

FLAPPERS: A CULTURE CHANGE OF THE TWENTIES

Grade Level: Seventh Grade

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Length of Unit: Three Lessons (depending on the writing skills of your students this unit may take from 5-8 days)

I. ABSTRACT

- A. This unit is meant to focus on the change in the female role from the 1800's to Twenties. The focus is on the "flapper". Students will investigate the actual changes that occurred in dress and manner and the causes for such drastic changes. Students will also increase their vocabulary, writing and thinking skills. At the end of the unit students will engage in activities of their choice to demonstrate concepts learned during this unit.

II. OVERVIEW

- A. Concept Objectives
1. Colorado Standard 3: Students will understand that societies are diverse and have changed over time.
 2. Colorado Standard 6: Students will know that religious and philosophical ideas have been powerful forces throughout history.
- B. Content
1. America in the Twenties-Flappers
- C. Skills
1. Students will compare and contrast the roles of women in the Twenties to women in the 1800's.
 2. Students will expand their vocabulary by completing SQ3R, a written response, posters, and poem activities that use selected vocabulary words in the correct historical context.
 3. Students will demonstrate comprehension of written materials, which will include text, primary sources, and poetry, by writing a response to historical questions about assigned literature.

III. BACKGROUND KNOWLEDGE

- A. For teachers
1. Binder, Frederick M. & Reimers, David, M. *The Way We Lived*. Lexington, Massachusetts: D. C. Heath and Company, 1992. ISBN# 0-669-24475-9.
 2. Creative Strategies for Teaching American History (Adapted from). United States of Americas: Holt, Rinehart, Winston, 1991. ISBN# 0-03-047637-2.
 3. Garraty, John, A. *The Story of America*. United States of America: Holt, Rinehart, Winston, 1994. ISBN# 0-03-097636-7.
 4. Hawley, Ellis, W. *The Great War and the Search for a Modern Order: A History of the American People and Their Institutions 1917-1933*. New York, New York, St. Martin's Press, 1992. ISBN# 0-312-03635-3.
 5. *What Your Forth Grader Needs To Know* by E.D. Hirsch Jr.
 6. *What Your Sixth Grader Needs To Know*, by E.D. Hirsch, Jr.
***The Great War and the Search for a Modern Order* is a resource that will enrich an educator's background knowledge about the Twenties. *The Way We Lived* is a compilation of essay and documents from 1865 to the present. The role of women in American society has changed continuously through time. These

resources and previous teaching in earlier grades aid the teacher in making students aware of change in our society.

- B. Students will be expected to have knowledge about women such as Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, Molly Pitcher, (Fourth Grade Core Knowledge) Jane Addams, and Susan B. Anthony (Sixth Grade Core Knowledge). Students also should be aware that the Nineteenth Amendment was a major benchmark for women's role in American society. Students will be expected to have writing, thinking and reading skills that will allow them to compare and contrast, list, summarize and evaluate lesson content.

IV. RESOURCES

- A. Binder, Frederick M. & Reimers, David, M. *The Way We Lived*. Lexington, Massachusetts: D. C. Heath and Company, 1992. ISBN # 0-669-24475-9.
- B. Bliven, Bruce. "Flapper Jane," *The New Republic*. Sept. 9, 1925. [On-line]. Available URL: <http://www.pandorasbox.com/jane.html>.
- C. Campbell, Ian. *The USA 1917-1941*. New York, New York: Cambridge University Press, 1998. ISBN#0-521-56864-1.
- D. Garraty, John, A. *The Story of America*. United States of America: Holt, Rinehart, Winston, 1994. ISBN# 0-03-097636-7.
- E. Hawley, Ellis, W. *The Great War and the Search for a Modern Order: A History of the American People and Their Institutions 1917-1933*. New York, New York, St. Martin's Press, 1992. ISBN# 0-312-03635-3.
- F. Page, W. Ellen. "A Flapper's Appeal to Parents," *Outlook Magazine*, December 6, 1922. [On-line]. Available URL: <http://www.pandorasbox.com/appeal.html>.
- G. Stein, R., Conrad. *The Roaring Twenties*. Chicago, Illinois: Childrens Press, 1994. ISBN# 0-516-06675-7.
- H. Szabo, Julia. "Oh, Those Flabbergasting Flappers!" [On-line]. Available URL: <http://www.lihistory.com/7/hs715c.htm>.
- I. *What Your Forth Grader Needs To Know*, by E. D. Hirsch, Jr.
- J. *What Your Sixth Grader Needs To Know*, by E.D. Hirsch, Jr.
- K. Hakim, Joy. *War, Peace, And All That Jazz*. New York: Oxford University Press, 1999. ISBN# 0-19-512768-4.
- L. Raybaum, Kevin. "The 1920s-Society, Fads, Daily Life" [On-line]. Available URL: <http://homer.louisville.edu/~kprayb01/1920s,Society-2.html#A-1>.

V. LESSONS

Lesson 1: Flappers Vocabulary

- A. **Daily objectives**
1. Lesson content
 - a. Develop vocabulary to aid in understanding of historical content and to use in life-long conversation.
 2. Concept objectives
 - a. Colorado Standard 3: Students will understand that societies are diverse and have changed over time.
 - b. Colorado Standard 6: Students know that religious and philosophical ideas have been powerful forces throughout history.
 3. Skill objectives
 - a. Use SQ3R to enhance reading comprehension, writing, and thinking skills.

B. Materials

1. Paper
2. Pencil
3. Vocabulary list/SQ3R activity- one per student (See Appendix A)
4. Dictionaries
5. Listed readings from student resources

C. Background Notes

1. SQ3R is a reading comprehension and vocabulary building activity. Students survey the reading(s) for the vocabulary word. Then for each word a question is formed. Use Bloom's taxonomy as a guide for formulating questions. Allow students to use all levels of questioning except knowledge based words to formulate their question. The 3R is Read, R [w]rite, and Review. The students read for definitions and content, next they write the answer to the question they formulated. As a review students can be assessed by giving a vocabulary quiz.

D. Key Vocabulary

1. Flapper: females in the 1920's who wore short dresses, bobbed their hair, danced, wore make-up, drank alcohol and smoked in public places.
2. Bobbing: making something short, in the case of flappers it was their hair.
3. Feminine: having female qualities, ladylike, gentle
4. Moral: good, truthful, honest
5. Condemnation: blame, criticism, objection

E. Procedure/Activities

1. Pass out the vocabulary/SQ3R activity.
2. Read the list to the students.
3. Review SQ3R as needed.
4. Advise the students that they can use the readings and or the dictionary to complete the assignment. Also remind the students that when completing work on the assignment all acceptable answers will have a historical context.
5. Ask and answer any questions concerning the assignment.

F. Evaluation/Assessment

1. Students will hand in their SQ3R for evaluation. The vocabulary will be used throughout the "flapper" unit.

Lesson 2: Flappers Compare and Contrast

A. Daily objectives

1. Lesson content

- a. Understand that the roles of women in the Twenties differed from women in the 1800's.
- b. Develop vocabulary to aid in understanding historical content and to use in life-long conversation.

2. Concept objective

- a. Colorado Standard 3: Students will understand that societies are diverse and have changes over time.

3. Skill objectives

- a. Reading comprehension
- b. Writing a compare and contrast response
- c. Using analysis as a higher level thinking skill

B. Materials

1. Paper
2. Pencil
3. Hand outs-one per group of Appendix B and C
4. Selected books from resource list
5. Compare and contrast writing sheet-one per student (See Appendix D)
6. Transparency women in the 1800's (See Appendix B)
7. Transparency flappers in the 1920's (See Appendix C)
8. Campbell, Ian. *The USA 1917-1941*. New York, New York: Cambridge University Press, 1998. ISBN# 0-521-56864-1. PP 28-31
9. Hakim, Joy. *War, Peace, And All That Jazz*. New York: Oxford University Press, 1999. ISBN# 0-19-512768-4. PP 42-44.
10. Garraty, John, A. *The Story of America*. United States of America: Holt, Rinehart, Winston, 1994. ISBN# 0-03-097636-7, PP 871.
11. Bliven, Bruce. "Flapper Jane," *The New Republic*. Sept. 9, 1925. [On-line]. Available URL: <http://www.pandorasbox.com/jane.html>.
12. Page, W. Ellen. "A Flapper's Appeal to Parents," *Outlook Magazine*, December 6, 1922. [On-line]. Available URL: <http://www.pandorasbox.com/appeal.html>.
13. Stein, R., Conrad. *The Roaring Twenties*. Chicago, Illinois: Childrens Press, 1994. ISBN# 0-516-06675-7.
14. Szabo, Julia. "Oh, Those Flabbergasting Flappers!" [On-line]. Available URL: <http://www.lihistory.com/7/hs715c.htm>.

C. Background Notes

1. Students will use their analytical skills in completing this activity. Keep in mind that students at this level are still developing this thinking skill and will require step-by-step instruction.
2. Fashion in the 1800's for women was conservative. Yards of material covered females from their necks to their ankles. Undergarments consisted of layers of petticoats (slips) and pantaloons. Small waistlines were also fashionable. To accomplish this women would wear corsets that would drastically reduce waistlines, however, this would cause on some occasions health problems for the women who wore them. Internal organs were compressed together and breathing was constricted causing fainting.

D. Key Vocabulary

1. Refer to lesson one

E. Procedure/Activities

1. Divide class into groups with three to four people in them.
2. Give each group one copy of female dress from the 1800's.(Adapted from *creative Strategies for Teaching American History*, Holt, Rinehart, and Winston) (Appendix B)
3. Place teacher transparency on overhead.
4. Have a student volunteer record responses to questions.
5. Say to students, "Describe the physical appearance of the women in the picture." Call on each group for a response.
6. Focus on answers that describe the dress as cumbersome, bulky, confining, long, restrictive, feminine, and any other reasonable response.
7. Ask students, "Why did women wear such clothing?" (fashion, religious or philosophical belief that women should be covered and any other reasonable response)

8. Ask students, “What were some advantages and disadvantages to these clothes?” (advantage-they fulfilled religious or philosophical beliefs of the wearer and those around her; disadvantage- clothing was bulky, restrictive, corsets could cause health problems and were uncomfortable and restrictive and any other reasonable response)
9. Ask students, “How would this clothing dictate female behavior?” (reduce physical activity and any other reasonable response)
10. Give a mini-lecture of dress of women in the 1800’s. (3-5 min.)
11. Hand out the copies of the flapper.(Appendix C)
12. Place transparency of the flapper on the overhead.
13. Repeat questions in step 5, 7, 8, and 9.
14. Have a student record responses on the board.
15. Tell students they will compare and contrast the appearance of women in the 1800’s to the women in the 1920’s. Students will also be expected to associate that the role of women changed as reflected in their appearance.
16. Hand-out the compare and contrast writing sheet.(Appendix D)
17. Take the students through this process step-by-step.
 - a. Look at both pictures
 - b. Write similarities in the comparison box.
 - c. Write their differences in the contrast box.
18. Have students list the differences between the women in the 1800’s and women in the Twenties. Use the lines provided.

F. Evaluation/Assessment

1. Students will following step-by-step instruction and turn in completed compare and contrast activity.

Lesson 3: Flappers-The Written Product

A. Daily objectives

1. Lesson Content
 - a. Use gathered information to answer a historical question
2. Concept objectives
 - a. Colorado Standard 3: Students will understand that societies are diverse and have changed over time.
 - b. Colorado Standard 6: Students will know that religious and philosophical ideas have been powerful forces throughout history.
3. Skill objectives
 - a. Students will demonstrate comprehension of written materials, which will include text, primary resources, and poetry, by writing a response to historical questions about assigned literature.

B. Materials

1. Paper
2. Pencil
3. Use resource materials referred to in Lesson 2: 8-13
4. Flappers Writing Activity Cause/Effect-one per student (See Appendix E1)
5. Changing Roles/Attitudes-one per student (See Appendix E2)
6. Conclusion Introduction-one per student (See Appendix E3)
7. Instruction Sheet/Checklist-one per student (See Appendix E4)
8. Writing Rubric -one per student (See Appendix E5)

C. **Background Notes**

1. This lesson will combine writing with historical content.
2. Students will identify changes, the cause for change, and attitude toward change in a five-paragraph essay.
3. The students will use information from previous assignments and additional research from this lesson to gain information needed to complete the writing assignment. Use Appendix E-E5, Lesson One vocabulary (Appendix A), and the compare and contrast activity from Lesson Two (Appendix D). Have students survey the writing rubric and answer any question that may be asked. Talk to computer lab resource person to schedule a time for students to word-process their assignment.

D. **Key Vocabulary**

1. Refer to Lesson One

E. **Procedure/Activities**

1. Hand out Appendix E1. Have students read the activity sheet.
2. Have students refer to Lesson Two compare and contrast activity. (Appendix D)
3. Tell the student that this lesson focuses on what caused the change of women's role from the 1800's to the "flapper".
4. Have students refer to their compare and contrast activity (Appendix D) to fill in column one and column two on Appendix E1.
5. Have students research the cause for this change by using readings listed in the material list #3 in this lesson. Students will record the causes in the arrow provided on the activity sheet. Possible answer may include the following: after WWI Americans were finding more ways to enjoy life, increase in wealth among upper and middle class, women had helped the war effort by working in traditional male jobs and women had gained the right to vote in federal elections.
6. Give ample time for students to finish. Survey the class for responses for this activity. Have a student record answers on the board. Allow time for students to make adjustment as needed on their activity sheet.
7. Have students answer the question at the bottom of Appendix E1-"Explain what caused the drastic changes in women's dress from the 1800's to the 1920's." Remind students to use the rubric as a guide for writing.
8. Have students turn in Appendix E1 for assessment.
9. Hand out Appendix E2. Have students research women's role in American society in the 1800's-Pre-WWI and their role in the 1920's. Have students research woman's right to vote, leisure time, work place. If they find additional information have them record that information in the "other" row. Have students use materials listed in "Materials #3".
10. Give ample time for students to complete this activity. Go over responses together in class. Have a student record responses on the board. Allow students to make corrections or addition to their writing activity. Possible answers may include: bulky clothing-short dresses, living a reserved life-smoking and drinking in public, long hair tied back- bobbed hair, women stayed in home-women worked outside of the home and traditional make jobs during WWI.
11. Once again allow students time to add to or adjust their notes on their writing activity sheet.
12. Have students complete the question at the bottom of Appendix E2-"What attitude did the older generation have about the changes in female behavior? Give examples to support your statement." Possible answer: The older generation

felt that the morals of the younger generation were on the decline. Laws were made and groups were formed to combat the “flapper”. In Chicago women could be fined from \$10 to \$100 for exposing arms and legs. Utah made a law, which forbid women to wear dresses anymore than three inches above their ankles. The Anti-Flirt League was formed to battle the “flapper”. Have students to turn in Appendix E2 when completed. Remind them to refer to the writing rubric Appendix E5.

13. Pass out the conclusion and introduction activity sheet. (Appendix E3) and the instruction and checklist sheet (Appendix E4).
14. Read Step 1 and Step 2 on Appendix E3 and read Appendix E4.
15. Answer any questions students may have.
16. Have students complete Step 1 and Step 2.
17. Check students work for understanding. If work is acceptable have students work on their rough draft of their essay.
18. Remind students to use the vocabulary from Lesson One in their essay. Have your students use word processing for this, if you do not have that available then have them write the assignment out by hand.
19. Remind students to use the checklist and rubric to have success on this project.
20. After students have completed their rough draft and have gone through the checklist have students complete and turn in finished essay for evaluation.

F. Evaluation/Assessment

1. Students will write a response that will pertain to the role change of women from the 1800's to the 1920's and attitude toward this change. The students will refer to their class notes and reading sources to accomplish this. The students will be graded by the writing rubric Appendix E5 by completing all activities assigned prior to the writing activity.

VI. CULMINATING ACTIVITY

1. Students may choose to complete one of the following activities that would express change in the role of women during the Twenties. They will incorporate the vocabulary words either written or visually.
 - a. Design a poster
 - b. Design a cartoon
 - c. Write a poem
 - d. Produce a journal writing “a night out on the town”
 - e. Make “flapper” paper dolls with an outfit
 - f. Imagine you are a parent, grandparent or pastor of a “flapper” a letter expressing your concern about being a “flapper.”
 - g. Imagine you were let go from your job because you were a “flapper” write a letter of protest giving solid reason why you should maintain your employment.
 - h. Perform the Charleston

VII. HANDOUTS/WORKSHEETS

- A. SQ3R (Appendix A)
- B. Transparency of 1800's female (Appendix B)
- C. Transparency of “Flapper”(Appendix C)
- D. Compare and Contrast activity (Appendix D)
- E. Flappers Writing Activity (Appendix E1)

- F. Changing Roles/Attitudes (Appendix E2)
- G. Conclusion Introduction (Appendix E3)
- H. Instruction Sheet/Checklist (Appendix E4)
- I. Writing Rubric (Appendix E5)

VIII. BIBLIOGRAPHY

- A. Binder, Frederick M. & Reimers, David, M. *The Way We Lived*. Lexington, Massachusetts: D. C. Heath and Company, 1992. ISBN# 0-669-24475-9.
- B. Bliven, Bruce. "Flapper Jane," *The New Republic*. Sept. 9, 1925. [On-line]. Available URL: <http://www.pandorasbox.com/jane.html>.
- C. Campbell, Ian. *The USA 1917-1941*. New York, New York: Cambridge University Press, 1998. ISBN#0-521-56864-1.
- D. Creative Strategies for Teaching American History (Adapted from). United States of America: Holt, Rinehart, Winston, 1991. ISBN# 0-03-047637-2.
- E. Garraty, John, A. *The Story of America*. United States of America: Holt, Rinehart, Winston, 1994. ISBN# 0-03-097636-7.
- F. Hakim, Joy. *War, Peace, And All That Jazz*. New York: Oxford University Press, 1999. ISBN#0-19-512768-4.
- G. Hawley, Ellis, W. *The Great War and the Search for a Modern Order: A History of the American People and Their Institutions 1917-1933*. New York, New York, St. Martin's Press. 1992. ISBN# 0-312-03635-3.
- H. Raybaum, Kevin. "The 1920s-Society, Fads, Daily Life" [On-line]. Available URL: <http://homer.louisville.edu/~kprayb01/1920s,Society-2.html#A-1>.
- I. Stein, R., Conrad. *The Roaring Twenties*. Chicago, Illinois: Childrens Press, 1994. ISBN#0-516-06675-7.
- J. Szabo, Julia. "Oh, Those Flabbergasting Flappers!" [On-line]. Available URL: <http://www.lihistory.com/7/hs715c.htm>.
- K. *What Your Fourth Grader Needs To Know*, by E.D. Hirsch, Jr.
- L. *What Your Sixth Grader Needs To Know*, by E.D. Hirsch, Jr.

Appendix A-1

Name:

Period:

Date:

Culture Change in the Twenties: Flappers
SQ3R

S-Survey Q-Question 3R's-Read R(W)rite Review

When you survey your reading material you will scan it for the listed vocabulary words. Write in the lines provided the location of the word. Title and page of article will be sufficient.

	Title of Article	Page #
1. flapper	_____	_____
2. bobbing	_____	_____
3. feminine	_____	_____
4. moral	_____	_____
5. condemnation	_____	_____

Now you are finished with surveying your material go back to your information and write questions for each vocabulary word.

Remember you may use words from the comprehension, application, analysis, synthesis, and evaluation areas, do not use the knowledge words.

Write one question for each vocabulary word. Use complete sentences, capitalize, spelling counts, and punctuate appropriately.

Questions and answers must concern the role of women in the Twenties or 1800's. Write the question and answers in the lines provided.

Question 1: flapper- _____

Answer 1 _____

Question 2: bobbing- _____

Appendix A-2

Answer 2 _____

Question 3: feminine- _____

Answer 3 _____

Question 4: moral- _____

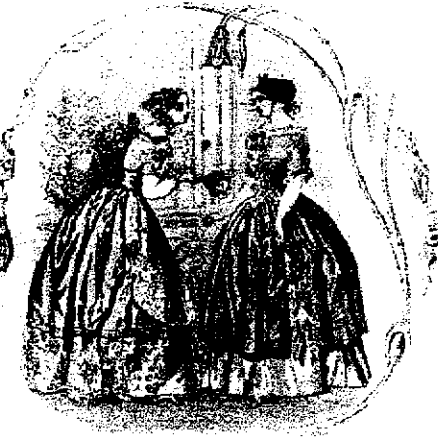
Question 5: condemnation- _____

Words for questions

Comprehension	Application	Analysis	Synthesis	Evaluation
state	choose	identify	write	judge
give an example	select	justify	plan	rate
tell	interpret	distinguish	organize	defend
explain	illustrate	compare	design	choose
name	show	contrast	develop	select

Review-you will be given a vocabulary quiz and be expected to use the vocabulary words correctly in activities to follow.

Appendix B
Flappers-A Cultural Change of the Twenties



Appendix C
Flappers-A Culture Change of the Twenties



Appendix D

Flappers: A Culture Change of the Twenties

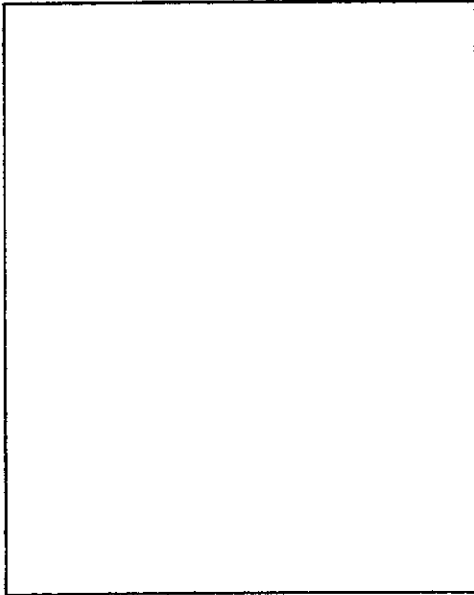
Name:

Period:

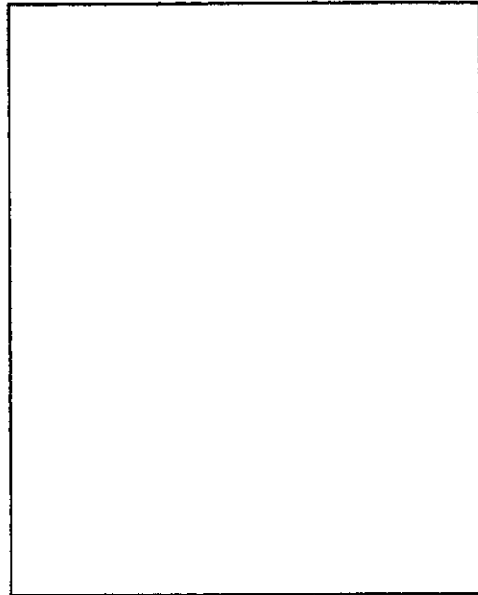
Date:

View the illustration of the 1800's woman and the "flapper". List their similarities and their differences.

Comparison



Contrast



Make a list that demonstrates that changes in appearance of women from the 1800's to the Twenties. Use another sheet of paper if necessary.

1. _____

2. _____

3. _____

4. _____

Appendix E-1

Flappers-A Culture Change of the Twenties

Name:

Period:

Date:

Read information on the Roaring Twenties and flappers.

Use the compare and contrast information from Lesson 2 to complete this activity.

Write in column one descriptions of 1800's dress in column two write descriptions of 1920's dress.

Write the cause of change between the dress under the word CAUSE inside of the arrow.

¹
Describe women's dress
of the 1800's

1. _____

2. _____

3. _____

4. _____

Cause

²
Describe women's dress
of the 1920's

1. _____

2. _____

3. _____

4. _____

Explain what caused the drastic changes in women's dress from the 1800's to the 1920's. Write your explanation in complete sentences.

Appendix E-2

Flappers-A Culture Change of the Twenties

Name:

Period:

Date:

Complete the following exercise by filling in missing information.

Role	1800's -Pre-WWI	1920's
Right to Vote		
Leisure Time		
Work Place		
Other		

What attitude did the older generation have about the changes in female behavior? Give examples to support your statement.

Appendix E-3

Flappers-A Culture Chang of the Twenties

Name:

Period:

Date:

Step 1

Write a conclusion about the change in the role of women in the 1920's and the attitude the older generation had about these changes.

Write in complete sentences.

Step 2

Write an introduction-include an attention-getter, thesis statement which will include a three-prong statement and a transition sentence.

Appendix E-4

Flappers-A Cultural Change of the Twenties

Name:

Period:

Date:

Now it is time to combine all of your information to write a five paragraph essay.

First Paragraph will include your

Attention-getter-interesting fact, saying, quote, lines from a poem or song

Thesis statement-refer to "Flappers-A Cultural Change in the Twenties"

3-prong statement-may include dress, leisure time, vote, attitude about flappers

Transition sentence

(Refer to information in Step 2)

Second, Third and Fourth Paragraph will pertain to topics cited in the 3-prong statement.

These paragraphs will include information that will support your thesis statement.

Fifth Paragraph-Conclusion (Refer to information in Step One)

Write your rough draft on a separate piece of paper or you may begin to process essay on the computer.

Student Check List

- _____ My research notes (activities) are complete.
- _____ My rough draft is complete.
- _____ I have proofread and edited my own work.
- _____ My essay has introduction, 3 paragraph body and conclusion.
- _____ My information in my essay is in logical order.
- _____ My introduction state purpose of my essay
- _____ The body supports the thesis statement
- _____ The conclusion restates major points of the essay.
- _____ My essay has been checked for correct spelling, grammar, and punctuation.
- _____ The content of the essay is accurate.
- _____ Adequate support has been provided.
- _____ My essay is neatly typed or handwritten.
- _____ I am prepared to had Flappers-A Cultural Change of the Twenties essay in by the due date.

Appendix E-5
Flappers-A Cultural Change of the Twenties

Trait	Unsatisfactory	Basic	Proficient	Advanced
Content	Omits important details facts, and/or concepts.	Recognized and Describes briefly details, facts, and or concepts.	Thorough presentation of important details, facts, and concepts	Thoroughly understands and explains facts and concepts.
Organization	Nearly always ideas in isolation or out of logical order.	Sometimes presents ideas in isolation or out of logical order.	Presents ideas in logical order and ideas are connected to each other.	Highly effective in presenting information in logical order.
Fluency	Ideas rarely flow from one ideas to the next.	Ideas go from one ideas to another.	Ideas smoothly flow from one idea to the next.	Ideas make a thorough Connection throughout the essay to tie mainpoints together.
Convention	Demonstrates a lack of understanding in grammar, spelling, punctuation, and capitalization.	Sometimes demonstrates a lack of understanding for grammar, spelling, punctuation, and capitalization.	Demonstrates an understanding for grammar, spelling, punctuation, and capitalization.	Always demonstrates an understanding for an understanding for grammar, spelling, punctuation, and capitalization.