

D.C. Renaissance



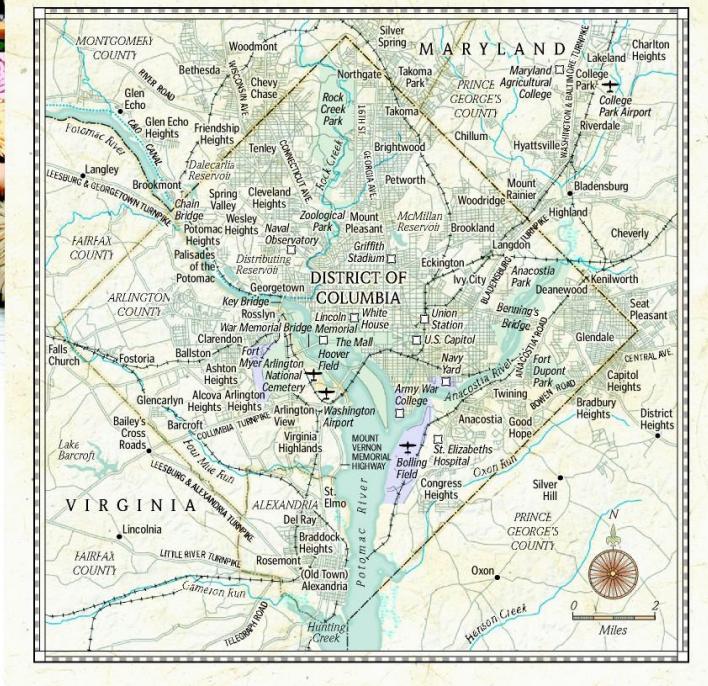
INSIDE

13 Art Deco Drive

17 Radio — All the Rage

18 Headlines on Trial

20 Amending the Constitution



An Integrated Curriculum For The Washington Post Newspaper In Education Program

D.C. Renaissance

KidsPost Article: "The Unboring Illustrated True Story of the Washington Area from 1600 to Right Now, Part 7"

Lesson: The 1920s and 1930s were decades of development, daring and dangers, and the D.C. Renaissance during which writers, musicians and artists were a significant part of D.C. life.

Level: All

Subjects: History, social studies, art, music

Related Activity: Language arts, geography, technology

About This Series:

This is the seventh of nine parts of KidsPost's illustrated look at the history of the Washington area. Each installment treats a different period—European settlement, the creation of the nation's capital, the Civil War era, the turn of the century, up to the present.

April: The D.C. Renaissance

The Armistice Day celebration of Nov. 11, 1918, expressed gratitude for the end of war and survival of the Spanish influenza epidemic in which nearly 3,500 area residents had died. Government jobs and economic stability were drawing many to move north to D.C.

Between 1920 and 1940 technological advances brought the unimaginable: nylon stockings, skyscrapers, passenger airplanes and penicillin. The Art Deco style in decorative arts and architecture reflected the combination of modern spirit and industrial growth as seen in automobiles and diners, air travel, the grace and strength of the Golden Gate Bridge, the bravado and elegance of

the Chrysler Building.

U Street and Howard University were the center of a thriving African American community. Musicians, artists and writers joined the doctors and attorneys, beauticians and barbers, newspapers and bank of Shaw. Before the Harlem Renaissance was the D.C. Renaissance of Duke Ellington, The Washingtonians, Jean Toomer and Sterling Brown. If you couldn't be there, radio brought jazz, blues and new voices into the American home.

Read and Discuss

Give students "Q&A," a reproducible that provides information about the daring and dangers of early aviation. In earlier guides, explorers were highlighted. These are the explorers of a more modern age. Military aviation and airmail service were introduced in the D.C. area. From the Wright brothers to Wrong Way Corrigan, the American spirit of determination and dreams are evident.

Read Art

Give students copies of "A New Day." Find examples of transportation and improvements in safety, personal use of the radio and telephone, mail delivery, Duke Ellington and a president's wife with her pet, entertainment and daily life.

What does the artist think is important to know about the era?

In the Field

► <http://www.soulfamerica.com/cityldr2/wash15.html>

U Street/Shaw District

More than 20 years before the Harlem Renaissance, the D.C. Renaissance was taking place on U Street. Jazz singer Pearl Bailey gave U Street the nickname "the Black Broadway." Visit history and see today's renaissance taking place in Duke Ellington's old neighborhood.

► <http://americanhistory.si.edu/yousmus/ex11fact.htm>

Field to Factory, National Museum of American History

Explores the movement of thousands from the rural South to the new technology and culture of the North

► <http://www.phillipscollection.org>

Phillips Gallery

The Phillips Gallery, opened in 1920, was the first private collection of modern art to be opened to the public for viewing. See works of 19th and 20th century French and American artists while in a home of the period.

► <http://www.nps.gov/glec/>

Glen Echo Park

Began in 1891 as a National Chautauqua Assembly, then became an amusement park where you could dance to music of Glen Miller or ride a bumper car. You can ride the restored 1921 Dentzel carousel. The menagerie carousel has 40 handcarved animals.

► <http://www.radiohistory.org/Museum.htm>

Radio-Television Museum

Bowie

Showcase for a radio-related walk through history, as reflected in technical equipment and consumer products. Open Saturdays and Sunday, 1-4, self-guided. Call Dwight Heasty, 301-894-0550, to arrange a weekday group tour. Free admission.

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D.C. Renaissance (continued)

Check out Geography

Give students "Map It." These two decades saw the creation of West Potomac Park and construction of today's favorite monuments. Marshland and some of the Potomac River were claimed for these projects. A growing population and advances in transportation are also evident.

Understand the Era

Through art one can gain insight into a time period—its economics, its sensibilities, its dreams. Use the "Art & Artists" sidebar list and timeline as starting points. Works of all, but Fabergé, are found at the National Gallery of Art (many online at www.nga.gov). The Phillips Art Gallery (<http://www.phillipscollection.org>), America's first modern art gallery that opened in 1921 in the Georgian Revival home of Duncan Phillips, has examples of Vuillard, O'Keeffe and Picasso as well as many 20th century artists. Fabergé's work can be seen at Hillwood Museum & Gardens (D.C.), Walters Art Museum (Md.) and Virginia Museum of Fine Arts. Works by Kandinsky, Thomas Hart Benton and O'Keeffe are in the Hirshhorn. After an introduction to these artists, you might ask which best reflects the spirit of the writers and musicians of the D.C. Renaissance.

This study would also show students how museums developed in D.C. The Phillips Gallery, Hillwood Museum & Gardens, the National Gallery of Art and Hirshhorn—all have fascinating stories.

Look also for photographs

by Dorothea Lange and other photographers who took part in the WPA.

Examine the Architecture

Students are introduced to Art Deco that emerged as the Supreme Court Building, Lincoln Memorial and Jefferson Memorial were built. "What Is Art Deco?" covers the basics of the architectural and design style. "Art Deco Drive" encourages students to visit Art Deco structures that remain in our area. Geography, map reading and sequencing skills can be practiced with this activity. In what order would students visit the locations? Which is nearest to their homes?

D.C. Renaissance

Although the Harlem Renaissance is better known, Washington, D.C., had an equally important role in the literary, musical and artistic outpouring of African Americans. The reproducibles in this guide introduce U Street and the individuals who were key to its vitality.

"U Street—The Place To Be" introduces students to key people and places in the D.C. Renaissance as they locate addresses on a map. "D.C. Renaissance" can be done in groups or with each student considering aspects of the awakening. Some of the activities encourage use of Web sites to give students practice in using the Internet for research. When students read the works of Langston Hughes, make the D.C. connection with "Langston Hughes Discovered in D.C." This can also be an exercise to read a map and

Arts & Artists

► http://www.pbs.org/treasuresoftheworld/a_nav/faberge_main_fabfrm.html

Peter Carl Faberge, 1846-1920

Faberge eggs and other jeweled items

► http://www.pbs.org/treasuresoftheworld/a_nav/guernica_nav/gnav_level_1/2process_guerfrm.html

Pablo Picasso, 1881-1937

Cubism

► <http://www.artchive.com/artchive/K/kandinsky.html>

Wassily Kandinsky, 1866-1944

Abstract

► <http://www.okeeffemuseum.org/background/index.html>

Georgia O'Keeffe Museum, 1887-1986
Dadaism and surrealism

► <http://www.nga.gov/cgi-bin/psearch?Request=S&imageset=1&Person=7860>

Willem de Kooning, 1904-1997

Abstract expressionism

► <http://www.joslyn.org/permcol/20thcen/pages/wood.html>

Grant Wood, 1891-1942

Fauve palette, Realism

► <http://www.artchive.com/artchive/H/hopper.html>

Edward Hopper, 1882-1967

Realism

► http://www.corcoran.org/collection/highlights_main_results.asp?ID=36

Thomas Hart Benton, 1889-1975

Realism

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D.C. Renaissance (continued)

plot locations visited by Hughes.

Younger students can be introduced to the D.C. Renaissance by reading selected biographies on the D.C. Renaissance Web site (<http://www.dclibrary.org/bkren>). Categorize each as artist, musician or writer. Listen to examples of the musicians' works. How does each one make you feel?

The following questions are modified from a NewsHour forum on the Harlem Renaissance (http://www.pbs.org/newsHour/forum/february98/harlem_2-20.html).

You might ask older students:

- Did the D.C. Renaissance use exotic, sensual images to celebrate African-American culture?
- With so many economic and cultural hurdles, was D.C. Renaissance art and writing optimistic in tone?
- Did the D.C. Renaissance affect the politics leading up to the Civil Rights Movement?

Turn the Dial

People sat by their radios for news and entertainment. Throughout his presidency, 1933-1945, FDR addressed America by radio in what came to be known as "Fireside Chats." Walter Winchell and Edward R. Murrow, radio commentators in the '30s and '40s, set the standard for future generations. "War of the Worlds," the product of Orson Welles and his Mercury Theater players, was so disturbing real that people fled in fear of Martian invaders.

The networks were established in this period. The National Broadcasting Company (NBC) was formed in 1926, Columbia

Broadcasting System (CBS) in 1927, and the American Broadcasting Company (ABC) in 1943. The latter was created when the owner of Lifesaver, Edward Nobel, bought the NBC Blue Network ("Red" remained NBC).

The suggested activity has students becoming acquainted with the period's entertainment programming and then producing their own radio pilot. Give students "Radio—All the Rage." This activity asks students to become script writer/recording team for a 15-minute radio show. Limiting the time requires students to use every minute wisely. "On Air" sidebar lists prominent shows of the era. The directions have been left open as to whether the program is to be taped or presented live to the class who are playing the role of NBC program director. You decide if one "hit" will be named.

"The Big Broadcast with Ed Walker" (<http://www.wamu.org/bigbroadcast/>) provides programming from radio's golden age. Go online to check the schedule for the week's shows. Another resource online is the Museum of Broadcast Communication (<http://www.museum.tv/archives/index.shtml>), the A.C. Nielsen, Jr. Online Research Center collection.

Teachers may wish to visit the Radio-Television Museum (301-390-1020) in Bowie. Here you will find examples of shows of the era, sound effect how-to and premiums. They have audio tapes of commercials and records of 100 sound effects.

Read About It

Blumenthal, Karen. *Six Days in October: The Stock Market Crash of 1929*

Wall Street Journal writer covers the events, people and ignored warning signs that contributed to the crash of 1929. Gr. 7+

Feinberg, Barbara. *Black Tuesday: The Stock Market Crash of 1929*

Helping children understand the crash and Great Depression

Hahn, Mary Downing. *Anna All Year Round*

Meet friends and family of 8-year-old Anna during a year in Baltimore just before World War I.

Lasky, Kathryn. *A Time for Courage* Thirteen-year-old Kathleen Bowen lives in Washington, D.C., in 1917. In her diary she records her concerns about the national battle for women's suffrage, the war in Europe and her family.

Rawlings, Majorie. *The Yearling* Jody Baxter, living in Florida in the 1930s, confronts danger and adventure after his wish is fulfilled to have a pet. Author Rawlings' girlhood home was at 1221 Newton St. N.E.

Saunders, Bo. Feathers, Flaps & Flops: *Fabulous Early Flyers*

Wrong Way Corrigan, Beryl Markham and other aviators who loved to fly and advanced the world of flight. Elementary students.

Weatherford, Carole. *The Sound That Jazz Makes*

In four-line stanzas and colorful, oil illustrations, the story of jazz from African drum beat to today's rapper. Gr. 3-6

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D.C. Renaissance (continued)

Examine the First Draft of History

Newspapers of the period carried reports of courtroom proceedings. Some of the trials of the 1920s and '30s remain as markers in our societal development and doors to understanding a period in our history. They are as fascinating as any *Perry Mason* or *The Practice* episode. They also provide a research project that can be done online, through newspaper indexes or books. The Black Sox trial is one that younger students could study and relate to today's sports world. These can also be the stimulus to follow a contemporary trial that is reported in The Washington Post.

"First Draft of History" provides six famous trials. Each trial was covered in The Post where research could begin to follow the proceedings. Students could be asked to cover the following:

1. Summarize the charges against the accused.
2. What evidence did the prosecution provide?
3. What evidence did the defense provide?
4. Read at least five newspaper articles about the case and trial. Was coverage fair and balanced? Select a quotation from an article and two to three significant details provided by the reporters.

5. What political or social attitudes of the time or community might have influenced the trial?

6. Why do you agree/disagree with the decision of the court?

A good online source for more information on the trials is Famous Trials (<http://www.law.umkc.edu/faculty/projects/trials/trials.htm>). Law professor Doug

Linder provides maps and pictures, transcripts and court records, timelines and other rich resources.

If you wish to go more indepth on one or more of the trials, there are sources such as this one available online: <http://www.theatlantic.com/unbound/flashbks/saccovanzett.htm> Attorney Felix Frankfurter gives a resume of the case in *The Atlantic Monthly*, March 1927, and argues that the district attorney and presiding judge had been blatantly biased against the defendants. Also, links to Katherine Anne Porter (1977) and W.G. Thompson (1928) articles.

Learn about Law and Order

Give students "Law and Order: Amending the Constitution" and "Road to the 19th Amendment." After reviewing the amendment process and the history behind the passage of the 19th Amendment, divide the class into three groups and ask each group to answer one of the following groups of questions.

- Why did women seek enfranchisement? Does it surprise you that the process began before the Civil War? Do you think women have equal rights today?

- Compare what you now know about the women's suffrage movement with what you know about the civil rights movement. What similarities and differences do you see? Did the civil rights movement seek a constitutional amendment? Why or why not?

- Explain the constitutional requirements to amend the Constitution. If you were the leader

The Times

► <http://www.pbs.org/wgbh/amex/influenza/>

Influenza 1918: The Worst Epidemic

PBS special includes people, events, maps and teacher's guide

► <http://www.washingtonpost.com/wp-srv/local/2000/raceriot0301.htm>

Race Riot of 1919 Gave Glimpse of Future Struggles

Post reporter Peter Perl looks at the conditions, including press coverage, that caused the 1919 outburst.

► <http://www.pbs.org/gointochicago/index.html>

Goin' to Chicago

PBS documentary on the Great Migration, includes poetry and art, historic perspective and teacher's guide. Film available for purchase.

► <http://www.nytimes.com/library/financial/index-1929-crash.html>

Looking Back at the Crash of '29

New York Times coverage, Oct. 28-Nov. 1; includes "Stock Market Crash Quiz"

► <http://www.pbs.org/wgbh/buildingbig/index.html>

Building Big: Bridges, Domes, Skyscrapers, Dams, Tunnels

PBS special gives highlights of the world's biggest engineering projects, labs, student challenges and examples

► <http://baseball-almanac.com/ws/yr1924ws.shtml>

Baseball Almanac, 1924

1924 World Series at Griffith Stadium; Walter Johnson pitching for The Senators

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D.C. Renaissance (continued)

of a movement designed to pass an amendment to the Constitution, what would your amendment be? Why do you think it is a necessary amendment? Describe your political strategy for passing your amendment.

For more information, see the following Web sites: Charters of Freedom (http://www.archives.gov/exhibit_hall/charters_of_freedom/constitution/19th_amendment.html); Nineteenth Amendment & the War of the Roses (<http://www.blueshoenashville.com/suffragehistory.html>); Iron Jawed Angels, HBO Original Film, 2003 (<http://www.hbo.com/films/ironjawedangels/>).

Extension

1. Read more about the L'Enfant and McMillan Commission plans for Washington, D.C. Begin at the National Park Service register of historic places (<http://www.cr.nps.gov/nr/travel/wash/l enfant.htm>). What goals of the McMillan Plan were achieved in this period?

2. From New Freedom to New Deal. Approach the study of this

time from the perspective of the men who were President of the United States and the programs they presented. Begin with Woodrow Wilson (1913-1921) and end with Franklin Delano Roosevelt (1933-45). The class could be divided into five that would include Harding, Coolidge and Hoover.

3. As the weather warms, older students may enjoy an adventure. Go to a bullfight. Read Ernest Hemingway's *Death in the Afternoon*, completed in 1931. In it, Hemingway explains the technical aspects of bullfighting and "the emotional and spiritual intensity and pure classic beauty that can be produced by a man, an animal, and a piece of scarlet serge draped on a stick." Class discussion can address the nature of cowardice and bravery, sport and tragedy, and Hemingway's commentary on life and literature.

Combine art and technology. View Édouard Manet's The Dead Toreador and the Bullfight, painted 1864. The NGA Classroom page includes an introduction to the painting and x-radiograph to reveal layers painted below the present one.

Key (for use with Page 8)

1. A Boy Scout salutes.
2. She's known as a flapper, someone who rejects conventional dress and behavior.
3. First lady Grace Coolidge and Rebecca, her pet raccoon, which was allowed to roam freely through the White House.
4. A family in a Ford Model T.
5. Playing fireman in a pedal car.
6. Tuning in to an early radio.
7. Using the telephone to call about a recipe.
8. A mail plane. The first airmail-service planes flew from College Park, Maryland.

9. The Lincoln Memorial was completed in 1922. Temporary buildings on the Mall from World War I were not yet torn down.
10. War Memorial Bridge, symbolic of the unity of North and South, was built between 1926 and 1932.
11. An electric street light.
12. A Black & White taxicab.
13. Jazz musician and composer Duke Ellington, before he moves to New York.
14. Paving the city's streets.
15. A suffragist, whose protests helped bring about the 19th Amendment, which gave women the right to vote in 1920

Art Deco

► <http://www.erte.com/>

Erté, 1892-1990

Cover, costume and stage designer

► <http://ndm.si.edu/EXHIBITIONS/lalique/start.htm>

The Jewels of Lalique

Artist-jeweler and glass maker

► http://lartnouveau.ifrance.com/lartnouveau/art_deco.htm

1925-1940: Art Deco

View examples of Art Deco motifs in decorative objects, posters, postage stamps, interiors and more.

► <http://www.adsw.org>

Art Deco Society of Washington

Preservation projects and information on Art Deco buildings in D.C.

► http://www.greatbuildings.com/buildings/Chrysler_Building.html

William Van Alen, 1883-1954

Art Deco architecture

Credits

Illustration by Patterson Clark, The Washington Post; Map by Gene Thorp, The Washington Post; Research and reporting for the KidsPost series by Fred Barbash, The Washington Post; Q&A by Carol Lange, Post NIE education consultant

Law and Order, Theresa Barbadoro, a second-year law student at American University Washington College of Law, currently teaches as a Marshall-Brennan Fellow at H.D. Woodson Senior High School and will be teaching at Wilson Senior High School in the District during the 2004-2005 academic year.

1600 First families 1700 Hogs wild 1800 Construction zone 1900 Washington grows up Civil War Turn-of-the-century fashion 2000 Roaring '20s

The Unboring, Illustrated True Story of the Washington Area

PART 7

The 1920s were exciting for Washingtonians. Over at Griffith Stadium, the Washington Senators won the World Series for the first (and last) time.

At Glen Echo Park, there was a glorious carousel with 40 hand-carved horses as well as ostriches, rabbits and other animals. (You can still ride it today.)

Silent movies were on their way out, and in downtown

theaters movies could now be heard, not just seen. And on U Street, jazz musicians were proving that it was truly "The Jazz Age." Among them was the young Duke Ellington, leading his band at the Lincoln Colonnade.

The big new thing was the automobile. A few decades after "horseless carriages" made their first appearance, the streets of our community were filled with cars. The Model T Ford sold for \$420. A driver's license (no test required!) cost \$2.

From 1600 to 1800, the Potomac River shaped our region. Then the railroads and streetcars took over. Now it was the age of the auto and it would change everything. Before long, there would be suburbs 10 or 20 miles from the city.

As the '20s ended, so did the fun. The economy crumbled. For many people, there was no work and little money. The Roaring Twenties gave way to The Great Depression.

Next month: War, Peace and Rock-and-Roll

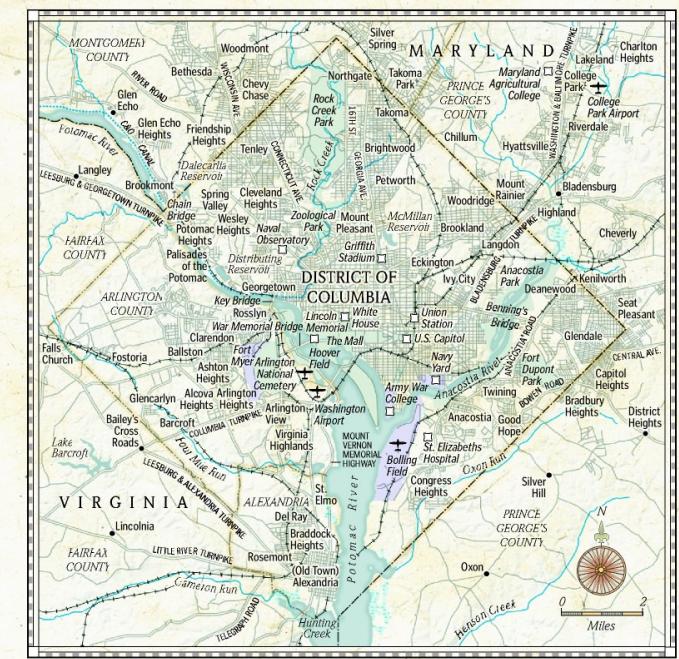
Washington's first traffic police woman, Leola N. King, operates a traffic signal at 7th and K streets NW.

PHOTO COURTESY OF THE SOCIETY OF WASHINGTON, D.C./CITY MUSEUM



How They Did It

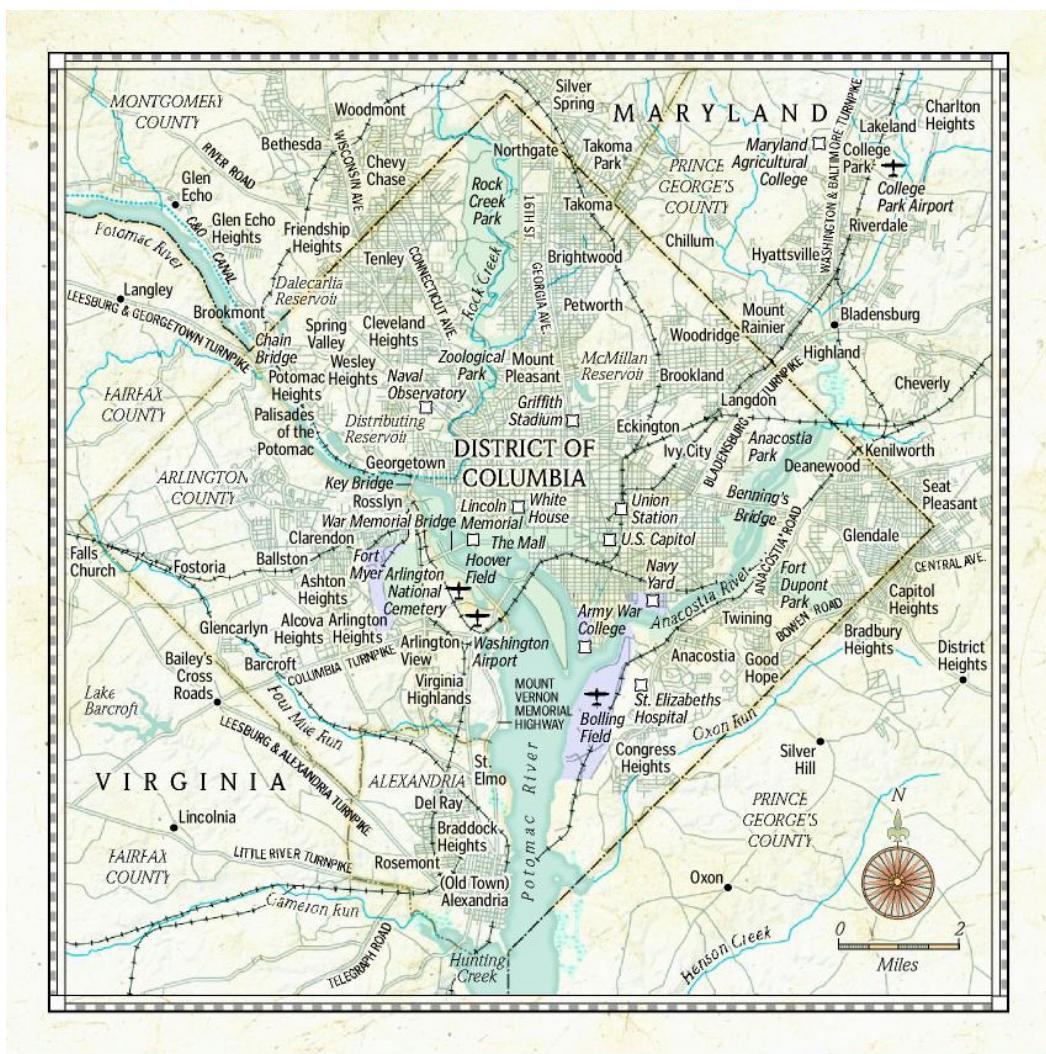
In the illustration above, the background shows how the region might have looked from the Virginia side of the Potomac in early evening. The foreground shows examples of how people lived then. The scene takes place at the turn of the 20th century, when modern Washington, D.C., began to take shape. As in previous drawings, four surprises are included in the drawing. Can you find the Indian axe, raccoon, crow and arrowhead? — Patterson Clark, Washington Post news artist



Map It

The work of architects, builders and pavers was seen throughout the District. Automobiles, displacing horses and streetcars, slowed only during the hard times of the early 1930s. The New Deal's WPA brought more federal employees, the National Arboretum and the Supreme Court. Monuments and public buildings were carefully placed as parkland expanded.

1. Robert Todd Lincoln, the oldest son of Abraham Lincoln, as well as Union and Confederate veterans of the Civil War were present at the dedication of the Lincoln Memorial on May 30, 1922. Is the memorial at the south, north, west or east end of the Mall?
2. Locate the bridge dedicated in 1932 as a "War Memorial Bridge," symbolizing the unity between North and South following the Civil War.
3. The McMillan Commission called for the expansion of L'Enfant's concept of a monumental city to include Arlington. Trace the route of the road to Mt. Vernon.
4. The width of the Potomac and Anacostia rivers is continuing to narrow. Why would authorities want this to happen?
5. The first airport in the area was built by the Wright brothers. Locate the College Park Airport on the map.
6. The first fatality in an airplane accident took place at Fort Myer. Identify the military base.
7. What building is now located where Washington-Hoover Airport stood?



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Q&A

The Patent Office, the Smithsonian Institution and legislators who might support their efforts drew inventors to Washington, D.C. Alexander Graham Bell became the second president of the National Geographic Society. Dr. Herman Hollerith invented the electric tabulating machine in a Georgetown waterfront warehouse. By 1920, the wealth that technological advances created was evident in the grand houses, paved and tree-lined streets and new construction. A decade later as the number of automobiles in D.C. began to create the first rush hours and the demise of the streetcar, airplanes were taking off. These were decades of daring and disaster.

Did the Wright Brothers build more airplanes after 1903?

They worked on several different designs and established a business. On October 5, 1905, in their Flyer III, they flew 24 miles in 38 minutes, landing when the gas tank was empty. In 1908, a year after receiving a bid for a flying machine, they delivered their first airplane to the War Department. In June 1909, the Wrights delivered a redesigned airplane to Fort Myer—it averaged 42.5 miles per hour, carrying a passenger on a flight of 10 miles—the world's first military airplane. The Smithsonian Air and Space Museum now has this plane.

When did the first fatality in an airplane crash take place?

Orville had been giving flight trials during spring and summer of 1908 at Fort Myer for the U.S. Army. On Sept. 17, Lt. Thomas Selfridge was his passenger, the third person to ride with him. He had made three laps of the parade ground at an altitude of 150 feet when a propeller broke and the plane suddenly veered to the right. Wright reported how he tried to regain control, "... I continued to push the levers, when the machine suddenly turned to the left. I reversed the levers to stop the turning and to bring the wings on a level. Quick as a flash, the machine turned down in front and started

straight for the ground." Around 2,000 people witnessed the accident. Selfridge died hours later from a fractured skull; Wright had a broken hip and leg. Four days later, Wilbur set a new world record in France—one hour and 31 minutes aloft. He continued to set records to give the press more positive news about flight.

When did airmail service begin in America?

The U.S. Postal Service's first flight took place on May 15, 1918, when a U.S. Army biplane took off from Washington, D.C. The New York delivery was delayed when the plane landed in Maryland after flying the wrong direction. A train delivered the first "airmail," but soon after regular service began from coast to coast.

Where was Washington's first airport?

College Park Airport is the oldest working airport in the world. It was built by the Wright Brothers in 1909 to demonstrate their redesigned airplane to the Army.

Washington-Hoover Airport was located in the 1920s where the Pentagon is today. Arlington's Military Road crossed the main runway. Guards put chains across the road whenever a plane was going to land or take off.

"Washington-Hoover was 'bordered on the east by Highway 1, with its accompanying high-tension electrical wires, and obstructed by a smokestack

on one approach and a smoky dump nearby . . . a masterpiece of inept siting,' according to a U.S. Department of Transportation history," reported The Washington Post. "Between 1926 and 1938, there were 37 congressional and other studies calling for a new airport."

President Franklin Roosevelt "authorized construction while Congress was in recess, and Congress later questioned the legality of that funding, but 'the project moved forward under its own momentum,' the Department of Transportation history says," reported the Post. National Airport opened June 16, 1941.

When did airplanes begin passenger service?

In 1926 when its mail services became so profitable that it flew scheduled passenger routes too, Western Air Express (later part of TWA) became the first scheduled and sustained airline in the USA. Also in 1926, for \$85 passengers could fly from Miami to Havana or Nassau on Aeromaritime Airways' "flying boats." These might be considered the first vacation flights.

With its fleet of new Boeing B-40 mail planes in 1927, Boeing Air Transport won the San Francisco-Chicago route. It carried 6,000 passengers and 1300 tons of mail in the route's first two years.

By 1930 passenger transport had become an industry and the major

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Q&A

airlines—American, Eastern, United and TWA—competed for passengers. The invention of radar in 1935 facilitated air travel's safety.

Is there a connection between modern art and flight?

Just as aviation was breaking boundaries, the Cubists were altering traditional perception of people and objects. Picasso and Henri Rousseau were among artists who included airplanes in their work.

Who was the first person to fly solo across the Atlantic Ocean?

Almost twenty-four years after the Wright brothers' 120-foot successful flight, Charles Lindbergh made the solo flight across the Atlantic. On May 20, 1927, he took off from Roosevelt Field in NYC. He landed the "Spirit of St. Louis" 33.5 hours later at Le Bourget Field outside Paris.

What American airline flew the first international routes?

Pan American Airways, founded by 28-year-old Juan Terry Trippe, made the first scheduled international flight on Oct. 28, 1927. Loaded with mail sacks, the Fokker trimotor flew from Key West to Havana, Cuba, in one hour and ten minutes. In November 1935, Pan Am's "China Clipper" completed the first transpacific flight. In May 1939, Pan Am's "Yankee Clipper" inaugurated transatlantic flights. Five years later, the first successful around-the-world flight was another Pan Am first.

Were women allowed to fly a plane?

Women flew first as nurses who were attendants on airplanes. If they had the money and a willing trainer, women could take flying lessons.

Why is Amelia Earhart remembered?

Amelia Earhart took her first flying lesson in January 1921 when she was a social worker. Six months later, she bought a two-seater. After she set the first women's record flying at an altitude of 14,000 feet, she was invited by book publisher George Putnam to join two men and fly across the Atlantic. On June 17, 1928, they landed in Wales 21 hours after take off in Newfoundland. She married Putnam in 1931; he supported her solo transatlantic flight in 1932. President Hoover awarded her the Distinguished Flying Cross, the first given to a woman. In 1935, she was the first person to fly solo across the Pacific, flying from Honolulu to Oakland, Calif. On July 2, 1937, she was 7,000 miles away from achieving her goal of being the first woman to fly around the world. The flight from New Guinea to a small island in the Pacific would be very difficult. Instead of another first announced, headlines read "Amelia Earhart Lost at Sea." In a letter to her husband, she wrote, "Women must try to do things as men have tried. When they fail, their failure must be but a challenge to others."

What happened to the Hindenburg?

The hydrogen-filled airship, Hindenburg, began ferrying passengers, mail and freight between the United States and Germany in May 1936. One of the largest aircraft to fly, the flying hotel had a promenade from which the 50 passengers could view the earth and sea below. Ten round-trip flights were made in 1936. On May 6, 1937, it burst into flames as it was mooring in Lakehurst, New Jersey. Thirteen passengers, 22 crewmen and

one civilian member of the ground crew died in the flames of one of Nazi Germany's finest dirigibles.

Who was Wrong Way Corrigan?

In 1935, a man with little money and a beat-up plane asked for permission to fly across the Atlantic. Only 10 people had done this and federal authorities could not approve of his plane. [Little known fact: Douglas Corrigan assembled the wing on the "Spirit of St. Louis" and installed its gas tanks and instrument panel.] After three years of working on his plane, he only had official sanction to fly California-New York round trip. Douglas Corrigan took off from Brooklyn on July 17, 1938, heading east. When he landed in Ireland 28 hours, 13 minutes later, he told officials there, "Guess I went the wrong way." He never changed his story.

Wrong Way Corrigan captured the spirit of perseverance during the Great Depression. The New York Post printed a front-page headline—"Hail to Wrong Way Corrigan!"—backward. New York City threw him a ticker-tape parade, and he became a folk hero.



WWW.CENTENNIALOFFLIGHT.GOV

Corrigan, the Seabiscuit of aviation.

Timeline (1915-1940)

WORLD	1915	1920	1925	1930	1935	1940
History						
	- 1918: WWI ends	- 1920: League of Nations founded	- 1931: Japan attacks Manchuria			
		- 1920: Gandhi leads nonviolent disobedience movement, India	- 1933-45: Hitler, chancellor of Third Reich			
		- 1922: Mussolini, Fascist government, Italy		- 1936-39: Spanish Civil War		
			- 1928-53: Stalin leader of U.S.S.R.	- 1939: Outbreak of WWII		
Invention						
		- 1925: John Baird, televised human face, Scotland				
		- 1927: First public transatlantic phone service, New York-London				
		- 1928: Alexander Fleming discovers penicillin				
			- 1935: Lazlo and Georg Biro, non-leaking ballpoint pen, Hungary			
			- 1935: Sir Robert Watson-Watt, practical radar system, Scotland			
Literature						
		- 1919: William Butler Yeats, <i>The Wild Swans at Coole</i>				
		- 1922: Hermann Hesse, <i>Siddhartha</i>				
		- 1924: Hitler, <i>Mein Kampf</i>				
		- 1924: Thomas Mann, <i>The Magic Mountain</i>				
			- 1925: George Bernard Shaw wins Nobel Prize in Literature			
Arts						
		- 1919-1921: Édouard Vuillard, <i>Yvonne Printemps</i> and <i>Sacha Guitry</i>				
		- 1923: Wassily Kandinsky, <i>Composition VII</i>				
		- 1925: René Lalique, exhibit at Exposition des Arts Décoratifs				
			- 1928: Béla Bartók, <i>String Quartet No. 4</i>			
				- 1937: Picasso, <i>Guernica</i>		
NORTH AMERICA						
		- 1915-1940: Great Migration of African Americans from South to North				
		- 1917: U.S. declares war with Germany, April 2				
		- 1918: Flu epidemic kills 20 million				
			- 1919-1929: Harlem Renaissance			
			- 1920: Volstead Act, Jan. 16; 19th Amendment ratified			
			- 1924: F. Scott Fitzgerald, <i>The Great Gatsby</i>			
			- 1926: Goddard launches first of many successful rocket designs			
			- 1927: Spoken voice in a feature film, "The Jazz Singer"			
				- 1939: Marian Anderson sings on Easter Sunday at Lincoln Memorial		
				- 1939: John Steinbeck, <i>The Grapes of Wrath</i>		

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What Is Art Deco?

Buildings that we usually think of as being Washington, D.C.—Lincoln Memorial, Jefferson Memorial and Supreme Court—are classical in style. Constructed in the 1920s and 30s, they are what we expect to see in a capital city. They were made of marble and modeled on Greek and Roman architecture.

At the same time, a modern style of architecture and design began to appear. It reflected the grace of fine lines, the coolness needed to fly an airplane and the metal that had strength to buffet winds. The 1925 Paris Exposition des Arts

Decoratifs et Industriels Modernes had inspired exhibitions to express the times—industrial and modern. This modern design didn't get a name until 1968 when historian Bevis Hillier coined the phrase Art Deco.

You might be familiar with Art Deco details. Comic book illustrators in the 1950s and 1960s found they had to go back in time to depict the future. Buildings with Art Deco features are found in *The Flash* and *Adam Strange*. The planet Krypton is portrayed in a modern Deco style. There are two Art Deco periods: Decorated Art Deco and Streamline.



FILE PHOTO—THE WASHINGTON POST

The Chrysler Building, right center, shares the New York skyline with The Empire State Building.

The Chrysler Building was not only the tallest building in the world when it was built in 1930, it was a distinctive Art Deco work of art. It combined straight and rounded lines, rising to its crown that glistened in the New York skyline. Manufacturer Walter P. Chrysler could see features of his automobiles in the gargoyles and the spire that was inspired by a radiator grill.



FILE PHOTO—THE WASHINGTON POST

Decorated Art Deco (1926-1936)

Art Deco buildings in this style have more details, especially around doors, windows and along rooflines. Think of Lalique jewelry for the floral details. Think of geometry for the angles and abstract forms.

D.C. police headquarters at 300 Indiana Ave. NW

Streamline (the 1930s)

The Great Depression influenced this starker style. There wasn't money for expensive details. Rounded corners, banded stripes, porthole windows and lots of glass block are seen in this variation. Buildings are often smooth, white stucco. Architect Charles Goodman incorporated Art Deco elements in the design of the Washington National Airport built in 1941. The movement spilled over into industrial design as well, as is seen in the vintage radio below.



PHOTODISC

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Art Deco Drive

Superman might think he was on Krypton if he flew by the Silver Theatre on Georgia Avenue. He would recognize the clean lines and glint of light off metal surfaces. Art Deco inspired comic-book illustrator Wayne Boring and theater architect John Eberson to design truly modern structures. More than 75 years old, Art Deco style is seen still in the exterior architecture and nuances of interior lines, art, furniture and accessories in the D.C., Maryland and Virginia.

Inspired by modern technology and inventions, it is not

surprising that surviving examples of the Art Deco are found in diners. By the late 1920s when more people owned automobiles and paved roads were extending beyond city limits, diners appeared as havens to travelers.

By the time you finish this drive, you may be hungry for popcorn and a large soda. Some of the finest examples of Art Deco are found in movie theaters. Hollywood's golden age and the sleek, modern lines of Art Deco were a perfect match as theaters were built around the country.

► *17 W. Market St., Leesburg, Va.*

Tally Ho Theatre's marquee, clean lines and porthole windows announce its 1931 Art Deco presence. It's fitting that "The Majestic" inspired its renovation.

► *Intersection of Routes 29 & 123, Fairfax City, Va.*

On an old and busy route, 29 Diner is a later example of Art Deco. The 1940s landmark has curvilinear glass brick and stainless steel projecting, exterior lines.

► *4555 Wisconsin Ave., N.W., D.C.*

Look for the architectural details of the Sears Department Store. The Art Deco Society of Washington fought for the preservation of this 1941 Deco building.

► *5612 Connecticut Ave., N.W., D.C.*

One of Washington's oldest extant theaters, the Avalon Theatre opened in 1922. Its Art Deco exterior and domed ceiling that features a mural are protected on the D.C. Inventory of Historic Sites.

► *3426 Connecticut Ave., N.W., D.C.*

3426 Connecticut Ave., N.W., D.C. In the streamline tradition of the Depression-era, the Uptown Theater opened in 1933 with little ornamentation. The lines of the façade were matched by the lines of viewers who came to attend first-run movies and the world premiere of "2001: A Space Odyssey" in April 1968.

► *650 Pennsylvania Ave., D.C.*



FILE PHOTO—THE WASHINGTON POST

The Greyhound terminal of the 1970s.

The Penn Theatre's Art Deco façade was saved in the mid-80s when it became a condo. Take note of the linear details on the exterior.

► *300 Indiana Ave., D.C.*

Decorative Art Deco blends with classic architecture as displayed in the D.C. Police Headquarters. The "grill" entrance and other details cry Deco while the marble whispers elegance.

► *1100 New York Avenue N.W., D.C.*

The 1940 Greyhound Terminal is as sleek and streamlined as its namesake. The original terminal showcased the

streamlined Moderne style.

► *1401 New York Ave., N.E., D.C.*

Look for geometric shapes and banded stripes on the Hecht Company Warehouse. Built in 1937, it became a landmark in 1992.

► *8619 Colesville Road, Silver Spring, Md.*

The Silver Theatre, built in 1938 as part of the Art Deco Silver Spring Shopping Center, brought together the motor-age and golden age of cinema. Silver Spring became a popular shopping and entertainment destination.

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D.C. Renaissance

Hollywood had screen idols Rudolph Valentino, Mary Pickford and Charlie Chaplin. Clark Gable in "Gone With the Wind" and Al Jolson in "The Jazz Singer" were on the movie screen. F. Scott Fitzgerald glamorized the Jazz Age in *This Side of Paradise*.

But real, live jazz and entertainment were happening on U Street.

Although the Harlem Renaissance is better known, Washington, D.C., had an equally important role in the literary, musical and artistic outpouring of African Americans.

Visit the "Black Renaissance in D.C." site to meet significant contributors to the D.C. Renaissance. Begin with the following to get a sampling of the vitality of the period.

Teacher and Mentor

How important is it to have a mentor? At Howard University, professor Alain Locke encouraged students in the visual arts, literature and theatre. Read about Locke's philosophy. Do you agree that "enrichment of life through

art and letters would be an ample achievement"?

Visual Arts

James A. Porter was an artist, teacher and researcher. In 1933 he was awarded the Arthur A. Schomburg Portrait Prize and in 1965 the National Gallery of Art selected him as one of the nation's 25 best art teachers. His awarded work, "Woman Holding a Jug" can be viewed online (<http://www.uiowa.edu/~english/faculty/boos/galleries/afamgallery/source/porterwomanju/g1932.html>). Write a review of the oil painting. Include colors he used, his subject's expression and tone of the work.

Music

Duke Ellington was born in D.C. in 1899. He became a member of The Washingtonians in 1923, playing for local clubs and parties. Soon he was leader of the band, and it was on its way to Harlem. Compare "It Don't Mean a Thing If It Ain't Got That

Swing," to "Sophisticated Lady."

Performing Arts

Drama productions are often tried out before they get to the Broadway stage. Eubie Blake and Noble Sissle performed their *Shuffle Along* in D.C. in 1921 before it became a Broadway hit. Listen to these songs from it: "I'm Just Wild About Harry," "Gypsy Blues" and "Shuffle Along." How do they make you feel? What is their message?

Literature

Read about the race riots that took place in 1919. Read Claude McKay's sonnet "If We Must Die," a response and call for courage. Summarize McKay's main ideas.

While a student at Howard University, Zora Neale Hurston published her first story, "John Redding Goes to Sea" and a poem, "O Night" in Howard's literary magazine in 1921. She became interested in folklore. What is folklore? How is an author's use of dialect connected to folklore?



MOORLAND-SPRINGARN RESEARCH COLLECTION

Faculty members of Howard University in the late 19th century.

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U Street—The Place To Be

Known as Washington's "Black Broadway," the U Street corridor attracted big-name entertainers such as Duke Ellington, Pearl Bailey and Miles Davis to play in its theaters and clubs. Nearby Howard University was important to the intellectual, business and cultural life of D.C. Visit the places that were part of the vibrant community. Before you take a walk, plot these locations on the map. After you are done, plan the route you will take.

- The Thurgood Marshall Center for Service and Heritage is located at 1816 12th Street N.W. This elegant structure was opened in 1912 as the Twelfth Street Branch of the YMCA, the nation's first black YMCA.
- The Lincoln Theatre, 1215 U Street, where Pearl Bailey, Louis Armstrong and Ella Fitzgerald once thrilled audiences, has been renovated to its 1920's glory. As you walk along U Street, look for businesses participating in the Heritage Window Display program. They will have photographs that reveal the history and culture of the area.
- Find 1212 T Street. Edward "Duke" Ellington grew up in this house. (On another map, see if you can locate 2121 Ward Place, N.W. This is where he was born.)
- Where would entertainers who came to segregated D.C. stay? The Whitlaw

Hotel at 1839 13th Street, N.W., opened in 1919 for blacks. Its developer, John Whitlaw Lewis had come to D.C. as a laborer in 1894 and eventually established the Industrial Savings Bank. Paul Robeson, Cab Calloway and boxer Joe Lewis were among prominent black Americans who stayed in its luxury apartments.

- Technically, not part of the Black Renaissance, Griffith Stadium was part of the entertainment of the period. Located between U and W streets and 5th Street, N.W. and Georgia Avenue, Griffith was the baseball field for 71 years. It was used by American League Senators and Negro League Homestead Grays and the Black Senators. It was demolished in 1965.
- Howard University, 2400 6th Street N.W., between W and Fairmont streets. Opened after the Civil War, Howard played an important role in the D.C. Renaissance.



The Ellington mural hangs on the wall of the True Reformer Builder on U street.

Renewal

► <http://www.dclibrary.org/blkren>
Black Renaissance in D.C.

Biographies of 26 influential individuals, include Sterling Brown, James A. Porter, Jean Toomer and Florence Mills. Timeline, resources.

► <http://www.culturaltourismdc.org/information2550/information.htm?area=2529>

U Street/Shaw

An overview of Duke Ellington's neighborhood and heritage walking tour map

► http://www.pbs.org/wnet/newyork/laic/episode5/e5_mm.html

Cosmopolis, 1914-1931

Episode 5 of the PBS site for kids includes "Changing Times," "Harlem," "The Jazz Age," "Wall Street & the 1929 Crash."

► <http://lcweb2.loc.gov/ammem/aaohml/exhibit/aoapart7b.html>

The Harlem Renaissance and the Flowering of Creativity

American Memory introduces personalities, events and music

► <http://www.nga.gov/education/classroom/bearden/>

Romare Bearden

He called his work "Patchwork Cubism." Bearden grew up with D.C. Renaissance figures visiting his family. Children's guide to his art available on NGA Kids page.

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Langston Hughes Discovered in D.C.

Langston Hughes is considered one of 20th century America's significant writers. He wrote poetry, plays, novels and nonfiction. In the 1940's, he wrote a column for the Chicago Defender newspaper in which a fictional character, Jesse B. Semple, commented on life. As a young man, he was "discovered" in D.C.

In late 1924, Langston Hughes joined his mother and younger brother at the home of relatives in LeDroit Park. They stayed in the 1900 block of 3rd Street, N.W., and later moved to an apartment, located at 1749 S Street.

On Saturdays, he stopped by author Georgia Johnson's home at 1461 S Street to discuss literature and eat cake.

He worked at several jobs. During his leisure hours, he spent time on 7th Street, N.W., where ordinary black people lived. Along the storefronts, he observed them eating barbecue and fish sandwiches. Seventh Street residents were poor but cherished life. They shot pool and told many tall tales. Here, Hughes saw something else of interest. People sang and played the blues. Although the songs were happy or sometimes sad, they often contained the theme of the underdog moving on despite social unrest.

Hughes got a job as Dr. Carter G. Woodson's assistant. At 1539 9th Street, N.W., Woodson edited the *Journal of Negro History*, not far from the 12th Street YMCA (1816 12th Street N.W.) where Hughes once stayed. At a salary of \$55 per week, Hughes' tasks included cleaning the office and reading proofs.

Because reading proofs irritated his eyes, Hughes quit and began work as a busboy at the Wardman Park Hotel. Working at the hotel, located at 2660 Woodley Road, N.W., resulted in a stroke of good luck for the money-strapped Hughes. American poet Vachel Lindsay was staying there in 1925. Because of D.C.'s segregated



FILE PHOTOS—THE WASHINGTON POST

Langston Hughes in New York in the 1960s and as a busboy, inset, in 1925 in D.C.

policy, Hughes could not attend the poet's reading in the auditorium. Using the ingenuity characterized by his fictional creation, Jesse B. Semple, Hughes devised a plan. After writing out three of his poems, "Jazzonia," "Negro Dancers," and "The Weary Blues," he placed them beside Lindsay's dinner plate one evening. As he picked up trays of dishes, Hughes saw Lindsay reading them. Lindsay presented the poems that night at his reading, announcing that he had discovered a "bona fide poet." The next day, in local newspapers, Lindsay informed the world of his discovering a "Negro busboy poet." Submitting his

poems to contests and for publishing consideration would have recognized his talent, but Hughes was not hurt by Lindsay's "discovery" and publicity.

In January 1926, his poem, "The Weary Blues," placed first in a competition offered by the National Urban League's organ, Opportunity. This led writer Carl Van Vechten to ask him if he had enough poems for a book. Alfred A. Knopf published Hughes' first collection of poetry, *The Weary Blues*. On one occasion, for a \$1 admission, he read from it at the Playhouse, located at 1814 N Street, NW.

Hughes moved to Harlem in late January 1926.

SOURCE: Based on Langston Hughes' biography found on the D.C. Library Web site, Black Renaissance. Visit this site to learn more about the D.C. Renaissance.

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Radio—All the Rage

Picking up the telephone to talk to friends and family or to take care of business was magic. In the 1920s a new innovation—broadcasting music, sound effects and the spoken word—was compelling. Radio brought the world of music, art and drama into one's home and took away the demands of daily life. One could be transported to a place where good guys won and laughter abounded. By the late 1930s, radio sets were owned by eight of 10 adults. This was the radio age.

What an opportunity for creative individuals to provide content for the new media. You are a team of writers and performers. You are to write the script for and produce a 15-minute pilot for a radio show that you know will be a hit. You will submit it to the program director at NBC.

Understand the competition

Get acquainted with successful programs in the Comedy/Soup Opera, Adventure/Hero and Drama/Variety categories. The Drama/Variety programs provided musical performances, plays and conversations with movie and Broadway stars and authors. Both the Comedy/Soup Opera and Adventure/Hero shows helped listeners to forget their daily concerns or to laugh with others who were bumbling through each day.

Decide which type of show you will produce

- If Drama/Variety, what writer (Pearl S. Buck, F. Scott Fitzgerald, Sinclair Lewis), athlete (Babe Ruth, Gene Tunney, Knute Rockne) or performer (John Barrymore, Mary Pickford, Charlie Chaplin) will you interview? Which



PHOTODISC

Broadway or popular tunes will be played? What will be the theme of your play?

- If Comedy/Soup Opera, what aspect of contemporary life do you want to include? Where is your program set? What sound effects will help you to convey the setting? What products will be advertised during commercials?
- If Adventure/Hero, what qualities are exhibited by your main character? Will your hero be modeled after—Clark Gable, the Lone Ranger or King Kong? How will you convey the meanness of the villain?

Understand the Medium

- You have to pace yourself and project emotion without the benefit of a live audience.
- The voice and sound effects work together to create the illusion of time and place.
- Music helps to create mood and make transitions.
- Narrative is essential.

On Air

Comedy/Soap Opera

- Amos 'n Andy Show
- The Jack Benny Show
- The George Burns and Gracie Allen Show
- The Fred Allen Show
- Phil Harris/Alice Faye Show
- Fibber McGee and Molly
- Lum and Abner
- The Great Gildersleeve
- The Bergen and McCarthy Show

Adventure/Hero

- Jack Armstrong, All American Boy
- Sky King
- The Lone Ranger
- The Green Hornet
- Gunsmoke
- Sargeant Preston of the Yukon
- The Shadow
- Superman

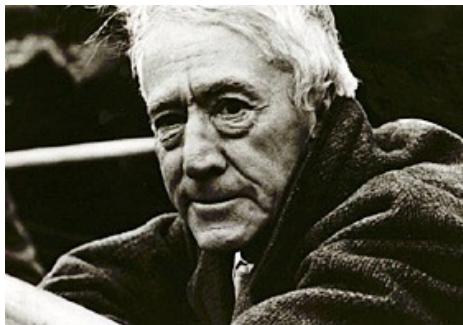
Drama/Variety

- Mercury Theatre On the Air
- The Chase and Sanborn Hour
- The Royal Gelatin Hour

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First Draft of History: Headlines on Trial

Is being accused of a crime enough for a conviction? Would professional athletes lose on purpose? If public sentiment is against you, can a good lawyer win your freedom? The complexity of the social and political climate of the two decades between 1920 and 1940 can be understood through study of well-known trials. Through them local and national attitudes are displayed. Facts and details of each case confront laws and justice, innocence and public perception, witnesses and media coverage. Begin reading about your case as it was covered in the pages of The Washington Post.



1921

The Black Sox Trial

Eight Chicago White Sox players were accused of deliberately losing the 1919 World Series. Though acquitted, the eight were banned from baseball for life by Judge Kenesaw Mountain Landis, baseball's first commissioner, above.



1924

Illinois vs. Leopold and Loeb Trial

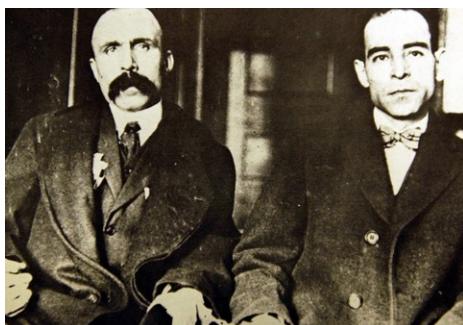
Intelligent and sons of wealth, Nathan Leopold and Richard Loeb were arrested for the thrill-killing of another young man. Their defense's summation is a classic attack on the death penalty.



1931-37

Scottsboro Boys Trials

In one of the most famous legal cases of the century, nine black teenagers, who became known as "the Scottsboro Boys," were arrested in 1931 for raping two white women on a train traveling through Alabama—crimes they clearly did not commit.



1921

Sacco and Vanzetti Trial

Italian immigrants Nicola Sacco, a shoemaker, and Bartolomeo Vanzetti, a fish peddler, were arrested for the 1920 robbery and murder of two men in Braintree, Mass.



1925

Tennessee vs. John Scopes Trial

"The Monkey Trial" became a clash of legal titans. John Thomas Scopes goes on trial for violating Tennessee law by teaching evolution in his science class.



1935

Bruno Hauptmann Trial

An immigrant who served in the German army in WWI is accused of kidnapping and killing the infant son of America's hero Charles Lindbergh and his wife and author Anne Morrow Lindbergh.

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Law and Order

Amending the Constitution: The Story Behind the 19th Amendment

A quick glance at the United States Constitution tells you that in order to pass an amendment, a two-thirds majority of Congress and three-fourths of the states must vote for its passage. Sounds simple, right? Now consider that in its two hundred plus years of existence, the Constitution has only been amended seventeen times (the first ten amendments being the Bill of Rights). What makes passing an amendment so difficult? The story behind the passage of the 19th Amendment demonstrates the difficult political calculus involved in obtaining the necessary majority to pass a constitutional amendment.

Don't All Citizens Have The Right To Vote?

In the early years following the passage of the U.S. Constitution, the voting class was restricted to white, male property-owners. Over time, the class expanded to include non-property-owning men, and, with the passage of the Fourteenth Amendment, African-American men. Women were always left disenfranchised. As early as the 1848 Seneca Falls Convention, women began forming political organizations to lobby for the right to vote. In the 1874 case *Minor v. Happersett*, the Supreme Court decided that individual states could grant women the right to vote; however, only a handful of progressive states exercised this option. In 1878, the early women suffragists succeeded in getting a federal women's suffrage bill introduced to Congress; however, the bill failed to gain a majority vote.

The Struggle Within

As with any political movement, more

than one organization materialized as leaders of the movement. In the early part of the 1900s, two prominent women's suffrage organizations struggled for control over the direction of the movement: the National American Woman Suffrage Association (NAWSA) and the National Women's Party (NWP). NAWSA, under the leadership of Carrie Chapman Catt, refused to pressure President Woodrow Wilson for a constitutional amendment. Rather, NAWSA members believed a state-by-state campaign would result in voting rights for women. On the other hand, the NWP, led by Alice Paul, were convinced that a federal amendment to the U.S. Constitution was the only way to ensure women's suffrage. While the two groups were dedicated to the same goal, their methods of political lobbying could not have been more different. NAWSA solicited elite society women in a particular state to pressure the state legislatures into granting women the right to vote within their state. Conversely, the NWP comprised more of working class women engaged in sustained non-violent protest of the White House.

Political Power-Play

With the outbreak of World War I, Alice Paul made the unprecedented decision to picket the White House during wartime. The risky move paid off, as NWP suffragists were harassed and eventually arrested. The bogus arrests of the suffragists, along with Paul's prison hunger strike, led to front-page headlines. The public controversy over the suffragists' imprisonment helped force President Wilson into public support of a women's suffrage

amendment. With President Wilson's support, the women's suffrage bill received the two-thirds majority in both houses of Congress in 1919. The bill was then sent to the states, where it passed in 1920 by the narrowest of margins —one vote in the state of Tennessee. The decisive vote was cast by 24-year-old legislator Harry Burn, who switched from no to yes in response to a telegram from his mother saying, "Hurrah, and vote for suffrage!"

In the Know

Amendment: To revise or change by adding a section to a document. The U.S. Constitution requires a formal process: two-thirds of Congress must approve an amendment, then three-fourths of all states' legislatures must ratify it before it can be added to the Constitution.

Disenfranchised: To deprive the rights of citizenship, especially the right to vote

Enfranchised: To endow with the right of citizenship, especially the right to vote

Ratify: To approve or express legal confirmation

Suffrage: The right of privilege of being able to vote

Suffragist: An advocate of the extension of political voting rights, especially to women

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Road to the 19th Amendment

Amending the Constitution: The Story Behind the 19th Amendment

The 19th Amendment

“The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex. Congress shall have power to enforce this article by appropriate legislation.”

The Americans who wrote the Constitution intended for it to establish the basic framework for government, but were aware that it was not perfect. They intended for it to be a living, breathing document that could adapt to changing times. For that reason, they included the amendment process in the main document. There was a struggle between

those who believed the document should stand alone and those who believed it would need to change over time. For example, George Washington strongly supported the first 10 amendments (known as the Bill of Rights), but he cautioned to avoid excessive use of the amendment process because he believed it could undermine the nation’s political stability.

Timeline of Enfranchisement

1848

Seneca Falls, New York, hosts the first women's rights convention. The women adopt a “Declaration of Sentiments and Resolutions” detailing the goals for the women's movement.

1878

The first women's suffrage amendment is introduced in Congress but fails to gain a majority vote.

1890

The National American Woman Suffrage Association (NAWSA) is formed under the leadership of Elizabeth Cady Stanton.

1913

Alice Paul and Lucy Burns organize a parade in support of women's suffrage in downtown Washington, D.C. More than 5,000 women attend. A rowdy crowd ends up disrupting the march with violence, leading to a public outcry over the treatment of the marchers. The event ends up becoming a media coup for the suffragists.

1916

NAWSA president Carrie Chapman Catt and Alice Paul split over differing opinions on the political strategy to gain women's suffrage. Carrie Catt and NAWSA adopt a state-by-state campaign. Alice Paul splits with NAWSA to form the National Woman's Party (NWP). The NWP sets out to use non-violent political protest to gain support for a federal amendment giving women the right to vote.

1917

President Woodrow Wilson refuses to support a federal amendment giving women the right to vote. In response, the National Woman's Party organizes daily pickets in front of the White House in a civil disobedience campaign.

1918 to 1920

World War I causes a major disruption to the suffrage movement as many suffragists are afraid to protest the President during wartime. Unfazed, Alice Paul and the NWP continue to stage daily pickets outside of the White House. The NWP's wartime protest

draws intense criticism and results in many suffragists being arrested at the White House.

August 26, 1920

The Nineteenth Amendment is ratified by a narrow margin. Alice Paul and other suffragists turn their attention to a new cause—the Equal Rights Amendment (ERA). The ERA is still awaiting ratification.



New Jersey suffrage campaign.

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Women Get the Vote

Amending the Constitution: The Post reports passage of the 19th Amendment

With leaders like Elizabeth Cady Stanton and Susan B. Anthony, the push for female suffrage began in earnest in the mid-19th century. An amendment to the Constitution that would let women vote was first introduced in Congress in 1878, and though it was defeated, it was reintroduced in every session for the next 40 years. In 1919, the Senate finally passed what would become the 19th Amendment and sent it to the states for ratification.

Excerpt from Aug. 27, 1920 Post:

Promulgating the woman suffrage amendment at 8 o'clock yesterday morning as a part of the Constitution of the United States, Secretary of State Colby last night addressed a mass meeting of suffragists at Poli's Theater, carrying the personal greetings and congratulations of President Wilson. The White House message, as delivered, was:

"Will you take advantage of the opportunity that will be offered to say that I deem it one of the greatest honors of my life that this event so stoutly fought for so many years should have occurred during my administration as President? And please tell my fellow citizens that nothing has given me more pleasure than to do what I could to hasten the day when the womanhood of America would be recognized on the equal footing it deserves." ...

The early hour of the signing of the declaration was a disappointment to leaders of both suffrage organizations, the National Woman's Party and the National American Woman Suffrage Association, who had hoped to make of the signature something of a ceremony, and it was partly to prevent any frictions between the

rival organizations that Secretary Colby affixed his name when he did.

The certificate of ratification by the thirty-sixth State did not arrive at the State Department, in fact, until 3:45 o'clock yesterday morning.

The Secretary was notified at his home and he at once called F. K. Nielsen, department solicitor, instructing him to examine the papers for possible legal flaws and to bring the proclamation to the Secretary's home at 8 o'clock.

The Secretary later issued the following statement:

"The certified record of the action of the legislature of the State of Tennessee on the suffrage amendment was received by mail this morning. Immediately on its receipt the record was brought to my house. This was in compliance with my directions and in accordance with numerous requests for prompt action.

"I thereupon signed the certificate required of the secretary of State this morning at 8 o'clock in the presence of Mr. F. K. Nielsen, the solicitor of the State Department, and Mr. Charles L. Cook, also of the State Department. The seal of the United States has been duly affixed to the certificate and the suffrage amendment is now the nineteenth

amendment of the Constitution.

"It was decided not to accompany the simple ministerial action of my part with any ceremony or setting. This secondary aspect of the subject has, regretfully, been the source of considerable contention as to who shall participate in it and who shall not. Insomuch as I am not interested in the aftermath of any of the frictions or collisions which may have been developed in the long struggle for ratification of the amendment, I contented myself with the performance in the simplest manner of the duties developed upon me under the law.

"I congratulate the women of the country upon the successful culmination of their efforts, which have been sustained in the face of many discouragements and which have now conducted them to the achievement of that great object.

"Today marks the day of the opening of a great and new era in the political life of the nation. I confidently believe that every salutary, forward and upward force in our public life will receive fresh vigor and reinforcement from the enfranchisement of the women of the country."

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An Integrated Curriculum For The Washington Post Newspaper In Education Program

Academic Content Standards

(The main lesson addresses these academic content standards.)

This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia. Among those that apply are:

Maryland

Social Studies

History. Grade 4: Describe political, economic and social changes in modern Maryland.

Geography. Grades 7: Analyze and describe population growth, migration and settlement patterns.

United States History

Goal 3.1: Students analyze the major political, social, economic, technological and cultural developments of the period from 1919-1945. These include

- The 19th Amendment and its impact
- American response to the world wide communist movement: Sacco & Vanzetti Affair (1927)
- Influence of the Harlem Renaissance
- Continuing impact of the Great Migration of African Americans

Goal 3.1.2: Analyze the causes of the Great Depression and early responses to it.

Reading/English Language Arts

Writing: Students will compose effective expressive, informational and persuasive writing.

A complete list of State Content Standards of Maryland can be found at <http://www.md.k12.org/mspp/standards/>.

Virginia

United States History: 1877 to the Present

Turmoil and Change. The student will demonstrate knowledge of the social, economic and technological changes of the early twentieth century by

- describing the social changes that took place, including prohibition and the Great Migration north;
- examining art, literature and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington and Georgia O'Keeffe and including the Harlem Renaissance;
- identifying the causes of the Great Depression, its impact on Americans and the major features of Franklin D. Roosevelt's New Deal.

English

Writing. Grade 6: The student will write narratives, descriptions and explanations.

A complete list of Standards of Learning of Virginia can be found on the Web at <http://www.pen.k12.va.us/>.

Washington, D.C.

Music

Cultures. Grade 3: The student identifies and describes roles (past and present) of musicians in and/or from Washington, D.C.

Social Studies

Political Ideas, Turning Points and Institutions. Grade 3: The student describes examples of famous lives, holidays, monuments and buildings that relate to law, justice, peace, security and government.

Chronology and Space in Human History.

Grade 9: The student recognizes the prominent monuments in Washington, D.C.

Religious, Ethical, and Philosophical Forces in History. Grade 3: The student demonstrates an understanding of people, events, problems and ideas that were significant in creating the history of Washington, D.C.

A complete list of Standards for Teaching and Learning of the District of Columbia Public Schools can be found at <http://www.k12.dc.us>.