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 18th Amendment banned the sale and production of any alcoholic beverages, and the 19th 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 19th 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 19th 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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Petition from Susan B. Anthony to U. S. Congress

[Handwritten text on paper]

On the day of the election, all white men, including clerks and other employees, were instructed to aid in the ballot and deposit in the ballot box all votes cast for other candidates. This was done, I believe, with the consent of the people.
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

If you believe the women vote, make a cross (X) in either blank of the square after the word "Yes", understand each question.
If you believe the women want the vote, make a circle (O) in either blank of the square after the word "No", understand each question.

Yes [ ] No [ ]

The above is an exact reproduction of the square ballot printed on pink paper which will be handed to you in your voting place on November 5. Be sure and put your cross (X) in the square after the word "Yes" as shown here, and be sure and vote this pink ballot.

PROGRESS PUBLISHING CO
North Hollywood, Calif.
"IT'S THE BEST GOVERNMENT ON EARTH AND MAN MADE IT"

THE VOTE FOR SUFFRAGE

LOL 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.

WOMEN'S POLITICAL UNION OF NEW JERSEY

79 Halsey Street Newark, N. J.
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.
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 harressing 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)*
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 with at its prime, Capone had city aldermen, mayors, legislators, governors, congressmen, and over half the Chicago police force on his payroll.

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 seven people, but Moran was not in the group. The even, 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.
# Al Capone Biography worksheet

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A Selected Bibliography for The Capone Era in Chicago.

Pre Visit Lesson  
The Roaring ‘20s  

Famous people of the 1920s  

Topic: Gangsters – Al Capone  

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

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*Capone leaving court during his 1931 trial for tax evasion. (CHS DN-96927)*
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**Downfall**
Eddie O’Hare

Biggest Blunder

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