

## “Newton South Round Table”

In the 1920s, a group of famous writers, poets, actors, and others met in New York City at the Algonquin Hotel. They called themselves the “Algonquin Round Table,” and met for lunch for about eight years. Our assessment for this unit will be creating a “Newton South Round Table.” You’ll be taking on the persona of a famous person from the 1920s, and you will be meeting other famous people, deciding which would most interest your individual.

**DUE** in class on **Friday, 3/18** and to be concluded on **Monday, 3/21**, you will be researching the career and beliefs of \_\_\_\_\_.

**PLAN & ASSESSMENT** You’ll have one day in the Library (Thurs, 3/17) and two nights for homework to prepare.

I. You must prepare **three items on THREE SEPARATE PAGES**, with one page for each of the following:

- A printed, clear, visible **picture** of your person.
- Up to one page of **HANDWRITTEN** notes on your person, in your own words, making sure to include the following information:
  - ⇒ **Role** that s/he played in the 1920s (senator, athlete, singer, writer, etc.)
  - ⇒ Her/his major **accomplishments** (Nobel prize winner, award winning singer, etc.)
    - **What achievement in your life are you most proud of?**
  - ⇒ Her/his **overall impact** on the 1920s
  - ⇒ Any **“fun facts”** about her/his life (1<sup>st</sup> person to fly in an airplane, 1<sup>st</sup> athlete of her/his background in the Olympics, etc.)
- A **bibliography** of at least 2-3 sources

II. In class, you’ll do the following:

- A. You will be sharing this information with your classmates, as if you were at a “speed dating” event! These are not romantic meetings, but a bit like interviews to decide which people would most & least interest your individual.
  - ⇒ You will meet **6 other people** from the 1920s, each for about **4 minutes per conversation**.
  - ⇒ While meeting, be sure to **take some notes** on the people you meet!
- B. Afterwards, you’ll have about 20 minutes to respond to the following three questions, using the information you gathered from your roundtable meetings:
  1. Which person would your person MOST want a second chance to meet with, and why?
  2. Again, based only on ideas and actions, which person would your person LEAST want a second meeting with, and why?
  3. Based on class notes, textbook and research readings, films, sources, and today’s meetings, is “roaring” the best adjective to describe the 1920s? Why or why not? If it’s not, what’s a better one, and why?

★ **Questions 1 & 2** = one paragraph each of 3-5 sentences

★ **Question 3** = more thorough response. For question 3, you can answer in up to a full page or more; that response should include at least 6 (for CP and ACP) or 8 (for honors) specific people, events, laws, or trends from the 1920s. *This is in place of a regular test, paper, or other project, so show me the depth of your understanding here!*

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<sup>1</sup> Adapted from projects created by Ashley Elpern and by Andrew Thompson, History Department, Newton South High School; with additional help from Michele Leong, English Department, Newton North High School.

<b>YOUR NAME</b>	<b>YOUR ASSIGNED PERSON</b>
1. Anthony	Charles Lindberg
2. Ruslan	Langston Hughes
3. Michael Dober	Paul Robeson
4. Oliver	John Scopes
5. Emma	Jim Thorpe
6. Sara	Josephine Baker
7. Michael Garb	Elliot Ness
8. Max	Rudolph Valentino
9. Maria	Zora Neale Hurston
10. Tessa	Margaret Sanger
11. Andrew Karl	Benny Goodman
12. Timmy	A. Philip Randolph
13. Robin Medoff	Clara Bow
14. Sakura	Al Smith
15. Nina	Frances Perkins
16. Sarina	Alice Paul
17. Jessica	F. Scott Fitzgerald
18. Sujata	Al Capone
19. Madison Targett	Louis Armstrong
20. Tabby	Bartolomeo Vanzetti
21. Harrison	WEB DuBois
1. Robin Acosta	Bessie Smith
2. Jordan	Jack Dempsey
3. Addie	Josephine Baker
4. Daniel	Henry Ford
5. Alexander	Jim Thorpe
6. Emily	Anna May Wong
7. Zoe	Margaret Sanger
8. Will	Buster Keaton
9. Olivia	Amelia Earhart
10. Andrew Gundal	Al Capone
11. Rachel	Zora Neal Hurston
12. Jacob	Nicola Sacco
13. Anna	Ernest Hemingway
14. Nick	F. Scott Fitzgerald
15. Victor	John Scopes
16. Madison Mixer	Frances Perkins
17. Nabeel	Marcus Garvey
18. Michael Pasqualini	Charlie Chaplin
19. Zak	Babe Ruth
20. Alex	Al Smith
21. Peter	Duke Ellington
22. Harir	Gertrude Stein

## Newton South Round Table Rubric = 50 points

The **A project** arrives in class on time with all materials ready, AND:

- has a clear picture, full and useful notes (looking at the individual's beliefs, actions, notables, impact)
- provides an accurate and properly formatted bibliography of 2+ sources; goes beyond obvious sources
- provides helpful and full notes from meetings
- gives thorough responses to the 2 reflection questions about the meetings
- details a response to question 3 with great depth, using the appropriate number of terms (6+ for CP/ACP, 8+ for H) with accurate and insightful understanding

The **B project** arrives in class on time with all materials ready AND:

- has a picture and useful notes (looking at the individual's beliefs, actions, notables, impact); may have limited notes on some portions, or the picture may be unclear
- provides an accurate and properly formatted bibliography of 2+ sources
- provides some useful notes from meetings
- gives reasoned responses to the 2 reflection questions about the meetings; may be a bit vague at points in the explanation
- provides a response to question 3 with depth, using the appropriate number of terms (8+ for CP/ACP, 10+ for H) with reasonable but more superficial understanding than an A project

The **C project** arrives in class on time with nearly all materials ready, but may require help, AND:

- has a picture and some basic notes (looking at the individual's beliefs, actions, notables, impact); may have a barely visible or unhelpful picture, or notes may be much stronger on some areas than others
- provides a bibliography of 2+ sources
- provides a few useful notes from meetings
- gives responses to the 2 reflection questions about the meetings, but may provide little detail in explaining
- provides a response to question 3 with little depth, using the fewer than the appropriate number of terms (8+ for CP/ACP, 10+ for H) or may misunderstand some ideas; demonstrates only a basic overall understanding of the decade

The **D/F project** is missing some key components, isn't ready for class, is plagiarized, AND/OR:

- doesn't have a picture or barely has any notes on the individual
- has no bibliography or a very limited/unclear one
- takes no notes during meetings
- answers to reflection questions after the meetings show little to no comprehension, or do not use ideas from the unit