

Museum of the Roaring Twenties

In this project, we will research various topics relating to life in the United States during the 1920's.

PREPARATION.

- ❖ We will work in pairs/trios to research various topics relating to life in the United States during 1920's.
- ❖ Each group will research a different assigned topic. You may choose to swap.
- ❖ In order for you to do research, we will have 2-½ class periods to prepare:
⇒ **Wednesday, 3/16** = Goodwin Lab, **Thursday, 3/17** = Library, **Friday, 3/18** = Goldrick Lab (½ block)
- ❖ Information on the topics also may be found in your textbook Chapter 20.
- ❖ Based on your research, each group will prepare a "museum exhibit" on its topic and make a brief presentation to the class.

VIRTUAL MUSEUM EXHIBIT.

Your exhibit should be on **SIX 8½ x 11 sheets of paper**, with each sheet as follows:

1. **Timeline** of the 1920's with
 - At least FIVE important events (with brief descriptions) relating to your topic
 - At least three relevant images.
2. A **Summary** of your topic
 - Impact on American life during the 1920's.
 - Include one image that *best represents* the topic.
3. **Four Pages of Biographical sketches** of FOUR Americans (or institutions/groups) (two on a page), who contributed significantly to your topic.
⇒ For each biographical sketch, you must include:
 - At least one **image/photograph** of the person or group.
 - At least one significant **quotation** from the individual or group.
 - "Top 5" Most Important Things** to Know About . . .

Timeline 1920 <input type="text"/> <input type="text"/> <input type="text"/> 1928 1924 1926 1929	Summary Paragraph or several bullet points <input type="text"/>
Person / Name Quote <input type="text"/> Top 5	Person / Name Quote <input type="text"/> Top 5
Person / Name Quote <input type="text"/> Top 5	Person / Name Quote <input type="text"/> Top 5

★ **DUE DATE = Tuesday, 3/22/16**

BIBLIOGRAPHY.

Your bibliography should contain at least **three** sources, not including the textbook. Please print out and submit with your exhibit. Be sure to write your names and topic.

GRADING.

This project will be worth up to **50 points** per student.

- Completion of all components and proper formatting
- Compilation, coordination, allocation of tasks and components
 - Each student must complete own specific tasks for project.
- Grading will be based on the completeness, clarity, effectiveness, and originality of exhibit (based on criteria described above and below in grading rubric)
- How well students work in their groups. It is the group's responsibility to have all parts of the project on the due date.
- Complete, properly-formatted bibliography submitted from your group/topic, with minimum of three sources, not including your textbook

	EXCEEDS	MEETS	APPROACHING	JB
Timeline	All of the "Meets"—events + descriptions, images—significant, interesting, accurate. Clear, organized, creative. No major details excluded.	At least 5 relevant events with descriptions, three images. Facts are accurate.	Minimum events/descriptions, and images not included; major events omitted; inaccuracies.	
Summary	All of the "Meets" plus summary and selected image(s) well-written, organized, coherent; provokes thought.	Description of impact on American life during 1920's—provides succinct, clear summary of topic's significance; relevant image included; facts are accurate.	Summary is overly detailed or too vague; organization problematic. Poorly written. Selected image's relevance unclear; some inaccuracies	
Bio Sketches	All of the "Meets" plus creative, thought provoking; well written and free of distracting errors; individuals are diverse and representative of topic	Four individuals selected relevant to topic; appropriate quotation and image included; top 5 things to know. Facts are accurate; minimal errors	Includes required info for individuals about topic, but there are factual errors; lacks range or diversity; poorly written.	
Collaboration	All of the "Meets" plus all members contribute equally to project; tasks allocated and completed successfully.	Group members generally work well; project completed on time + all components included. Productive use of homework time + class prep/research time.	Some members do the work, and other members work outside of the group, or do not follow through on assigned task(s).	

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, Duke Ellington, Bessie Smith, Josephine Baker, etc.]

Prohibition and Organized Crime.

[the "Noble Experiment", Women's Christian Temperance Union, Volstead Act, Al Capone, Bonnie & Clyde, the Untouchables, Bootlegging, Speakeasies, etc.]

The "New" Entertainment & Technology.

[Movies: Rudolph Valentino, Mary Pickford, Charlie Chaplin, Buster Keaton, Talkies, etc.]
[Sports: Baseball (Babe Ruth), Boxing (Jack Dempsey), Football (Red Grange), Gertrude Ederle, etc.]
[Airplanes (Charles Lindbergh & Amelia Earheart), Radios, Automobiles (Henry Ford)]

Extremists on the Right and Left.

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

The Arts & Literature.

Jazz (Armstrong, Fats Waller, Benny Goodman, etc.), Lost Generation Writers (Gertrude Stein, Henry Miller, Ezra Pound, F. Scott Fitzgerald, Ernest Hemingway & T.S. Eliot), etc.

	African Americans & Harlem Renaissance	
	Arts & Literature	
	New Entertainment	
	Prohibition	
	Extremists	
	Women in the 1920s	