

Winter Honors Essay on LT3

LT: I can evaluate the tension between change and tradition in 1920s society

4-6 pages. Typed, double spaced, times new roman, 1" margin, in-text citations, + works cited page. (standard MLA)

Choose one of the following 4 essay prompts. For most of the topics, there will likely be a specific book you should be getting from library ASAP (for topics 2 and 3, many of the individuals have an autobiography, or 1 or more biographies written about them) and reading, though you should also have additional sources to support the writing of your paper. You are required to use at least one paper source (i.e. a book), and other sources may be digital. The essay is due on Monday 1/13. Late Papers accepted 1/14. No papers accepted after 1/14.

Paper Topic 1

From 1920 to 1933, Prohibition was the law of the land in the United States by constitutional amendment. The amendment was passed in part by the efforts of women who made up the Anti-Saloon League and the Women's Christian Temperance Union. The conflict perfectly exemplifies our learning target, pitting the changing nation of immigrants and big-city life against the traditional rural protestant values. Explore the following aspects of the prohibition era.

- Examine the amendment itself AND the Volstead Act, which enforced the 18th amendment and goes into more detail. What was ACTUALLY illegal/legal under this federal law? (hint: it's more complicated than what we talked about in class).
- What were the origins of the temperance movement? Who were the advocates of prohibition and how were they able to sway public opinion and congress to pass the amendment?
- How did nativism / anti-immigrant and anti-Catholic sentiment play into the push for prohibition?
- How did prohibition lead to the rise of organized crime? Who were some of these notorious criminals and what did they do?
- How did the Volstead Act enforce prohibition? How successful was it?
- How did the 21st amendment (repeal of prohibition) come to pass? Who advocated for it and what was the public response to this law?

Paper Topic 2

The "New Woman" refers to successive generations of educated and self-supporting middle-class women who, between the 1880s and 1920s, demanded careers and public roles. Frequently unmarried, often living with other women, they were associated with the settlement-house movement, educational and political reform, the medical and legal professions, journalism, the arts, and literature. Examples include Jane Addams, Ida B.

Wells-Barnett, M. Carey Thomas, Mary McLeod Bethune, Willa Cather, Gertrude Stein, Zora Neale Hurston, H. D., and Djuna Barnes. New Women bridge racial divisions. They were prominent as leaders of the National Association of Colored Women and, like Nannie Burroughs and S. Willie Layten, also initiated the Black women's church movement. The term rightly incorporates less visible women as well as stars like teachers, social workers, businesswomen, physicians, and nurses, who supported themselves and lived independently. The first generation, attending the new women's colleges in the 1870s and 1880s, flourished professionally between the 1880s and the First World War. Many were outspoken feminists, addressing issues of industrial, racial, and sexual justice at home and promoting world peace. A second generation, educated in the 1890s, often by the first generation, came into their own in the years immediately before and after the First World War. They placed more emphasis on self-fulfillment, less on social service, and a great deal more on the flamboyant presentation of self. Moving easily within the bohemian world of Paris, Greenwich Village, or Harlem, they sought to appear as successful, as political, and as sexual as men.

In this paper, explore the life and work of a “new woman” by providing some analysis, not simply a narrative of her life’s story. Some suggestions: Charlotte Perkins Gilman, Ellen Swallow Richards, Willa Cather, Mary McLeod Bethune, Elizabeth Jane Cochran (Nellie Bly), Ida Tarbell, Lillian Wald, Rose Schneiderman, and Nannie Helen Burroughs.

- Read the definition of the new woman (above)
- Provide a short biography in which you describe the major forces that propelled her.
- What successes, struggles, and challenges did she face? How did she negotiate them?
- Would she have defined herself as a “new” woman? How did sex and gender define her in her eyes and in the eyes of others?
- How did she incorporate domestic and family responsibilities into her life? What effect did marriage (or not) have on her career?
- What role did education and social class play?
- What was her legacy?
- From her life, what can we learn about women of that period?
- Add a photo or two

Paper Topic 3

The 1920s stand as a magical time for black art in the United States. Following the Great Migration in the years leading up to the 1920s, African-Americans made up greater percentages of the population of large northern cities like New York and Chicago. In New York, Harlem became a hub of black artists & authors, while jazz blossomed out of New Orleans and quickly spread to cities around the country. In this essay, your job will be to select one specific individual from this era and examine the story of their accomplishments in life & career. The following areas should be explored. You should

find a biography or autobiography of the individual as your primary source. If your person is an author, you should read what they wrote (while I know you may not be able to read entire novels... you might... but you should at least read multiple chapters). The Library of Congress online may also be helpful. Individuals you may write on include Claude McKay, Zora Neal Hurston, Louis Armstrong, Duke Ellington, Paul Robeson, Langston Hughes, W.E.B. DuBois, Marcus Garvey, Bessie Smith, Jean Toomer, Jessie Fauset, James Weldon Johnson, Alain Locke, Omar Al Amiri, Eric D. Walrond, Jelly Roll Morton.

- Provide a short biography in which you describe the major forces that propelled them
- Most famous works and how they were received by the critics
- What successes, struggles, & challenges did they face, and how did he or she negotiate them?
- What was his/her legacy?
- How did race impact the story of their life?
- From their life, what can we learn about the Harlem Renaissance / The Jazz Age?
- Add a photo or two

Paper Topic 4

The court case *Buck v. Bell* was a case that epitomized the darkness of the Eugenics movement in America. In 1927, the case was heard by the Supreme Court under Chief Justice Oliver Wendell Holmes. The 1989 book *The Sterilization of Carrie Buck* should be used as a main source in writing this essay, but other research will also need to be used.

- How did eugenics rise to normalcy in the United States in the 1920s? What did eugenicists believe?
- Look into the Buck family history and describe Carrie Buck's life
- Examine the *Buck v. Bell* court case and provide a summary of the happening & results
- Look into other states that implemented involuntary sterilizations in the name of eugenics. How were these sterilizations justified under the law?
- How did *Buck v. Bell* lead to a rise in sterilization laws?
- How did Nazi Germany use cases like *Buck v. Bell* and other research by American Eugenicists to model their own policies?

<p>LT3</p> <p>I can evaluate the tension between change and tradition in 1920s society.</p>	<p>+Understanding of topic goes above and beyond the basics</p> <p>+no content errors</p> <p>+criteria are all addressed skillfully and connect together with clarity</p>	<p>+Exhibits understandings of historical topics that are clear.</p> <p>+Any content errors are minimal</p> <p>+Shows a clear understanding of 1920s & how topic fits into it</p> <p>+All criteria from writing prompt are addressed sufficiently</p>	<p>+Understanding of topic is unclear at times, but doesn't take away from the overall impact of the paper</p> <p>+most criteria are met sufficiently, 1-2 errors / omissions</p>	<p>+Understanding of topic is unclear at multiple points, and it causes the impact of the paper to be lessened.</p> <p>+3+ errors or omissions on paper criteria</p>	<p>+understanding of topic is unclear</p> <p>+Less than half of criteria are not met sufficiently</p>
<p>Skills LT3</p> <p>(Sentence Fluency)</p>	<p>Sentences are well constructed (see 3 column) and the student writes concisely (as is appropriate for a white paper), explaining their thinking strategically so as to achieve the most power and clarity with the least words.</p>	<p>The student shows a good grasp of sentence structure. There are very few sentence fragments or run-on sentences. There are occasional errors in:</p> <ul style="list-style-type: none"> ● word order ● pronoun usage ● tenses ● subject/verb agreement 	<p>There are many errors in:</p> <ul style="list-style-type: none"> ● word order ● pronoun usage ● tenses ● subject/verb agreement <p>Sentence structure errors, including run-ons and fragments, do not prevent the reader from understanding the meaning of the writing.</p>	<p>There are many errors in:</p> <ul style="list-style-type: none"> ● word order ● pronoun usage ● tenses ● subject/verb agreement <p>Sentence structure errors prevent the reader from understanding or easily reading the essay.</p>	<p>Errors in sentence structure detract meaning and often cause the reader to slow down and/or re-read.</p>

<p>Skills LT2 (Organization)</p>	<p>Organization meets a 3 and goes beyond with varied transitional phrases. The essay is entirely consistent in its organizational strength.</p>	<p>Uses an organizational structure that fits the purpose of the writing task by writing clear and effective:</p> <ul style="list-style-type: none"> ● topic sentences ● functional transitions ● properly included evidence ● concluding sentences <p>The essay may have some areas of inconsistency.</p>	<p>Uses an organizational structure that addresses only parts of the writing task. Writer has:</p> <ul style="list-style-type: none"> ● somewhat developed beginnings and/or conclusions ● evidence developed somewhat ● weak/overused transitions 	<p>Uses an organizational structure that addresses only parts of the writing task. Writer has:</p> <ul style="list-style-type: none"> ● undeveloped beginnings and/or conclusions ● undeveloped evidence ● missing transitions 	<p>Uses an organizational structure that may be haphazard and disjointed. The essay jumps from idea to idea and doesn't have clear paragraph structure.</p>
<p>Skills LT1 (Research)</p>	<p>Writer researches multiple print & digital sources, including those recommended and sources beyond that and incorporates many into their writing. Includes works cited page.</p>	<p>Writer uses multiple sources, including print & digital, and includes a works cited page that may have minor errors</p>	<p>Writer uses multiple sources, includes a works cited page with some major errors</p>	<p>Writer fails to effectively use multiple sources / works cited is rushed / incomplete.</p>	<p>Does not use multiple sources / no works cited page.</p>