

# Unit 05: The Lost Generation - America in the early 20th Century (1920s - 1930s)

Content Area: **English**  
Course(s): **English 3**  
Time Period: **Semester 2**  
Length: **4 - 6 weeks**  
Status: **Published**

## Unit Introduction

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Term used to describe the generation of writers active immediately after World War I. Gertrude Stein used the phrase in conversation with [Ernest Hemingway](#), supposedly quoting a garage mechanic saying to her, "You are all a lost generation." The phrase signifies a disillusioned postwar generation characterized by lost values, lost belief in the idea of human progress, and a mood of futility and despair leading to hedonism. The mood is described by [F. Scott Fitzgerald](#) in *THIS SIDE OF PARADISE* (1920) when he writes of a generation that found "all Gods dead, all wars fought, all faiths in man shaken."

"Lost generation" usually refers specifically to the American expatriate writers associated with 1920s Paris, especially Hemingway and Fitzgerald, and to a lesser extent T. S. Eliot and Ezra Pound. Hemingway used the phrase "You are all a lost generation" as the epigraph to his first novel [THE SUN ALSO RISES](#) (1926), and the influential critic Malcolm Cowley (1898-1989) used "lost generation" in various studies of expatriate writers.

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## Progress Indicators for Reading Literature

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LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

## Progress Indicators for Reading Informational Text

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LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially,
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including determining where the text leaves matters uncertain.

LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

## Progress Indicators for Writing

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LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

## **Progress Indicators for Speaking and Listening**

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LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

## **Progress Indicators for Language**

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LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Essential Questions**

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1. How does the literature of the time period reflect the loss of innocence from World War I?
2. What is the American Dream? How has the dream changed from the time of Smith, Winthrop, Franklin?
3. Which features of the novel correspond with the time period and place in which it is set?

## **Content/Skills**

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### **The Literature Selections include, but are not limited to:**

1. TS Eliot's *The Waste Land* and "The Love Song of J. Alfred Prufrock"
2. Fitzgerald's *"The Great Gatsby"*
3. Ernest Hemingway's *"The Sun Also Rises"*
4. Short stories from Hemingway and Fitzgerald: examples: *A Clean, Well-Lighted Place*, *Hills Like White*

Elephants, Short Happy Life of Francis Macomber, Babylon Revisited, Diamond as Big as the Ritz, Benice Bobs Her Hair.

5. Nonfiction readings on Prohibition, World War II, American Writers in Paris, Hemingway's A Moveable Feast

6. Literary criticism

**Supplementary Materials include, but are not limited to:**

**Vocabulary Applications include, but are not limited to:**

**Honors/Accelerated:**

Mirror and Windows: Connecting with Literature, American Tradition UNIT 6 words in context

Literary terms and related words in context to reading selections

**College Prep:**

Advanced Vocabulary Skills, Fourth Edition

Literary terms and related words in context to reading selections

**Independent Reading Selections tied to Themes or Time Period:**