The Lost Generation of 1914

“The Lost Generation” is used to describe the generation of young men and women who lived during and shortly after the time of World War I. While the phrase usually applies to a specific group of writers, it can be used to describe anyone who was born between 1880 and 1900.

They grew up learning traditional rules of life, but after the horrors of World War I showed these young people that the older generation could not be trusted, they had a feeling of hopelessness as they tried to create a new life for themselves. In doing so, they broke all the rules of how things were to be done, whether it was in government, writing, art, music, or fashion.

Your assignment is to make a brochure using Microsoft Publisher that describes the Lost Generation, gives examples of people in that generation, and explains why it is important to learn about. You will need to do research on major figures of that time period.

Cover Panel
- Title of Your Pamphlet: “The Lost Generation” or something like it
- Name
- Period
- Date
- Appropriate picture/design

Inside Front Panel
- Explain in your own words what “The Lost Generation” means. How do you think people of that time period felt? (one long paragraph)
- Explain why it is important to learn about “The Lost Generation.” (one long paragraph)
- One or two relevant pictures

Three Inside Panels
For each one, pick a major figure from the list below (one from Group A, two from Group B).

- Photograph
- Born, Died (dates)
- Where they lived/did their work (one short paragraph)
- Important information about their life and experiences (one long paragraph)
- Why could they be considered part of the Lost Generation…what did they do to break the rules and change the way people did things or how they thought? Why are they important? (one long paragraph)

Back Panel
- Pick two major figures today could be considered part of a lost generation and why you think so. (one long paragraph)
- Are there any similarities between that generation and you and your friends? Do you feel part of a “lost generation?” Explain. (one long paragraph)
**Group A**
- Louis Armstrong (musician)
- Al Capone (American crime lord)
- Charlie Chaplin (movie star)
- Marcel Duchamp (artist)
- Mohandas Gandhi (Indian leader)
- Pablo Picasso (artist)

**Group B**
- Kemal Ataturk (leader of Turkey)
- Salvador Dali (artist)
- W.E.B. DuBois (civil rights leader)
- T.S. Eliot (poet)
- F. Scott Fitzgerald (American writer)
- Marcus Garvey (civil rights leader)
- Ernest Hemingway (writer)
- James Joyce (Irish writer)
- Franz Kafka (writer)
- Suzanne Lenglen (French athlete)
- Somerset Maughm (writer)
- Erich Maria Remarque (writer)
- Gertrude Stein (writer)
- Igor Stravinsky (musician)
- Rudolph Valentino (movie star)
- Virginia Woolf (writer)

---

**Schedule for the Week**

**Report to the Media Center each day**

**Tuesday, April 8**
- Introduction from Mrs. Poole on researching online
- Begin researching major figures and finding information

**Wednesday, April 9**
- Complete research
- Complete writing about at least two major figures

**Thursday, April 10**
- Complete all writing
- Put finishing touches on design, cover, etc. (note: research and writing is to be done first, design and pictures to be done when that is finished)
- Print out whatever is finished and turn in to Mrs. Poole

**Friday, April 11**
- Video: *Ernest Hemingway’s Soldier’s Home*
- This video tells the story of an American soldier coming home from World War I and how hard it is for him to adjust back to normal life.

*It is expected that everyone be on their best behavior and to complete all work as instructed. You will be graded on your work, so do it well. Your behavior will be noted by Mrs. Poole and by the substitute.*

*Good luck!*
On the Generation of 1914

"What allowed European intellectuals born between 1880 and 1900 to view themselves as a distinct generation was that their youth coincided with the opening of the twentieth century and their lives were the bifurcated by the Great War. Those who survived into the decade of the 1920s perceived their lives as being neatly divided into a before, a during, and an after, categories most of them equated with the stages of life known as youth, young manhood, and maturity. What bound the generation of 1914 together was not just their experiences during the war, as many of them later came to believe, but the fact that they grew up and formulated their first ideas in the world from which the war issued, a world framed by two dates, 1990 and 1914. This world was the "vital horizon" within which they began conscious historical life.

The primary fact of this world - and the first thing that young people noticed about it - was that it was being rapidly transformed by technology. Europeans were being freed increasingly from the traditional constraints imposed on mankind by nature. Life was becoming safer, cleaner, more comfortable, and longer for most sectors of the population. Death had not been vanquished but its arrival was now more predictable, and the physician, along with the engineer, had been elevated to the priesthood of the new civilization.

"At the same time that life was becoming more secure, its pace quickened and the sense of distance among people shrank. Even rest became recreation. Instead of picnicking or strolling on resort boardwalks, Europeans began to pedal, swim, ski, and scramble up the sides of mountains. The great events of the era, from a technological point of view, were the invention and diffusion of the automobile, the motorcycle, and the airplane. Speed still implied romance and adventure and had yet to be connected with traffic fatalities, tedium, and pollution. It is difficult to determine the precise effects that these changes of velocity had on the sensibility of intellectuals growing up in early twentieth century Europe. Certainly, though, the acceleration of movement enhanced the feeling of novelty and encouraged the conviction that the twentieth century would be fundamentally different from its predecessor, if only because it would be faster.