

# Most Influential Person or Aspect of the 1920's

Research guide for Index Cards (must have at least 4)

Topic: \_\_\_\_\_ (must have teacher approval)

Name(s): \_\_\_\_\_ Class Period: \_\_\_\_\_

## Background information the 5'ws



- who
- what
- where
- when
- why or how



## How did this person, idea, or event change 1920's

- identify change (political, economic, culture or society) can be more than one
- explain how this person or aspect influenced life in the 1920's and provide examples /evidence



## Making connections to 2020

- Explain how this person or aspect of today's society relates to your topic
- give examples and evidence to support your ideas



## Interesting facts 3-5

> some fun facts or interesting things you learned about your topic that others might not know

- Behind each Index card should be your work cited, please use MLA style
- All research index cards will be collected for a grade after your oral presentation
- You may use your index cards during your presentation.

# 1920's Research Topics

## Sports, etc

Women's Collegiate  
Growth of spectator  
sports  
Babe Ruth  
Jack Dempsey  
Charles Lindbergh  
Gertrude Ederle



## Women

Nineteenth Amendment  
Equal Rights Amendment  
Aimee Semple McPherson  
League of Women Voters  
National Women's Party  
Flappers  
Margaret Sanger/Birth Control/  
Eugenics/Comstock Act



## Business

Henry Ford  
Assembly line/mass production  
Labor unions/strikes  
Child labor  
Andrew Mellon  
2nd industrial revolution  
Personal debt  
Farming/Fordney-McCumber Tariff

## Politics/Issues

Teapot Dome Scandal  
Gangsters/Al Capone  
Racism/KKK  
Calvin Coolidge  
Herbert Hoover  
Prohibition/Bootleggers  
National Origins Quota Act of 1924  
Immigration Act of 1921  
NAACP  
Al Smith  
Communism/Red Scare  
Sacco and Vanzetti  
Palmer Raids  
Scopes trial (evolution)  
Clarence Darrow  
H.L. Mencken (journalist)  
Election of 1928  
Boston police strike  
Urban vote and Democrats  
Literacy  
Rural "counterattack"  
Fundamentalism  
Warren Harding  
"return to normalcy"  
Marcus Garvey  
Stock Market Crash of 1929  
Race riots (Oklahoma)  
Poverty  
Eugenics Movement  
Urban liberalism  
Federal Bureaucracy  
Hedonism  
Mass entertainment  
Mass consumer culture  
Race

## Medicine

Insulin  
Antibiotics

## Arts/Culture

1920's writers  
T.S. Eliot  
Eugene O'Neill  
H.L. Mencken  
F. Scott Fitzgerald  
Sherwood Anderson  
Edith Wharton  
Claude McKay  
John Dos Passos  
Ernest Hemingway  
Sinclair Lewis  
Willa Cather  
Langston Hughes  
Lost Generation of writers  
Advertising (cigarettes, etc.)  
Radio broadcasting  
1920's art  
Edward Hopper  
Movie industry  
Charles Lindbergh  
Harlem Renaissance  
Jazz Age  
Aaron Copland  
George Gershwin  
Frank Lloyd Wright



## Roaring Twenties Group Research Project

After each group selects one of the following topics, each group member will select a sub-topic to create the playing cards for their group.

### Harlem Renaissance

- Langston Hughes
- Zora Neal Hurston
- Marcus Garvey
- Arthur Schomburg

### Prohibition

- 18th and 21st Amendments
- /Political Climate
- Temperance Movement
  - Organized Crime
  - Bootlegging and Speakeasies

### Women of the Twenties

- Flapper Culture
- Women Writers
- Women in Politics / 19<sup>th</sup> amendment/Suffrage Movement
- Screen Stars

### Music, Dance, and

### Entertainment

- Cotton Club / Duke Ellington
- Dance Marathons and the Charleston Craze
- Benny Goodman / Louis Armstrong
- Charlie Chaplin and the Transition to “Talkies”

### Technology

- Aviation –Lindberg
- Automobiles –T-model
- Radio and Television
  - Science

### Sports

- Babe Ruth
- Boxing
- Negro League Baseball and Racism in Sports
- Jack Dempsey and Bobby Jones

### Chicago History

- Al Capone
- Valentine’s Day Massacre
- Chicago Gangland
- Black Sox scandal

### Controversial Issues

- Trial of Sacco & Vanzetti
- Ku Klux Klan
- Communist parties
- Scopes Monkey Trial
- Tulsa Race Riot

## Topics:

### Women in the Twenties

[The “Flapper”, Voting Rights, New Roles in home/family/government, etc. Alice Paul, Margaret Sanger, Frances Perkins, Aimee Semple McPherson, Margaret Mead, Nellie Taylor Ross, etc.]

### African-Americans and the Harlem Renaissance

[Niagara Movement, NAACP, Marcus Garvey, Zora Neale Hurston, Langston Hughes et al, Paul Robeson, Louis Armstrong, Bessie Smith, Josephine Baker, etc.]

### Prohibition and Organized Crime

[The “Noble Experiment”, Al Capone, the Untouchables, Bootlegging, Speakeasies, etc.]

### The “New” Entertainment

[Movies: Rudolph Valentino, Mary Pickford, Charlie Chaplin, Buster Keaton, Talkies, etc.]

[Sports: Baseball (Babe Ruth), Boxing (Jack Dempsey), Football (Red Grange), Gertrude Ederle, etc.]

### New Technology

[Airplanes (Charles Lindbergh & Amelia Earheart), Radios, Automobiles (Henry Ford)], modern household inventions (washing machine, vacuum cleaner, etc.)

### Extremists on the Right and Left

[Ku Klux Klan, Palmer Raids, Sacco & Vanzetti, the “Monkey Trial”, etc.]

### The Arts & Literature

[The Charleston, Jazz, Lost Generation Writers (Fitzgerald, Hemingway & Eliot), etc]

# Oral Presentation Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_ PERIOD: \_\_\_\_\_

Title/Topic \_\_\_\_\_ : teacher initials \_\_\_\_\_

Performance Element	MASTERY 5	Proficient 4	Developing 3	Emerging 2-1	Possible	Actual
<b>Awareness of Audience</b>	<ul style="list-style-type: none"> <li>Significantly increases audience understanding and knowledge of topic;</li> <li>Effectively convinces an audience to recognize the validity of a point of view.</li> </ul>	<ul style="list-style-type: none"> <li>Raises audience understanding and awareness of most points;</li> <li>Clear point of view, but development or support is inconclusive and incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>Raises audience understanding and knowledge of some points;</li> <li>Point of view may be clear, but lacks development or support.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to increase audience understanding or knowledge of topic.</li> <li>Fails to effectively convince the audience.</li> </ul>		
<b>Strength of Material, Organization</b>	<ul style="list-style-type: none"> <li>Clear purpose and subject;</li> <li>Pertinent examples, facts, and/or statistics;</li> <li>Conclusions/ideas are supported by evidence;</li> <li>Major ideas summarized and audience left with full understanding of presenter's position.</li> </ul>	<ul style="list-style-type: none"> <li>Has some success defining purpose and subject;</li> <li>Some examples, facts, and/or statistics support the subject;</li> <li>Includes some data or evidence which supports conclusions or ideas;</li> <li>May need to refine summary or final idea.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to define purpose and subject;</li> <li>Weak examples, facts, and/or statistics, which do not adequately support the subject;</li> <li>Includes very thin data or evidence in support of ideas or conclusions;</li> <li>Major ideas may need to be summarized or audience is left with vague idea to remember.</li> </ul>	<ul style="list-style-type: none"> <li>Subject and purpose are not clearly defined;</li> <li>Very weak or no support of subject through use of examples, facts, and/or statistics;</li> <li>Insufficient support for ideas or conclusions.</li> <li>Major ideas left unclear, audience left with no new ideas.</li> </ul>		

<b>Delivery</b>	<ul style="list-style-type: none"> <li>Relaxed, self-confident and <b>appropriately dressed</b> for purpose or audience;</li> <li>Holds attention by direct eye contact with all parts of audience;</li> <li>Fluctuation in volume help to maintain audience interest and emphasize key points.</li> <li>Enthusiastic delivery with emotion (selling it!) 2-3 min</li> </ul>	<ul style="list-style-type: none"> <li>Quick recovery from minor mistakes;</li> <li>Appropriately dressed;</li> <li>Fairly consistent use of direct eye contact with audience;</li> <li>Satisfactory variation of volume and inflection.</li> <li>Seems to have some interest in topic</li> </ul>	<ul style="list-style-type: none"> <li>Some tension or indifference apparent and possible inappropriate dress for purpose or audience;</li> <li>Occasional but unstained eye contact with audience;</li> <li>Uneven volume with little or no inflection.</li> <li>Does not show much interest in topic</li> </ul>	<ul style="list-style-type: none"> <li>Nervous tension obvious and/or inappropriately dressed for purpose or audience;</li> <li>No effort to make eye contact with audience;</li> <li>Low volume and/or monotonous tone cause audience to disengage</li> <li>Doesn't seem to show any interest in topic</li> </ul>	
<b>Research: index cards</b>	<ul style="list-style-type: none"> <li>All 4-5 index cards were turned in with work cited MLA</li> <li>Research included facts and statics and was from credible sources</li> </ul>	<ul style="list-style-type: none"> <li>4 index cards were turned in with research and work cited complete and satisfactory</li> </ul>	<ul style="list-style-type: none"> <li>Some Index cards were turned in</li> <li>Research needed more detail or facts</li> <li>Missing some work cited or MLA style was not used</li> </ul>	<ul style="list-style-type: none"> <li>Few index card were turned</li> <li>Research did not follow the guidelines</li> <li>Missing facts</li> <li>No work cited</li> </ul>	
<b>Props and or costume design</b>	<p>Costume or prop was very creative and designed well, and added meaning to presentation</p>	<p>Costume or prop was included and went along with the topic</p>	<p>Costume or prop was attempted but was missing some detail or relevance</p>	<p>No costume or prop or not appropriate for topic (0)</p>	
<b>Total points Or comments</b>					/25pts