

*Adviser Supplement*  
**The Twenties Roar through North Carolina**  
*Tar Heel Junior Historian, Spring 2004*

*Adviser Supplement* Author: Paul Costa  
*Adviser Supplement* Editor: Suzanne Mewborn  
*Tar Heel Junior Historian* Editor and Cover Designer: Doris McLean Bates

Tar Heel Junior Historian Association 919-715-0200, ext. 319 Fax: 919-733-8655  
North Carolina Museum of History 4650 Mail Service Center Raleigh, NC 27699-4650  
thjhaclubs@ncmail.net

© 2004, North Carolina Museum of History  
This material may be reproduced for classroom use only.

## Table of Contents

<b>Lesson Plan: WBT Time Line and Bingo</b>	<b>1</b>
<b>Lesson Plan: Flip Book</b>	<b>12</b>
<b>Lesson Plan: Rebel Flappers</b>	<b>14</b>
<b>Lesson Plan: Famous Firsts</b>	<b>16</b>
<b>Educational Resources for North Carolina in the 1920s</b>	<b>18</b>
Field Trip Ideas	18
Web Sites	20
Bibliography	21

# Lesson Plan: WBT Time Line and Bingo

Grades: 4–12

Overview: Students will learn the time line of events in the creation of and continued success of the WBT radio station in the 1920s.

Purpose: To introduce students to the first commercial radio station in North Carolina.  
To have students process data into a more visually pleasing format.

Time: At least two class periods. Note: Class periods do not have to be consecutive.

Objectives: Contemporary Issues in North Carolina History: Goal 8.01  
Social Studies Skill Competency Goals K–12: 1.01, 2.01, 2.05  
Fourth-Grade North Carolina: Geography and History: Goals 7.01, 7.02, 7.03  
Eighth-Grade North Carolina: Creation and Development of the State: Goal 5.04  
Eleventh-Grade United States History: Goal 9.03

Materials: Spring 2004 *Tar Heel Junior Historian*, one per student  
Activity Sheet: The History of Radio Station WBT, one per student  
Construction materials (paper, glue, scissors)  
Activity Sheets: Bingo 1–5, one per student  
Activity Sheet: Bingo Questions, one copy for teacher  
Items to be used for Bingo chips

Procedure: Day 1: Time Line

1. Pass out the activity sheet The History of Radio Station WBT to each student.
2. In groups of four to five, have students use all construction materials to make a time line of the WBT radio station. These time lines should contain as many facts as possible from the activity sheet The History of Radio Station WBT.
3. As homework, assign students to study all the facts from the activity sheet now on the time line.

Day 2: Bingo

1. Give students a copy of the activity sheets Bingo 1–5. Be sure to shuffle the copies and pass out one to each student.

2. For grades 4–7, students may have a copy of the activity sheet The History of Radio Station WBT with them at their desks. For grades 8–12, students do not receive a copy of The History of Radio Station WBT sheet.
3. The teacher may use the activity sheet The History of Radio Station WBT to create questions for each date on the sheet. The activity sheet Bingo Questions contains two examples of questions for each year. The teacher should create more questions as needed. Play the game Bingo using these questions.

### **Extension Activities**

1. Students can visit the WBT Web site and create a mural using downloaded and printed materials from the site.
2. Students can research old-time radio shows and, if possible, listen to them in class. In groups, students can create their own radio skit and perform it for the class.

## **Activity Sheet: The History of Radio Station WBT**

*Used with permission from <http://www.wbt.com/history/1920s.cfm>*

### **December 1920**

An amateur radio station began broadcasting at the home of Fred Laxton Sr. [in Charlotte.] The telephone-microphone and amplifier were on the dining room table, and the transmitter was in another room. The radio receiver was in what had been a chicken house in the Laxton backyard.

### **March 1921**

An “experimental” license was acquired from the Department of Commerce, and the call letters assigned were 4XD.

### **January 1922**

An application was filed with the Department of Commerce for a commercial radio license to be issued to Fred Laxton, Earle Gluck, and Fred Bunker. The transmitter and studio were moved from the Laxton home to the eighth floor of the Independence Building on the Square. The men organized the Southern Radio Corporation to sell radio receiver parts and operate station 4XD.

### **April 10, 1922**

The Department of Commerce issued a license for the first commercial radio station in the Southeast. The new call letters were WBT. The station’s power was 100 watts. Broadcast hours were 10:00 a.m.–11:45 a.m. and 7:30 p.m.–9:45 p.m.

### **1924**

Laxton, Gluck, and Bunker moved the WBT studios to the Andrews Music Company on Tryon Street. Charlie Andrews was the announcer and pianist.

### **1925**

Hall Kemp made his debut over WBT. Freeman Gosden and Charlie Correll broadcast over WBT in the *Two Black Crows*. They later moved to Chicago to become *Amos ‘n’ Andy*. During the time period 1925–1926, the radio business was sold to James P. McMillan and the Carolina States Electric Company.

(continued)

## Activity Sheet: The History of Radio Station WBT

### Page 2

#### 1926

The radio station was bought by C. C. Coddington, the Buick automobile distributor, and moved to the Coddington Building on Trade and Graham streets. It was bought for about two thousand dollars. Coddington made an arrangement with the Charlotte Chamber of Commerce to manage WBT. Lee A. Folger Sr., a partner of Coddington's, designed an ad campaign around the call letters. He announced that W-B-T stood for "Watch Buick Travel." Also, power was increased to 500 watts. And John Scott Trotter made his debut on WBT. Trotter later became Bing Crosby's orchestra leader.

#### 1927

WBT joined the NBC Radio Network, which began in November 1926. (CBS was inaugurated in September 1927.) Power was increased to 1,000 watts. Johnny Long made his debut on WBT as a big-band leader. In 1928 power was increased to 5,000 watts, when the transmitter was moved from the Coddington Building to the present site—Coddington's farm on Nations Ford Road. Station personnel included: "Aunt Sally" (Mrs. Pasco Powell), who read stories for children and later went to New York to be a guest on the NBC show *Evening Star*; Jimmie Purcell and his Dixonians (six-piece orchestra), who played dinner music at Hotel Charlotte, where a remote broadcast from the ballroom took place daily at 12:30 p.m.–2:00 p.m., at which time one hundred commercials were read (Eddie Clair, with J. O. Jones, were members of the band); Hawaiian Serenaders (three-piece string band), who recorded for Victor Records; Sweeney Prosser, Director; Woodlawn String Band (seven local musicians, hillbilly band); Joe Nesbit and his Pennsylvanians (eleven-piece band that came to WBT from Pennsylvania); Fisher Hendley and Carolina Tarheels (string band); WBT Staff Orchestra (nine people: flute, cello, three violins, piano, clarinet, bass, drums); Announcers: Kenneth Clapp, Tom Callahan, Donald O' Connor, and Norman Sweet. Regular Sunday broadcasts took place at First Baptist Church in Charlotte. The minister, Dr. Luther Little, was the first minister to perform a radio broadcast in America—over WBT.

#### 1929

CBS purchased WBT after C. C. Coddington's death. The station was moved to the Wilder Building on South Tryon Street. Power increased to 25,000 watts. *Amos 'n' Andy* made its debut on the NBC Radio Network in August. WBT now has a full-time staff of ten musicians. In the fall of this year, Grady Cole began reading the noon news and stock market reports on WBT.

## **Activity Sheet: Bingo Questions**

### **December 1920 Questions**

1. When did an amateur radio station begin broadcasting at the home of Fred Laxton Sr.?
2. In what year was a radio receiver placed in a chicken house in the Laxton backyard?

### **March 1921 Questions**

1. When was an “experimental” license acquired from the Department of Commerce?
2. When did the Department of Commerce assign the call letters 4XD?

### **January 1922 Questions**

1. When was an application filed with the Department of Commerce for a commercial radio license?
2. When were the transmitter and studio moved from the Laxton home to the eighth floor of the Independence Building on the Square?

### **April 10, 1922 Questions**

1. When did the Department of Commerce issue a license for the first commercial radio station in the Southeast?
2. When were the call letters WBT assigned to the first commercial radio station?

### **1924 Questions**

1. In what year were WBT studios moved to the Andrews Music Company on Tryon Street?
2. Charlie Andrews was the announcer and pianist in what year?

(continued)

## Activity Sheet: Bingo Questions

### Page 2

#### 1925 Questions

1. Freeman Gosden and Charlie Correll broadcast over WBT in the *Two Black Crows* in what year?
2. Hall Kemp made his debut over WBT in what year?

#### 1926 Questions

1. In what year did C. C. Coddington purchase WBT?
2. In what year was power increased to 500 watts?

#### 1927 Questions

1. WBT joined the NBC Radio Network in what year?
2. Power was increased to 1,000 watts in this year.

#### 1929 Questions

1. CBS purchased WBT in this year after C. C. Coddington's death.
2. *Amos 'n' Andy* made its debut on the NBC Radio Network in August of this year.

## Activity Sheet: Bingo 1

<b>1926</b>	<b>March 1921</b>	<b>FREE BINGO SPACE!</b>
<b>April 10, 1922</b>	<b>1927</b>	<b>1924</b>
<b>December 1920</b>	<b>January 1922</b>	<b>1925</b>

## Activity Sheet: Bingo 2

<b>December 1920</b>	<b>1927</b>	<b>1929</b>
<b>FREE BINGO SPACE!</b>	<b>1926</b>	<b>April 10, 1922</b>
<b>January 1922</b>	<b>March 1921</b>	<b>1924</b>

### Activity Sheet: Bingo 3

<b>1926</b>	<b>FREE BINGO SPACE!</b>	<b>December 1920</b>
<b>January 1922</b>	<b>April 10, 1922</b>	<b>1924</b>
<b>1929</b>	<b>1925</b>	<b>1927</b>

## Activity Sheet: Bingo 4

<b>FREE BINGO SPACE!</b>	<b>1927</b>	<b>March 1921</b>
<b>1925</b>	<b>December 1920</b>	<b>April 10, 1922</b>
<b>1929</b>	<b>1926</b>	<b>January 1922</b>

## Activity Sheet: Bingo 5

<b>January 1922</b>	<b>FREE BINGO SPACE!</b>	<b>1926</b>
<b>March 1921</b>	<b>December 1920</b>	<b>1929</b>
<b>1927</b>	<b>April 10, 1922</b>	<b>1925</b>

## Lesson Plan: Flip Book

Grades: 4–12

Overview: Students will learn about the animation process.

Purpose: To understand the animation process in the 1920s.

Time: One class period

Objectives: Social Studies Skill Competency Goals K–12: 2.02, 2.05, 2.06  
Fourth-Grade North Carolina: Geography and History: Goal 5.02

Materials: Ten index cards per student OR ten cut out pieces of paper 3” x 5”  
Practice sheets of paper  
Spring 2004 *Tar Heel Junior Historian*, one per student  
Comics from newspapers  
Optional: *Steamboat Willie* cartoon for class

- Procedure:
1. Prior to the activity, show students various comic strips from the newspapers. Point out the movement of the characters and objects in the strips.
  2. Either cut out several pieces of paper, 3”x 5” for each student, or use index cards. Each student should get a minimum of ten pieces of paper/index cards. Stack the pieces together and staple the edges together at one end.
  3. On a blank piece of paper, have students plan their drawings. Something simple such as a falling leaf, a stick figure walking, or a bouncing ball should be considered. Students should sketch out the object’s movement in the form of a comic strip, having one frame for each page of paper in their flip book. For example, if there are ten pages in their flip book, there should be ten frames on their sketch page.
  4. Once students are ready and you have observed their drawings, have students re-create their comic strip on each page of the flip book.
  5. Students can then flip their books and see the animation. Have students share their books with the class.

### **Extension Activities**

1. Students can create their own comic strip. Have students animate a character from their favorite television show or movie. They can re-create, in comic strip form, a scene from their favorite show, or they can use the characters in the students' made-up situation.
2. The teacher can cut out a comic strip, white-out all the dialogue, and then give copies to the students. Students have to supply new dialogue and then read their versions to the class.
3. Students can go on the Internet and do a research project on any individual comic strip, the history of comics in general, or on animated features. The site [www.comics.com](http://www.comics.com) is a good place to start research.

## Lesson Plan: Rebel Flappers

Grades: 4–12

Overview: Students will examine their own lives and compare them to the flappers' lifestyle.

Purpose: To understand different perspectives.  
To make analogies.  
To practice writing skills and organization.

Time: One class period

Objectives: Eleventh-Grade United States History: Goals 9.02, 9.04  
Social Studies Skill Competency Goals K–12: 1.03  
Eighth-Grade North Carolina: Creation and Development of the State: Goals 5.04, 5.05

Materials: Spring 2004 *Tar Heel Junior Historian*, one per student  
Activity Sheet: Rebel Flappers, one per student

Procedure: After the class has read articles in *Tar Heel Junior Historian*, the teacher should distribute the activity sheet Rebel Flappers and guide students through it.

### Extension Activities

1. Students can write an essay explaining that their individual style is not really a threat to the older generation and that they are just expressing themselves. An example of an actual letter written in the 1920s is located at the site: [http://www.geocities.com/flapper\\_culture/appeal.html](http://www.geocities.com/flapper_culture/appeal.html).
2. Students can write a “letter to the editor” explaining why their culture and style could be considered a threat to the older generation, as the flapper lifestyle was believed to be in the 1920s.
3. The teacher can hold a classroom debate. One group of students could defend the music, movies, and fashion of this generation, while the other group upholds that the culture is wrong or a threat.

## Activity Sheet: Rebel Flappers

During the 1920s, young women changed a lot. They started wearing shortened skirts, they cut their hair, they flapped their arms, and they danced the Charleston. The older generation did not like this new style. They thought it was dangerous and that traditional ways of doing things were being threatened. Today, like then, the youth of America have their own music, fashion, and interests. The older generation today often complains about the youth's interests, just as the older generation did in the 1920s.

In this activity, you will explore your own thoughts and feelings about current culture and whether or not the complaints of the older generation have any validity.

1. Think about the music that you listen to, the clothing you wear (or the way you wear it), the movies or television shows you like, and the activities you are interested in. Fill in the chart below to help organize your thoughts.

Your 3 favorite movies or television shows:			
Your 3 favorite musicians or music groups:			
Your 3 favorite activities:			
Your 3 favorite fashion styles*:			

\*For this one, list the type of clothing you wear, the way you wear it, and the hairstyle you have.

Look at your list and think about the items listed. Answer the following questions.

2. Are any of your favorite movies or television shows excessively violent? If so, which ones?
3. Does any of the music you listen to require a parental warning on the label or is it necessary to bleep out words because of explicit lyrics? If so, which ones?
4. Could any of the activities that you like be considered dangerous? If so, which ones? How?
5. What does your fashion say about you?

Look at all your answers and then answer the following in complete sentences. Use the back of this sheet if needed.

6. When you look at yourself, could something about you be considered rebellious to someone in the older generation of today, just as something looked rebellious to the older generation of the 1920s? Which things about you could be considered rebellious, and why?

## Lesson Plan: Famous Firsts

Grades: 4–12

Overview: Students will learn how to do research on the Internet.  
Students will learn about the importance of 1920s inventions.

Purpose: To examine the inventions of the 1920s and their impact on lives.

Time: Two class periods

Objectives: Social Studies Skill Competency Goals K–12: 1.03, 2.02, 4.01

Materials: Spring 2004 *Tar Heel Junior Historian*, one per student  
Activity Sheet: Famous Firsts, one per student  
Internet access

Procedure:

1. Distribute the activity sheet Famous Firsts.
2. Students should choose five of the inventions listed on the sheet (the number may increase by grade level).
3. Follow the instructions on the sheet.

### Extension Activities

1. Students can either purchase or make Estes rockets. As a class, launch them outside as a class project. Note: This activity MUST have adult supervision.
2. Have students research food products that were invented in the 1920s. Students can then gather these products so that the class can have a 1920s day. Everyone can eat the products while watching an appropriate film from the era.
3. Choose any one item on the Famous Firsts sheet and do a research project on it.

## Activity Sheet: Famous Firsts

Below is a list of “famous firsts” from the 1920s. Use the Internet to research at least five of the items listed. For each item, fill in the required information below.

Hair dryer	Electric razor patented
Transatlantic radio telephone	First “talking” motion picture
Dry ice	Frozen vegetables introduced
First permanent wave for hair	Potato chips manufactured
First electric pop-up toaster	First successful liquid-fueled rocket
Scotch tape	Antitoxin for scarlet fever
First radio broadcast	First contact lens for eyes

Answer the following questions for EACH item on a separate piece of paper.

1. Which item is it?
2. What year was it invented or introduced?
3. Who or what company introduced the invention?
4. How do you think the invention changed the lives of people in the 1920s?
5. Does this invention still have a use today? If so, how? If not, why?

# Educational Resources for North Carolina in the 1920s

## Field Trip Ideas

### WBT Studios

One Julian Price Place

Charlotte, NC 28208

Phone: 704-374-3500

Fax: 704-374-3543

<http://www.wbt.com>

Take a tour of the WBT studios with a very friendly staff.

### October Hill, A 1920s Bed and Breakfast

421 Grimball Drive

Waynesville, NC 28786

828-452-7967

877-OCT-HILL (628-4455)

E-mail: [octhill5@aol.com](mailto:octhill5@aol.com)

<http://www.bbonline.com/nc/octoberhill/living.html>

Journey back with us to the Roaring Twenties—a time made for luxury, opulence, and grandeur! Tours are best in small groups, not full-size classes.

### Charlotte Hawkins Brown Museum

P.O. Box B

Sedalia, NC 27342

Phone: 336-449-4846

Fax: 336-449-0176

E-mail: [chb@ncmail.net](mailto:chb@ncmail.net)

<http://www.ah.dcr.state.nc.us/sections/hs/chb/chb.htm>

North Carolina's first State Historic Site honoring its African American heritage.

### Horne Creek Farm

308 Horne Creek Farm Road

Pinnacle, NC 27043

Phone: 336-325-2298

Fax: 336-325-3150

E-mail: [hornecreek@ncmail.net](mailto:hornecreek@ncmail.net)

<http://www.ah.dcr.state.nc.us/sections/hs/horne/horne.htm>

This site is under development as a place to experience everyday farm life in North Carolina's northwestern Piedmont region ca. 1900. Visitors can participate in daily activities and special events of bygone farm life, as well as see, smell, touch, and hear things once common in North Carolina.

North Carolina Transportation Museum

P.O. Box 165

Spencer, NC 28159

Phone: 704-636-2889

E-mail: [nctrans@ncmail.net](mailto:nctrans@ncmail.net)

<http://www.ah.dcr.state.nc.us/sections/hs/spencer/spencer.htm>

The North Carolina Transportation Museum is located on the site of what was once Southern Railway Company' s largest steam locomotive repair facility. Begun in 1896 at a point halfway between Washington, D.C., and Atlanta, Spencer Shops and the town of Spencer were both named for Samuel Spencer, the first president of Southern Railway. The site contains an authentic train depot, antique automobiles, and a thirty-seven-stall roundhouse that includes twenty-five locomotives and other exhibit areas. The museum offers seasonal train rides, guided tours, and special events scheduled throughout the year.

Thomas Wolfe Memorial

52 N. Market Street

Asheville, NC 28801

Phone: 828-253-8304

Fax: 828-252 8171

E-mail: [wolfe@ncmail.net](mailto:wolfe@ncmail.net)

<http://www.ah.dcr.state.nc.us/sections/hs/wolfe/wolfe.htm>

Thomas Wolfe's mother's boardinghouse in Asheville—now the Wolfe Memorial—has become one of literature's most famous landmarks.

## Web Sites

[http://www.carolinamusicways.org/history\\_1920s.html](http://www.carolinamusicways.org/history_1920s.html)  
Highlights music in 1920s North Carolina.

<http://politicalgraveyard.com/geo/NC/ofc/gov.html>  
History and other facts about governors of North Carolina with plenty of cross-references.

<http://www.greenepa.net/~barondin/library/>  
1920s World History Timeline.

<http://www.ontheair3.com/index4.html>  
Old-Time Radio. Students can listen to radio classics online.

<http://dismuke.org/Electric/August99.html>  
More 1920s and 1930s music online.

<http://users.snowcrest.net/jmike/20sdep.html>  
The Roaring Twenties and the Great Depression. A detailed resource for 1920s culture.

[http://www.geocities.com/flapper\\_culture/](http://www.geocities.com/flapper_culture/)  
Flapper's culture, with links to 1920s sites.

[http://americanhistory.si.edu/onthemove/exhibition/exhibition\\_9\\_10.html](http://americanhistory.si.edu/onthemove/exhibition/exhibition_9_10.html)  
This page is part of the National Museum of American History located in Washington, D.C. It highlights photographs from Salisbury and Spencer during the Good Roads movement in 1920s North Carolina.

<http://www.ibiblio.org/uncpress/ncbooks/ncbooks.start.html>  
A networked, multimedia database documenting North Carolina history. This particular address is a page discussing "North Carolina between the Wars." Click on the Political Enemies and Allies link at the bottom of the page, and it will take you to further discussion of 1920s issues in North Carolina.

<http://ncmuseumofhistory.org/>  
The North Carolina Museum of History's Web site lists various time lines concerning North Carolina history, including a time line specifically addressing twentieth-century North Carolina. Just click on the History Highlights link.

## Bibliography

- Claiborne, Jack, and William Price, eds. *Discovering North Carolina: A Tar Heel Reader*. Chapel Hill: The University of North Carolina Press, 1991.
- Sterling, Mary Ellen. *The Twenties*. Huntington Beach, CA: Teacher Created Materials, 1996. Reprinted 2000.
- Sumner, Jim L. *A History of Sports in North Carolina*. Raleigh: North Carolina Division of Archives and History, 1990.
- Lefler, Hugh Talmage, and Albert Ray Newsome. *North Carolina: The History of a Southern State*. Chapel Hill: The University of North Carolina Press, 1984.
- Parramore, Thomas C. *Express Lanes and Country Roads: The Way We Lived in North Carolina, 1920–1970*. Chapel Hill: The University of North Carolina Press, 1983.
- Powell, William S. *North Carolina through Four Centuries*. Chapel Hill: The University of North Carolina Press, 1989.