

1920s Fishbowl Discussion Project

(Preparation 1/2-1/8, Discussion 1/10)

In this project you will be assigned a specific character from the 1920s. Your job will be to research your character and then develop talking points based on your findings. These talking points will help drive the conversation during the fishbowl discussion on Thursday, Jan 10th.

To prepare:

Step 1: READ the provided resources on your character (you should also look back at class notes / videos / articles / presentations around your topic from previous classes)

Step 2: TAKE NOTES to help provide evidence and develop talking points (may be digital or in your notebook)

Step 3: PREPARE BRIEF BIO to serve as an introduction explaining succinctly who you are, where you're from, what you value, and what you believe. (4-5 sentences)

Step 4: PREPARE TALKING POINTS around the questions below* to help propel the class discussion. You should have 10 evidence-based talking points that address several questions from the list below. Be sure to include specific statements and refer to actual legislation, people, or events, where it would be useful. Prepare yourself to add to any aspect of the conversation as it unfolds.

Step 5: PARTICIPATE IN FISHBOWL by bringing up your talking points, responding to others by agreeing or disagreeing, bringing up pieces of evidence, stories, etc.

Step 6: REFLECTION Directions for reflection will be provided on the day of the fishbowl and will be due on the following Monday.

***Questions:**

1. Is change worth the trouble?
2. Should traditions always remain as they have always been?
3. What types of things make you feel uncomfortable?
4. What about today's (1920s) society needs to change?
5. What legislation (law) is important to you?
6. What do you think is the role of the federal government?
7. How does where you live affect your life?
8. What would you consider to be the most important freedoms we have as Americans?
9. In what ways do your race or gender affect your life?
10. How do you feel confined by the government?
11. How do you feel confined by society?
12. Do you feel strongly about any political or social activist groups?
13. Are there any social or political leaders you look up to? Any that you particularly oppose?
14. When will you feel like your cause has won/what would victory look like for you?
15. Do you expect to see significant change in the coming years (following the 1920s)? What about coming generations?

RUBRIC	4	3	2	1
LT3 Overall I can evaluate the tension between change and tradition in 1920s society (a+b+c)	Exemplary evaluation of target content	Acceptable / basic evaluation of target content	Made some progress toward evaluating target content	Minimal or no evidence of progress toward evaluating target content
LT3a Preparation	See Skills 1			
LT3b Participation	See Skills 2			
LT3c Reflection	Thorough and thoughtful response to all reflection questions show unarguable mastery of learning target	All target questions completed, most done thoroughly and thoughtfully	Incomplete reflection shows SOME progress toward mastery of LT	Minimally completed or non-submission of reflection
ST1 I can analyze and evaluate complex texts (preparation documents, use of class time, fishbowl tracker)	Used a variety of resources, thoroughly completed all required components of assignment	All preparation notes and tracker completed with minimal exceptions. Used class time mostly well	Multiple components missing or incomplete	Minimal work done Poor use of class time
ST2 I can clearly convey ideas and information through effective organization (talking points - prepared & shared)	Prepared 10+ unique & thoughtful talking points total Multiple shared appropriately in activity	Completed and shared multiple talking points for fishbowl on multiple topics.	Somewhat prepared for fishbowl, participated minimally	Unprepared / Did not participate

Who is your Character? _____

Harlem Renaissance

Class Powerpoint:

<https://docs.google.com/presentation/d/1XkidQqIohyvtZcnTfKrA3yTgLnJO8l-RleFYWVHv7bs/edit?usp=sharing>

1. Author living in Harlem (Makarius, Daniel, Zoe, Sofia, Brooklyn, Taty, Lamar)

- <http://social.rollins.edu/wpsites/mosaic-hurston/2011/07/12/the-harlem-renaissance-a-social-documentary-through-art/>
- http://artsedge.kennedy-center.org/interactives/harlem/themes/black_writers.html
- <http://exhibitions.nypl.org/africanaage/essay-renaissance.html>

Great Migration

Class Powerpoint:

<https://docs.google.com/presentation/d/1XkidQqIohyvtZcnTfKrA3yTgLnJO8l-RleFYWVHv7bs/edit?usp=sharing>

2. African-American mother who moved to Chicago (Aschalon, Nathan, Aidan, Marcus, Raydell)

- <https://blogs.loc.gov/teachers/2013/02/the-great-migration-in-library-of-congress-primary-sources/>
- <https://www.chicagotribune.com/news/opinion/commentary/ct-perspec-flash-great-migration-south-african-americans-0415-20180410-story.html>
- <https://www.theatlantic.com/politics/archive/2016/01/chicago-defender/422583/>
- <https://www.goinnorth.org/stories>
-

KKK

Class Powerpoint:

<https://docs.google.com/presentation/d/1XkidQqIohyvtZcnTfKrA3yTgLnJO8l-RleFYWVHv7bs/edit?usp=sharing>

3. A NAACP field secretary in the South (Christian, Errollyn, Trevon, Arlia)

- <https://www.naacp.org/latest/us-house-of-representatives-celebrates-the-life-and-sacrifice-of-medgar-evers/>
- <https://exhibits.stanford.edu/oral-history/catalog/jd482sy6869>
- <https://www.loc.gov/exhibits/naacp/the-new-negro-movement.html>

Eugenics

Class PowerPoint:

<https://docs.google.com/presentation/d/1rZBRu2wG5nj5sJILwi1W1cfxq3kUQ4tkYwqDudGTvtc/edit?usp=sharing>

Either:

<https://www.theatlantic.com/health/archive/2017/01/california-sterilization-records/511718/>

4. A Eugenics professor (Aijah, Adia, Franklin, Brandon C, Juma, Tyler)

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2757926/>
- <https://www.nytimes.com/2014/10/14/science/haunted-files-the-eugenics-record-office-recreates-a-dark-time-in-a-laboratorys-past.html>
- <https://www.pbs.org/wgbh/americanexperience/features/eugenics-surprising-history-of-marriage-counseling/>

5. A woman from NC who was sterilized (Shay, Brian, Lexus, Yabdiel, Angeliz)

- <https://www.facinghistory.org/resource-library/supreme-court-and-sterilization-carrie-buck>
- <https://www.npr.org/sections/health-shots/2016/03/07/469478098/the-supreme-court-ruling-that-led-to-70-000-forced-sterilizations>
- <http://www.msnbc.com/all/eugenic-sterilization-victims-belated-justice>

6. A white man who is in love with a black woman (Jason C, Erik, Karina, Ana, Chase, Chasity, Ricky)

- <http://time.com/4552130/loving-movie-racial-passing-history/>
- <https://www.aclu.org/other/map-leadup-loving>
- <http://depts.washington.edu/civilr/antimiscegenation.htm> (lengthy, but also includes newspaper headlines on side)
- <https://www.npr.org/templates/story/story.php?storyId=104190048>

Scopes

Class reading:

<https://docs.google.com/document/d/1-M94JcPRkNiAFobKArrSJ4AigzEd1-6rgCFulkB779Q/edit?usp=sharing>

7. Pastor from AL who preaches against evolution (Jason G, Victor, Aliyah, Ajani, Gianna)

- <http://www.counterbalance.org/history/creat1920-frame.html>

8. A NY scientist studying human evolution (Mickey, Breeana, Jakiya, Raul, Jordan, Elate)

- <https://www.scientificamerican.com/article/15-answers-to-creationist/>

Either:

- <http://www.pewforum.org/2009/02/04/the-social-and-legal-dimensions-of-the-evolution-debate-in-the-us/>
- <https://library.cqpress.com/cqresearcher/document.php?id=cqresrre1997082200>

- <http://americainclass.org/sources/becomingmodern/divisions/text5/colcommentaryreligion.pdf>

Race “Riots”

Class Powerpoint:

https://docs.google.com/presentation/d/1K8zXIgzoILD9wc3DUDzwl_sOPtKnMsvJGhYjZsgiaHU/edit?usp=sharing

9. A black woman living in Greenwood (Abdul, Jeniah, Michael, Asseanesy, Afinity)
 - <https://tulsahistory.org/learn/online-exhibits/the-tulsa-race-riot/> (pictures/commentary linked at bottom)
 - <https://www.npr.org/sections/codeswitch/2018/05/31/615546965/meet-the-last-surviving-witness-to-the-tulsa-race-riot-of-1921>
 - https://www.washingtonpost.com/history/2018/10/11/we-lived-like-we-were-wall-street/?noredirect=on&utm_term=.d67f9855752d
10. A young white girl living in Southern Tulsa (Diana, Gianna, Ryan, Jenesis, Alexia)
 - <http://www.tulsaworld.com/app/race-riot/questions.html> (also newspaper pictures on multimedia tab)
 - Amy Comstock (placing the blame on impoverished Greenwood)
<http://historymatters.gmu.edu/d/5118>

Prohibition

Class Powerpoint:

<https://docs.google.com/presentation/d/1P9z-j7Yqh-BbXaNMQEO3yYJKOZHNFhb9jxyYgb2slH4/edit?usp=sharing>

11. A “wet” immigrant in Boston (Jermaine, Brandon A, Alyssa, Andrew B, Sadryan)
 - <https://www.bostonglobe.com/lifestyle/style/2016/03/17/what-you-don-know-about-prohibition-massachusetts/oSK1jPl6WcJKD1QyHCRW2O/story.html>
 - <http://prohibition.themobmuseum.org/the-history/the-rise-of-organized-crime/rum-running/>
 - <https://globalboston.bc.edu/index.php/home/eras-of-migration/>
 12. A “dry” woman from Kansas (Ajanay, Dong, Andrew P, Lawrence)
 - <https://prohibition.osu.edu/>
 - <https://cnu.libguides.com/1920s/prohibition> (lots of links on left lead to whole new pages)
 - <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/prohib/>
- Either:
- <http://americainclass.org/sources/becomingmodern/divisions/text4/text4.htm>
 - <https://www.docsteach.org/activities/teacher/prohibition-and-its-consequences>

Women

Class powerpoint:

<https://docs.google.com/presentation/d/1zVLghqMchm8JtC2c3EOrgMGncu91TTZVIweSNs0JMAk/edit?usp=sharing>

The Modern Woman Collective Commentary (from On Demand):

https://drive.google.com/file/d/1xdaJ8fT25AoCIbBp-tmskbOeIJEBRE_U/view?usp=sharing

4 Women Reading:

https://drive.google.com/file/d/1XyQb0oHwYPJhdt5-q_DM0MNaJAYdfUYN/view?usp=sharing

13. an Anti (Jaron, Kirsten, Colleen, Bre Ella, George)

- <http://www.crusadeforthevote.org/naows-opposition/>
- <https://www.npr.org/sections/npr-history-dept/2015/10/22/450221328/american-women-who-were-anti-suffragettes>
- <https://teva.contentdm.oclc.org/digital/collection/p15138coll27/id/6>
- <https://www.womenshistory.org/resources/primary-source/letter-cambridge-branch-massachusetts-anti-suffrage-association>

14. A Suffragette (Mario, Angel, Abby Kayla, Athen, Tanya, Jacob)

- <http://www.crusadeforthevote.org/primary-documents-1/>
- <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/>
- <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/suffrage/>

15. A divorcee (Ockeem, Rachel, Estefany, Chaasadah)

- <https://daily.jstor.org/a-threat-to-traditional-marriage-in-the-1920s/>
- <https://news.ku.edu/2017/05/16/sensationalism-surrounding-1920s-gold-digger-li-kely-harmed-women-divorce-cases>
- https://drive.google.com/file/d/1xdaJ8fT25AoCIbBp-tmskbOeIJEBRE_U/view

(page 9 & 10)

Name: _____ Section: _____ Date: _____

Outer Circle Note Catcher

Ideas & characters that support your arguments Ideas & characters you want to argue with	Track the Conversation (topics & characters)
Your Personalized Task*:	
Who seem to be allies? Which of their ideals are similar?	

*1- List out phrases used to transition between topics /// 2- Keep a tally of who talks, and how many times /// 3- Keep track of who adds onto what someone else says and HOW /// 4- Keep track of what arguments / disagreements come up /// 5- Track the person sitting directly across from you. Keep track of what they're doing/saying /// 6- Track how many times someone is invited into the conversation and how they respond /// 7- Track the strongest arguments that you hear in the fishbowl /// 8- What evidence do you hear provided to support talking points?

Reflection Document: Please write your responses in the space provided.

Question 1: What contributions to today's fishbowl are you most proud of?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Question 2: What did you not get to say/argue that you wanted to (explain your position)?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.