

## 1920s Flappers Introduction

Following World War One, not only did the world undergo various changes, but the role of women in American society would forever be changed. During the 1920s there were two constitutional amendments which would forever change the shape of the United States. The 18<sup>th</sup> Amendment banned the sale and production of any alcoholic beverages, and the 19<sup>th</sup> Amendment granted women the right to vote. With the ban on alcohol in place, people began to have underground clubs and speakeasies which would produce their own alcohol and sell it at a high price. During the Twenties, these clubs became increasingly popular, not only because it gave people access to alcohol, but also because it gave people a place to go listen to music, often jazz, but also a place to dance such popular dances as the Charleston. The 19<sup>th</sup> Amendment gave women the right to vote throughout the United States. This new found power and privilege is often seen as the first step in the liberating movement for women in this country.

During the “Roaring Twenties” a federal highway system was organized and the production and sale of automobiles tripled. Not only were people moving at a faster rate now, but ideas were spreading as well, for this was also the golden age of the radio. Because of the wealth of ideas that were being spread across the country at such a fast rate, the “flapper” trend spread across the nation. Not only was she seen in the upper class white clubs of Chicago or Atlanta, but also across race and class lines in Harlem and the Deep South.

Mass production and the development of synthetic fabrics granted almost everyone access to beautiful clothing and shoes. The costume image in our minds of a woman of the “Roaring Twenties” is likely to be the flapper; however, flappers did not truly emerge until 1926. While these women were not called flappers until the late 1920s, there was much going on in the country during this time period which would pave the way for them to become this embodiment of the Jazz Era.

The new-found freedom which women found was put on a visual display through a change in acceptable fashion trends. Traditionally, a proper woman would always wear her hair long, but this new woman, or “flapper”, would have had a bobbed or short hair cut. She would have worn makeup, and might have possibly applied it in public, which would have previously been a major faux pas. The dress of this modern woman was also altered into a baggy, shapeless dress which would have revealed her arms and her legs from the knee down. These young women were often thought of as a little fast and brazen, but they also embodied the Jazz Age spirit.

## Lesson One

### Events That Made Headlines Women's Suffrage

#### Objectives:

- The students will explore the significance of women's suffrage and the 19<sup>th</sup> Amendment
- The students will analyze primary source documents for their significance to the suffrage movement.

#### Lesson:

1. Begin discussion with the following questions.
  - a. What is suffrage? (the struggle for equality for women)
  - b. Do you feel that your gender is treated differently in today's society? Is it fair or unfair?
  - c. Do you think you would have been for or against suffrage? Why or why not?
2. Put students into heterogeneous groups of 4 students per group.
3. Rotate the documents through the groups and have them read the document and write their observations about the documents on the Document Analysis sheets provided.
4. When students finish their discovery activity, lead them in a discussion about each document and ask the students to make connections to the women's suffrage movement.

#### Group Assignment:

1. Students will write a pro/con speech on suffrage in their small groups.
  - a. Two groups will be pro; two groups will be con (groups can be assigned or drawn out of a hat).
2. Students will construct a speech on their given stance. This speech must be persuasive.
3. One student from each group will read the speech to the class. The class will vote on the group who did the best job after all the speeches are read.

#### Individual Assignment:

Students will draw a poster with either a pro or a con stance on suffrage. The poster must be persuasive and decisive on the position the student is taking.

## Document Analysis Worksheet

Group Members: \_\_\_\_\_

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<b>Document Name/Title</b>
<b>Author:</b>
<b>Brief description:</b>
<b>Significance:</b>
<b>Document Name/Title</b>
<b>Author:</b>
<b>Brief description:</b>
<b>Document Name/Title</b>
<b>Author:</b>
<b>Brief description:</b>
<b>Significance:</b>

<b>Document Name/Title</b>
<b>Author:</b>
<b>Brief description:</b>
<b>Significance:</b>
<b>Significance:</b>
<b>Document Name/Title</b>
<b>Author:</b>
<b>Brief description:</b>
<b>Significance:</b>

14-39

incent as the Judge by whom, she was convicted, she respectfully asks, inasmuch as the law has provided no means of reviewing the decisions of the Judge, of correcting his errors, that the fine imposed upon your petitioner be remitted, as an expression of the sense of this high tribunal that her conviction was unjust.

Dated January 12-1874-

Susan B. Anthony

all

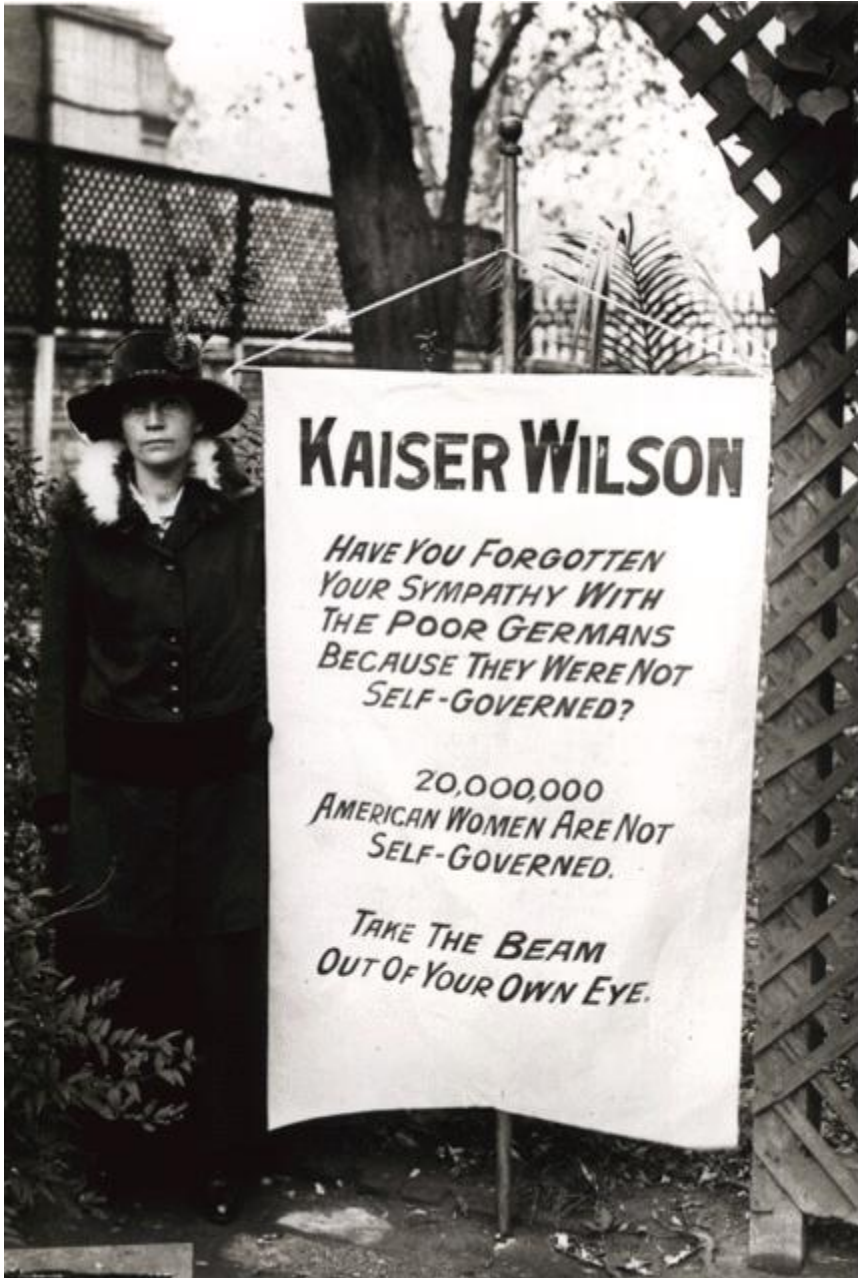
2-39

To the Congress of the United States.

The petition of Susan B. Anthony of the city of Rochester in the County of Monroe and state of New York is respectfully presented.

That prior to the late Presidential Election your petitioner applied to the board of registrars in the eighth ward of the City of Rochester, in which City she had resided for more than 25 years, to have her name placed upon the register of voters, and the board of registrars, after consideration of the subject, decided that your petitioner was entitled to have her name placed upon the register, and placed it there accordingly.

On the day of the Election your petitioner in Common with hundreds of other American citizens, her neighbors, whose names had also been registered as voters, offered to the inspectors of election their ballots for electors of President and Vice President and for members of Congress, which were received and deposited in the ballot



Portrait of Suffragette with Kaiser Wilson poster.  
Records of the War Department General and Special Staff  
National Archives and Records Administration

# DANGER!

Woman's Suffrage Would Double  
the Irresponsible Vote

It is a **MENACE** to the Home, Men's  
Employment and to All Business

Official Referendum Ballot

It now comes to you to vote upon the question, shall a woman (X) or other  
mark in the square after the word "yes" and shall each woman—  
if you desire to vote against the question make a mark in other  
mark in the square after the word "no" and shall each woman.

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Shall Chapter 227 of the laws of 1913 (passed on and concerning  
the right of suffrage to women) be amended?

Yes  No



The above is an exact reproduction  
of the referendum ballot printed on  
pink paper which will be handed to  
you in your voting place on Novem-  
ber 3. Be sure and put your cross  
(X) in the square after the word  
"no" as shown here, and—be sure  
and vote this pink ballot.

Printed and Published by  
**PROGRESS PUBLISHING CO.**  
Washington, D.C.

"ITS THE BEST  
GOVERNMENT ON EARTH  
AND  
MAN MADE IT"



LOU ROGERS



# TWELVE REASONS

## WHY WOMEN SHOULD VOTE

1. **BECAUSE** it is the foundation of all political liberty that those who obey the Law should have a voice in choosing those who make the Law.
2. **BECAUSE** most Laws affect women as much as men, and some Laws affect women more than they do men.
3. **BECAUSE** the Laws which affect women are now passed without consulting them.
4. **BECAUSE** Laws affecting children should be regarded from the woman's point of view as well as the man's.
5. **BECAUSE** questions affecting the home come up for consideration in every session of the Legislature and of Congress.
6. **BECAUSE** women have experience which should be helpfully brought to bear on legislation.
7. **BECAUSE** to deprive women of the vote is to lower their position in common estimation.
8. **BECAUSE** the possession of the vote would increase the sense of responsibility among women toward questions of public importance.
9. **BECAUSE** public-spirited mothers mean public-spirited sons.
10. **BECAUSE** large numbers of intelligent, thoughtful, hard-working women desire the franchise.
11. **BECAUSE** the objections raised against their having the franchise are based on sentiment, not on reason.
12. **BECAUSE** to sum up all reasons in one—**IT IS FOR THE COMMON GOOD OF ALL.**

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WOMEN'S POLITICAL UNION OF NEW JERSEY

79 Halsey Street



Newark, N. J.

Pre Visit Lesson  
The Roaring '20s

Famous people of the 1920s

Topic: Gangsters – Al Capone

Objective: to explore the rise of organized crime as it relates to Prohibition in the 1920s.

Lesson:

1. Write the words “Say hello to my little friend” on the board.
2. Ask the students to answer the following questions about the quote:
  - a. Q: Who do you think said this?
  - b. A: Tony Camonte as played by Al Pacino in *Scarface* (Pacino’s character Tony Camonte is based on an Al Capone type of character, but Capone never said this line. There was a 1932 movie version of *Scarface* that Capone liked so much, he had his own copy – and this was before DVDS!!)
  - c. Q: Whom do you think this person is referring to?
  - d. A: Refers to his gun as his little friend.
3. As the students:
  - a. What do you think we will be discussing today?
  - b. What is the significance of mobsters?
  - c. How do they relate to the 1920s?
4. Give students the 2-page notes on Capone.
5. Put students into heterogeneous groups of 3 – 4 per group. The students will make a flow chart of the key events of Capone’s life using the biography worksheet.
6. Extra: Have students write Al Capone’s eulogy. Have examples of obituaries from the local newspaper for them to look at.
7. Extra: Have students write a few paragraphs on why they think Al Capone is still famous. What is it about his legacy that still intrigues people today?

Images of Al Capone can be found by searching for “Al Capone images” in your web browser.

## AL CAPONE



The most notorious gangster in the history of the nation, Alphonse Capone, better known to most as Al Capone or Scarface, ran Chicago with blood and guns.

Capone was born in Brooklyn in 1899 to two Italian immigrants. From the beginning, he never responded well to authority. He beat a female teacher while in his sixth grade year and left after the principal verbally chastised him for the incident. Facing a life of low

paying jobs, he joined the street gang led by Johny Torrio and Lucky Luciano.

Late in December 1918, Capone killed a man in an argument. Rather than face the charges, he called his old friend Torrio, who was now in Chicago. Capone moved to Chicago on the invitation of Torrio.

He carried his rough style of dealing with people to Chicago. As the bartender at Torrio's club, he broke the bones the arms, legs, and even skulls of those he evicted from the establishment.



However, Torrio did not bring Capone to Chicago to beat up drunkards. As Torrio's right hand man, he received the job killing off "Big Jim" Colosimo, who ran Chicago's underground. After the passage of prohibition in 1920, Torrio was constantly harrasing the boss to establish underground drinking esablishments. Tired of hearing "NO" from Colosimo, Torrio had him killed by Capone on May 11, 1920. Torrio became boss of Chicago, and Capone became the manager of alcohol for the city.

*Political cartoon depicting Chicago's growing reputation for violence. (CHS ICHi-01829)*

*Chicago's getting a reputation among the experts.*

Al Capone became head of the Chicago mafia after Torrio was seriously wounded in an assassination attempt and stepped down from the head spot in 1925. Throughout his reign he ran the streets of Chicago with his mob. When his mob was at its prime, Capone had city aldermen, mayors, legislators, governors, congressmen, and over half the Chicago police force on his payroll.

*The Tribune headline after the St. Valentine's Day Massacre of 1929*



In 1929 he made his biggest blunder by ordering the shooting of Bugs Moran, part of another Chicago underground faction, on February 14. In what is known as the St. Valentine's Day Massacre, Capone's men killed a group of seven people, but Moran was not in the group. The event, however, changed the public mind about pursuing organized crime.

By now, the IRS had been gathering tax evasion information on Capone for some time through a hired agent, Eddie O'Hare. O'Hare ran Capone's dog and race tracks and told the IRS where they could find Capone's financial records. On November 24, Al Capone was sentenced to 11 years in Federal prison, fined \$50,000, charged \$7692 for court costs, and \$215,000 in back taxes for tax evasion.



He was released in 1939, after serving seven years and paying all of his back taxes. His mental and physical condition had severely deteriorated and he entered Baltimore hospital for brain treatment immediately after his release. He died of a stroke and pneumonia on January 25, 1947, having killed Eddie O'Hare before he died.

*Capone leaving court during his 1931 trial for tax evasion. (CHS DN-96927)*

## Al Capone Biography worksheet

Born:
1 <sup>st</sup> act of violence:
Result:
2 <sup>nd</sup> act of violence:
Result:
<b><u>Chicago</u></b>
Job:
Boss:
Killed:
Result:
<b><u>Head of Chicago Mafia</u></b>
He becomes the boss because...
On his payroll...
Trafficking...
<b><u>Downfall</u></b>
Eddie O'Hare
Biggest Blunder
St. Valentine's Day Massacre:
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Tax Evasion:
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