involving union violence and labor rights. He opposed the death penalty and supported racial equality. In 1925, he defended John T. Scopes who was charged by fundamentalists for violating a Tennessee statute against teaching evolution in the schools. His closing arguments are models of expository speaking.</td>
</tr>
</tbody>
</table>

### POLITICS (Red Scare)

<table>
<thead>
<tr>
<th>J. Edgar Hoover</th>
<th>Sacco and Vanzetti</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoover, J. Edgar (John Edgar Hoover), 1895-1972. Hoover found work at the U.S. Department of Justice. He soon demonstrated his ability and was named to head the Enemy Aliens Registration Section. In 1919, he was appointed as an assistant to Attorney General A. Mitchell Palmer and became head of the new General Intelligence Division. In this role he supervised the Palmer Raids on aliens alleged to hold radical views. From there, in 1921, he joined the Bureau of Investigation as deputy head, and in 1924 the attorney general made him the director. When the division became the Federal Bureau of Investigation in 1935, Hoover was named its director.</td>
<td>Immigrant and anarchist executed, in a highly controversial case, for a 1920 murder of a Massachusetts factory.</td>
</tr>
</tbody>
</table>

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Charles A. Lindbergh

Born in Detroit to a political family, Charles Lindbergh studied mechanical engineering and flying, gaining a reputation as a mechanic and pilot. He completed the U.S. Army Air Cadet program in 1925 and was made second lieutenant. He set a record in aviation history when he flew the specially built monoplane, The Spirit of St. Louis, nonstop from St. Louis to Paris on May 20-21, 1927. Afterward he served as a technical advisor to commercial airlines, testing new aircraft and developing viable routes. He favored neutrality before the Japanese bombed Pearl Harbor, then he supported the war cause, testing military aircraft and sharing technical knowledge. His interest in nature led him to support conservation efforts and he directed the World Wildlife Fund.14

Al Capone

Al Capone is America's best known gangster and the single greatest symbol of the collapse of law and order in the United States during the 1920s Prohibition era. Capone had a leading role in the illegal activities that lent Chicago its reputation as a lawless city.15

<table>
<thead>
<tr>
<th>“HEROES”</th>
<th></th>
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<td><strong>Charles A. Lindbergh</strong></td>
<td><strong>Al Capone</strong></td>
</tr>
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### Procedure

**A. Anticipatory Set** (Hook)

ABC Brainstorm

As a class or in small groups that then report to the class, brainstorm characteristics of people who make a difference. Come up with one characteristic (word or phrase) for each letter of the alphabet. Remind students of the end-or-year “lists” of significant people of the year, etc. Discuss citizenship, contributions to society, heroes, etc.

**B. Information gathering** (Line)

1. Divide students into pairs who will work together to learn about two people with differing points of view on important topics of the period.

2. Students research the people using the HRC website (plus textbook and other information) making sure to investigate important issues, personal background and ideals, and point of view. Use the Significant People Research Notes or other graphic organizer to help when gathering information.

**C. Processing Activity** (Sinker)

**Option A**

1. After completing the research, the pairs work together (using the information on their Research) to write a plausible dialogue (2-3 minutes) that they will perform for the class. Each student becomes one of the people studied, and the dialogue expresses the points of view.


view of the people and shares important information about issues during the 1920s. To help, students create a “mask” to “wear” during the dialogue.

2. While others are performing their dialogues, the students in the “audience” take notes on the Notes Matrix.

**Option B**

1. After the research portion of the lesson is complete, students participate in a “mixer” where they are the person they researched. Instead of performing for the class, students mingle with classmates as if attending a party. They introduce “themselves” to others in attendance and share pertinent information and discuss issues of the while staying “in character.”

2. While visiting with others, students take notes about others on the Notes Matrix.

**Closure**

1. Review the people studied, including what they did, the impact they had, and what characteristics of people who make a difference they exhibit. (Tie to lesson’s anticipatory set)

**Assessment**

1. Write a well developed response (essay) comparing two of the people studied. Explain the significance of the people; make sure to discuss the impact they had on American society. Use the Venn diagram as a pre-write to help in planning.

**Differentiation and Accommodation**

**Gifted/Talented Learners**

Students may perform a “press conference” with all of the key individuals discussing their individual impact on the 1920’s and their significance, including answering questions from “reporters” and other of the people of the 1920s.

**English Language Learners**

Students use words and pictures in the tables to describe the significance of specific individuals, especially those specifically mentioned in the TEKS. Use additional or different materials for the research with visuals, appropriate language, etc. Illustrate using storyboard or window pane configuration instead of writing an essay.

**Special Needs Students**

The teacher could create two sets of cards—one set has the name and picture of key individuals on them and the other set has explanations of the individuals. Students may match the key individuals to their significance, focusing especially on those people specifically mentioned in the TEKS. Provide materials appropriate for research that provide appropriate accommodations. Write about one person rather than comparing two.

**Remediation**

Students may create note-cards with the name and picture of an individual on one side and their significance on the other, focusing especially on those people specifically mentioned in the TEKS.
Feminism
Emily Post: Small Town, Big City / House and Home / Emily Post’s Modernization of Manners
Margaret Sanger: Big Debates / Rise of Women / Margaret Sanger and Women’s Health

Leadership
W.E.B. DuBois: Defining American Culture / Harlem Renaissance / Leadership
Marcus Garvey: Defining American Culture / Harlem Renaissance / Leadership

Literature
T.S. Eliot: Big Debates / After the War / The Lost Generation
America Encounters the Modern / New Forms, New Ideas / Modern American Poetry
Langston Hughes: Defining American Culture / Harlem Renaissance / Image Gallery
Big Debates / After the War / “The Colored Soldier” (Hughes)

Business
Henry Ford: Big Debates / Capital and Labor / The Automobile
Eugene Debs: Big Debates / Capital and Labor / Labor Leaders
**ABC Brainstorm**

Think about the people who make a difference in society. What characteristics do they exhibit? Find one characteristic (word or phrase) for each letter of the alphabet.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Characteristic</th>
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<tbody>
<tr>
<td>A</td>
<td>____________________</td>
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<tr>
<td>B</td>
<td>____________________</td>
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<td>C</td>
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<td>____________________</td>
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<td>Z</td>
<td>____________________</td>
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<tr>
<td>Person Researched:</td>
<td>Topic:</td>
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</tbody>
</table>

**Personal Background**

**Source**

**Issues/Ideas**

**Source**

**Point of View**

**Source**

**Significance**

How successful was this person in getting across his/her ideas and point of view?

What characteristics of people who make a difference does this person exhibit?
Mask Template

Add facial features to resemble the person you researched. Cut it out and wear your “mask” as you become the person for your performance of the dialogue you wrote.
## Significant People of the Twenties

### Notes Matrix

<table>
<thead>
<tr>
<th>Area of Interest</th>
<th>People and Point of View</th>
<th>Similarities</th>
<th>Differences</th>
<th>Impact on American Society</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feminism</strong></td>
<td>Emily Post</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Margaret Sanger</td>
<td></td>
<td></td>
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<tr>
<td><strong>Leadership</strong></td>
<td>W.E.B. DuBois</td>
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<td></td>
<td>Marcus Garvey</td>
<td></td>
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<tr>
<td><strong>Literature</strong></td>
<td>T.S. Eliot</td>
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<td></td>
<td>Langston Hughes</td>
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<td>Area of Interest</td>
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<tr>
<td>Business</td>
<td>Henry Ford</td>
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<td></td>
<td>Eugene V. Debs</td>
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<tr>
<td>Religion &amp; Science</td>
<td>William Jennings Bryan</td>
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<tr>
<td></td>
<td>Clarence Darrow</td>
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<tr>
<td>Politics</td>
<td>J. Edgar Hoover</td>
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<td>Sacco and Vanzetti</td>
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<tr>
<td>Heroes</td>
<td>Charles Lindbergh</td>
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<tr>
<td></td>
<td>Al Capone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What impact did these people have in their area of interest on American society?

<table>
<thead>
<tr>
<th>Name of Person</th>
<th>Area of Interest</th>
<th>Name of Person</th>
</tr>
</thead>
</table>

**Significant People of the Twenties - Prewrite**

- **Difference**
- **Similarities**
- **Difference**
<table>
<thead>
<tr>
<th>Wrote <em>Etiquette</em></th>
<th>Emily Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate of family planning</td>
<td>Margaret Sanger</td>
</tr>
<tr>
<td>NAACP, “Talented Tenth”</td>
<td>W.E.B. DuBois</td>
</tr>
<tr>
<td>Advocated return to Africa movement</td>
<td>Marcus Garvey</td>
</tr>
<tr>
<td>Model T assembly line, fought unions</td>
<td>Henry Ford</td>
</tr>
<tr>
<td>Supported unionization and labor reforms, 1920 Socialist party candidate</td>
<td>Eugene V. Debs</td>
</tr>
<tr>
<td>Supported racial equality, defended John T. Scopes</td>
<td>Clarence Darrow</td>
</tr>
<tr>
<td>Supported literal interpretation of the Bible, Prosecutor in Scopes trial</td>
<td>William Jennings Bryan</td>
</tr>
<tr>
<td>Director of FBI</td>
<td>J. Edgar Hoover</td>
</tr>
<tr>
<td>Defendants in controversial murder case, Executed by electrocution</td>
<td>Sacco and Vanzetti</td>
</tr>
<tr>
<td>Wrote &quot;The Wasteland&quot;</td>
<td>T.S. Eliot (1922)</td>
</tr>
<tr>
<td>Wrote &quot;The Enormous Room&quot;</td>
<td>E.E. Cummings (1920)</td>
</tr>
<tr>
<td>First Female Senator</td>
<td>Rebecca Ann Latimar (1922)</td>
</tr>
<tr>
<td>Wrote <em>The Great Gatsby</em></td>
<td>F. Scott Fitzgerald (1925)</td>
</tr>
</tbody>
</table>
First Solo Flight Across the Atlantic  
Charles Lindbergh (1927)

Invented “Quick-Freeze” Machine  
Clarence Birdseye (1925)

Discovered Penicillin  
Alexander Fleming (1928)

First Instrument-Only Flight  
Jimmy Doolittle

"The Negro Speaks of Rivers"  
Langston Hughes

Inventor of Lead Gasoline  
Thomas Midgley, Jr.

President who Reinstated High Tariff  
William G. Harding
President Associated With the 20s Economic Boom

Calvin Coolidge

President During "Black Tuesday"

Herbert Hoover

Writer of "Mein Kampf"

Adolf Hitler
"Feminism"
Contrasting Feminine Perspectives

Many feminists of the day advocated for temperance because they saw the link between men's alcoholism, domestic violence, and family poverty.

Margaret Sanger, an outspoken proponent of birth control, believed that given women's economic and physical vulnerability-especially among rural women-they must be able to control the number of children they have. Sanger labored for decades to get information to women about safe contraception and venereal disease. This effort challenged the predominant cultural belief that to keep women ignorant was to keep them virtuous. Vilified by the church and once arrested by the state, Sanger dauntlessly promoted women's freedom from lifelong childbearing.

In Motherhood in Bondage, Sanger presents letters she had received from women across the country crying out to her for help. These women, some having been married at the age of twelve or thirteen and having had ten or more children by their late twenties, spoke of the health problems, poverty, isolation, fear, abuse, and despair they experienced as a result of their "incessant pregnancies and childbearing."

Caption: Throughout Margaret Sanger's twenty-five-year-long career—first as a nurse to poor urban women and later as an activist for birth control—many women shared their personal, and often desperate, stories with her. She later published many of the letters women had written to her over the years in Motherhood in Bondage.
Letters excerpted from *Motherhood in Bondage*
Margaret Sanger

**Caption:** Letters excerpted from *Motherhood in Bondage*.

Letters excerpted from *Motherhood in Bondage*
Margaret Sanger

**Caption:** Letters excerpted from *Motherhood in Bondage*

Letters excerpted from *Motherhood in Bondage*
Margaret Sanger

**Caption:** Letters excerpted from *Motherhood in Bondage*
Letters excerpted from *Motherhood in Bondage*
Margaret Sanger

Caption: Letters excerpted from *Motherhood in Bondage*
Caption: Jno P. Trlica photographed the residents of Granger, Texas in his studio throughout the 1920s. In rural and urban areas, large families like this one were not uncommon.
Emily Post's Modernization of Manners

Emily Post was born into privilege in Baltimore in 1873, educated by private tutors, and trained in the social graces at a finishing school before she made her debut. Because of her background and her marriage into a wealthy New York family, she was well acquainted with the most formal social manners. By the turn of the century, she had divorced her husband for infidelity and had ventured into fiction writing as a career. Having limited success with her novels, she switched course and wrote the enormously successful Etiquette in 1922.

Etiquette

Responding to Americans' growing desire to be less "backward," and at the same time expressing her desire to "democratize" manners, Post preached etiquette as a form of ethics. Moreover, she challenged the common association of manners with wealth, arguing that plenty of wealthy people were boorish. She insisted that the basic rule of all good manners was to consider the comfort of others, and took pains to adapt codes of behavior to the way that people actually behaved. One example of this flexibility was her acceptance of the "vulgar sounding" greeting "hello." Saying "hello" instead of the more formal "How do you do?" was fine, according to Post, as long as it was not shouted and was only used to greet intimate friends. Her scope extended beyond the dining room to sportsmanship and driving manners. Her modern approach was evident in the many revisions her book had undergone-ten-by the time of her death in 1960.

"The Personality of the House" from Etiquette

Emily Post

Caption: Emily Post's belief that even a small house could reflect its owners' good manners and taste challenged common notions of manners as the province of the very rich.
Caption: Children were the heirs not only to their parents' property, but also to their store of social wisdom according to Post. This meant rigorous early training in the arts of civilization.

Caption: Post abhorred bad sportsmanship and gave specific rules of conduct for games ranging from bridge to golf.
"Leadership"

W. E. B. Du Bois

W. E. B. Du Bois, a founder of the N.A.A.C.P. and a longtime editor of its publication, The Crisis, had worked since before the war to publish literary works by black authors and to promote racial pride. Du Bois believed that the most "talented tenth" of the race should help uplift the African-American masses. He encouraged the scholars, writers, and artists in the forefront of the "New Negro" movement, a term which utilized the preferred racial designation of the day and countered negative racial epithets.

Just as Emerson and Whitman had called for and developed a distinctly American literature based largely on the experience of pioneering expansion across the majestic continent, Du Bois initiated an African-American aesthetic. And just as Emerson's and Whitman's American sublime was to be judged by American and not European standards, Du Bois's black aesthetic was to conform to black and not white artistic values. This independent stance opened the door for poetry and fiction influenced by Negro spirituals, blues compositions, jazz, and African-American folklore, all cultural forms born out of a history of oppression and cultural marginalization.

Marcus Garvey

Inspired by Booker T. Washington's life and work at the Tuskegee Institute, Marcus Garvey established the Universal Negro Improvement Association (UNIA) on his native island of Jamaica in 1914. Washington died before the two men could meet, but Garvey persisted in his vision for an organization that would unite and uplift of peoples of African descent throughout the world.

In 1916, Garvey moved to Harlem and shifted the headquarters of the UNIA as well. That same year, he solicited the cooperation and support of W. E. B. Du Bois. Du Bois, however, was uninterested and the two ultimately became foes, squaring off at each other from the pages of their respective publications.

Garvey's message of racial pride and autonomy found a willing membership among Harlem's citizens, and the UNIA hosted a mass meeting in 1920, bringing together thousands of delegates from the UNIA's many branches in the U.S. and abroad.

Garvey and his followers, often attired in military dress, planned a return to Africa and professed African nationalism. Drafted in 1920, the "Declaration of Rights of the Negro Peoples of the World" proclaimed, "We believe in the freedom of Africa for the Negro people of the world, and by the principle of Europe for the Europeans and Asia for the Asiatics; we also demand Africa for the Africans at home and abroad."

J. Edgar Hoover distrusted Garvey and eventually charged him with mail fraud. Following his trial, imprisonment, and 1927 deportation, Garvey's support declined significantly. The UNIA continued to exist, but did not command the attention it did during the first half of the decade.
**Photograph of W. E. B. Du Bois from Black Manhattan**

**Caption:** Du Bois's portrait from the 2nd printing of *Black Manhattan*, named the "W. E. Du Bois Prize Edition."

**Excerpt from The Negro**

W. E. B. Du Bois

**Caption:** In this work predating the Harlem Renaissance, Du Bois demonstrated his interest in the cultural productions of African Americans. Du Bois's belief that art should be used in the service of racial uplift eventually put him at odds with artists who felt their work should not be subject to social and political goals.

Article "Negro Ship Line Head Charged with Fraud" from the New York Evening Journal, Jan. 13, 1922
New York Evening Journal

Caption: Marcus Garvey rarely received positive press coverage outside UNIA publications. This article from the New York Evening Journal details his arrest on fraud charges. J. Edgar Hoover believed that Marcus Garvey was a threat to the United States and actively pursued him until Garvey's deportation.
"Literature"
The Lost Generation (T.S. Eliot)

Many critics consider Soldiers' Pay to be Faulkner's commentary on the "lost generation" of Americans who reached adulthood during World War I and the early 1920s. In general, this generation was disillusioned by the large number of deaths in the War and rejected many of the previous generations' ideas of appropriate behavior, morality, and gender roles.

The phrase "Lost Generation," as coined by Gertrude Stein, refers specifically to expatriot writers who left the United States to take part in the literary culture of cities such as Paris and London during the 1920s. This group, including Stein, F. Scott Fitzgerald, Ezra Pound, and T. S. Eliot, is considered to have been skeptical about out-moded traditional forms of literary and artistic work, particularly in America, though its members were prolific writers and many produced classics.

Though Faulkner is not considered to be a member of this Lost Generation, his texts of the time are often compared to the works of the Lost Generation writers, particularly those of Ernest Hemingway. Both Hemingway and Faulkner had wished to be war heroes but were denied the chance—Hemingway was too young to enlist in the United States military, and Faulkner was too small. Faulkner signed up with a British troop in Canada, but the war ended before he finished his training. Hemingway volunteered to drive ambulances for the American Red Cross in Italy and was injured there.

"The Colored Soldier" by Langston Hughes

When black soldiers returned home, they encountered increased hatred and violence; in April of 1919, ten black veterans in uniform were lynched, some of them burned alive in the South. Langston Hughes addressed this vicious homecoming and the unanswered promise of equality to African-Americans in his dramatic poem "The Colored Soldier." The poem's narrator dreams that his brother, the fallen soldier, takes pride at the equality for which he fought and died. The narrator cries out, "It's a lie! It's a lie! Every word they said. And it's better a thousand times you're in France dead." Written to be performed on stage, this poem dramatizes Hughes's response to post-war discrimination and violence. Under Hughes's stage direction, the rising sense of outrage expressed by the narrator is reflected in the "fierce and angry" reaction of the listening crowd.
"The Colored Soldier" from *The Collected Poems of Langston Hughes*
Langston Hughes

**Caption:** Langston Hughes' "The Colored Soldier"
"Business"
Capital and Labor
Introduction

"I made up my mind that I was not one bit better than the meanest on earth. I said then, and I say now, that while there is a lower class, I am in it, and while there is a criminal element, I am of it, and while there is a soul in prison, I am not free."
Eugene V. Debs, Statement to the Federal Court of Cleveland, September 18, 1918

"After all, the chief business of the American people is business. . . Of course the accumulation of wealth cannot be justified as the chief end of existence. . . We make no concealment of the fact that we want wealth, but there are many other things that we want very much more. We want peace and honor, and that charity which is so strong an element of all civilization. The chief ideal of the American people is idealism. I cannot repeat too often that America is a nation of idealists. That is the only motive to which they ever give any strong and lasting reaction."
President Calvin Coolidge, Speech to the American Society of Newspaper Editors, January 1925

The Twenties was an era marked by a vigorous tug-of-war between the small but alarmingly powerful capitalist community and the plentiful but powerless laborers. Big Business, founded on revolutionary technological innovations, new organizational strategies, the practice of standardization, and an enthusiastic optimism, usually prevailed. The heroes of the day were men like Henry Ford, Walter Chrysler, and Owen D. Young (chairman of General Electric), the latter two being Time magazine's "Man of the Year" for 1927 and 1928 respectively. Under their leadership, and that of their competitors and colleagues, corporate profits rose 80% between 1923 and 1929. The assembly line's profound effect on the American pocketbook, lifestyle, and culture had fully taken root, and the consumer marketplace brought amazing innovations into even the most modest of homes.

Under the banner of welfare capitalism, both workers and companies made progress, as several large industries and corporations adopted changes such as shorter workdays and the five-day workweek. Still, inflation, unemployment, and lockouts reminded everyone who was the boss, while strikes, bombs, and union fervor antagonized management through the early Twenties. Before World War I, the Union movement had experienced considerable growth and was a powerful if chaotic force in American politics. Eugene Debs, Robert La Follette, Big Bill Haywood and Elizabeth Gurley Flynn were the popular advocates of labor. For a period of time in America, there was a wide variety of political positions, including communism, socialism, and anarchism. In the end, these political alternatives were systematically vilified and ultimately destroyed. The "red scares" of the turn of the decade, a number of trials, deportations, and murders, as well as increased
prosperity and the growth of the middle class, turned the tide. The struggle for the soul of America was fierce on both sides.

Cover of The Liberator from September 1921

Caption: Originally published as The Masses, The Liberator was co-founded in 1918 by Max Eastman, his sister, Crystal Eastman, and a group of writers and artists as a digest of worldwide Socialist political and cultural movements. As an intellectual concerned with the role of art in politics, Eastman served as editor until 1924. Pro-labor and sympathetic to the Bolshevik Revolution, Eastman believed art should avoid pretentious pseudo-intellectualism. These cover illustrations show the mixture of a strong political message and simple artistic form he favored.

Cover of The Liberator from October 1921

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Cover of The Liberator from April 1922
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Cover of The Liberator from March 1924
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American Business

A string of vigorously pro-business presidents and their equally ardent administrations made the Twenties a particularly fertile era for business growth. Indeed, Calvin Coolidge's pro-capital fervor mirrored that of thousands of business and government leaders. "The man who builds a factory," said Coolidge in his January 1925 speech, "builds a temple. The man who works there worships there."

Indeed, many such temples were built. Factories producing everything from sewing machines (which themselves had revolutionized the garment industry) to newfangled gadgets like vacuum cleaners sprung up all over the country. The "Steel Belt" developed across urban centers located on the Great Lakes. The waterways provided easy access for receiving raw materials and shipping out finished goods.

The need for rapid production of tanks and other war machines during WWI resulted in technological innovations and inspired much of the vigor that characterized 1920s industrial America. After the war, Europe had little energy (or capital) with which to compete with the momentum of American productivity.

High tariff policies, reductions in corporate income taxes, a dramatic decline in the power of the Federal Trade Commission, and the weakening of what little social legislation existed further invigorated industry. With the rise of advertising, "consumer culture," and buying on credit, many Americans craved luxury and enjoyed convenience never before imagined. The time was ripe for giddy stockholders and flush C.E.O.s.

Caption: The very pro-business President Calvin Coolidge giving his inaugural address in January 1923. New York Evening Journal press photograph.
Caption: The new industrial landscape grew on the banks of the Great Lakes. The tractor being loaded onto the Ford-branded freighter could be bound for ports as disparate as Houston or Capetown. It would return with raw materials and component parts to build more tractors, only to leave again with more new machinery bound for other exotic locales. *New York Evening Journal* press photograph.

Caption: Administrative careers bloomed as surely as manufacturing and sales positions grew in response to increased production, demand, and credit.

Caption: Photographer Eugene O. Goldbeck's subjects exude the confidence and seriousness felt by businessmen of the day.
The Automobile

Emblematic of the era, consumer demand for the automobile was high. Henry Ford's refinement of his innovative assembly line at the Model T Automobile Plant in Highland Park, Michigan, meant production reached unprecedented efficiency—as many as 1,000 new "Tin Lizzies" rolled out every day. And as efficiency went up, prices went down. By 1928, a basic Model T Ford had a price tag of only $295, down from $1200 in 1909.

By this time, General Motors was also a powerhouse, covering a broader consumer base. Shortly after GM President Alfred P. Sloan, in his 1924 Message to Shareholders, announced GM's strategy of "a car for every purse and purpose," the first Pontiac was introduced. It featured a six-cylinder engine and amenities that placed it firmly between the Model T and GM's luxury line, the Cadillac.

Such industry-wide successes enabled growth in resource industries—steel, rubber, leather, glass—and post-production industries, like gasoline, road construction, and travel. Furthermore, manufacturing innovations in other industries echoed those made by Ford and GM, bringing all manufactured goods, including exciting new consumer items, within the reach of more people.

Americans wanted everything new. The automobile was now considered a necessity, no longer a luxury. Kitchen appliances like refrigerators, clothes washing machines, and vacuum cleaners became indispensable. Retailers made it easy for people to acquire these items with the introduction of "installment plans." By 1925, 75% of all automobile purchases were made on installments, and people plunged into debt. This demand fueled the industries into frenzied production levels, even if they were only running on the fumes of future payment.

America's robust business climate generated great optimism in capitalist circles. Businessmen like Ford and those of an older generation, like John D. Rockefeller Sr., attained cult or folk hero status in some circles. In 1925 Bruce Barton, an advertising executive (also an emerging field) went so far as to call Jesus Christ "the founder of modern business" and his apostles "the greatest sales force in history." Business was no longer merely a vocation but a spiritual calling.
Caption: Though his workforce and target market closely mirrored each other financially, Henry Ford’s attitudes regarding their well-being was widely known. This card handed out to Ford managers during the thirties indicates his clear anti-union sentiments.

Caption: In this early but undated photograph, Model T’s are built on wooden assembly line structures at the factory seen above. Note the car bodies coming from the second floor, and the chassies from the first. Soon, the assembly line would be streamlined, allowing for the manufacture of as many as 1000 cars per day. New York Evening Journal/press photograph
Caption: In this press photograph from the *New York Evening Journal* (ca. 1924), Henry and son Edsel Ford stand beside Ford Number 10,000,000 and the first car Henry built. The new car was headed on a trip from New York to San Francisco on the Lincoln Highway - the first continuous road to stretch across the U.S. and the progenitor of our Interstate Highway system.

Caption: *New York Evening Journal* press photograph (1922), Henry Ford Trade School. Careers in manufacturing were encouraged as a deeply honorable field for young men. Building the nation was considered a vital endeavor. These students are working in the Henry Ford Trade School's machine shop.
Caption: The "Tin Lizzie," the “Model T” was admired, loved, and reviled, but however one felt, it was an inescapable part of the American landscape. The introduction of the more-refined yet affordable Model A Ford inspired the lyrics of this song. New York Journal American archive

Caption: The fuel and oil industries exploded with the growth of the automobile. This service station's promotion of a free can of oil with the purchase of "that good Gulf gasoline" was too good a deal for these motorists to pass up.
Labor Leaders

In 1920 the labor movement was roaring, with union membership over 5,000,000. This solidarity had begun with simple trade unionism—a kind of organizing that divided different workers within each industry according to their skills, often barring women and people of color. It had evolved toward organizing workers along industry lines, regardless of their skill, sex, or race.

Workers unionized in an effort to procure fair wages, shorter workdays, and safer working conditions. Despite often-vicious opposition and charismatic but contentious leaders, this industrial unionism made tremendous gains and began to challenge the politically-backed power of industry.

Different labor organizers routinely published articles and lectured around the country practicing different approaches to the problem. Eugene Debs adopted socialism and ran for the U.S. presidency five times between 1900 and 1920. Bill Haywood, one of the founders of the Industrial Workers of the World (I.W.W.), was also a socialist and allegedly advocated violence and sabotage. Emma Goldman, a supporter of unions, preached anarchism because she believed that all governments were based on coercion and force.

Starting in 1917, as American soldiers marched into France, Woodrow Wilson crafted espionage and sedition laws aimed at silencing these views. Because criticizing the government was made illegal, Debs, Haywood, Goldman, and hundreds of other labor leaders were arrested and sentenced to prison terms as long as twenty years. Wilson’s crackdown on union leadership, capitalizing as it did on rising fears of communism and socialism, significantly weakened the labor movement and cleared the way for the laissez-faire capitalism of the Twenties.

After the war, the relatively debt-free U.S. economy was spurred to become highly speculative throughout the decade, a trend that ended in the Great Stock Market Crash of 1929. While precipitated by the small percentage of the population that traded on Wall Street, the crash devastated an entire nation of working people—an incongruity at the heart of labor’s complaint against capitalism.
**Caption:** Before industrial unions like the I.W.W. were formed, people were unionized according to their skills. In one shop or factory, many separate unions could co-exist. The industrial union movement sought to give solidarity to all workers within each industry. Eugene O. Goldbeck photographed workers in a garment factory in San Antonio, Texas in 1919.

![Photograph of garment factory](image)

*Photograph of garment factory*
Eugene O. Goldbeck

**Caption:** Eugene Debs, a tall and kind-looking man, would sometimes speak for hours to adoring crowds, leaning far over the podium and extending his arms for emphasis. *New York Evening Journal* press photo.

![Photograph of Eugene Debs](image)

*Photograph of Eugene Debs*
New York Evening Journal
**Caption:** Having taken over the presidency after Wilson's death in office, Warren G. Harding pardoned Debs on Christmas Day in 1921.

**Caption:** Bill Haywood escaped from the United States before finishing his prison term for espionage and moved to Russia, where he lived out his life.
Caption: Originally from Russia and deported there after her arrest under the Espionage Act, Emma Goldman became disillusioned with Russian communism. In her autobiography, Goldman candidly and unapologetically describes her ideas, her loves, and her mistakes.

Political cartoon from *The Daily Worker*, Jan. 26, 1924
Fred Ellis The Daily Worker

Caption: In 1924, the Communist Party began publishing *The Daily Worker*, a magazine regularly featuring pro-worker cartoons. Its editors declared art as the people's weapon but sacrificed artistic freedom to the communist political message. Cartoons featured images of stereotypically bloated capitalists, starved or hamstrung workers, and shifty-eyed politicians.
Political cartoon "Exodus from Dixie" from The Liberator, June 1922
Robert Minor The Liberator

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Political cartoon "A perfect soldier"
Robert Minor

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Political cartoon "A sacrifice for greed: fifty-one miners killed in coal mine explosion" from *The Workers Monthly*, April 1925
Juanita Preval The Workers Monthly

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Political cartoon "Child labor" from *The Daily Worker*, Dec. 22, 1924
Robert Minor The Daily Worker

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Caption: Front-page headlines and articles from the New York Evening Journal for October 29, 30, and 31, 1929 reflect the nationwide denial of the devastating depression that would follow the Wall Street crash.
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