

1920's Inquiry Assessment

A MIND MAP is a visual representation of hierarchical information that includes a central idea surrounded by connected branches of associated topics. Your task is to create a mind map with the central idea being THE 1920s. [Here](#), [here](#) are links to instructions on how to create a mind map, and [here](#) is a link to examples.

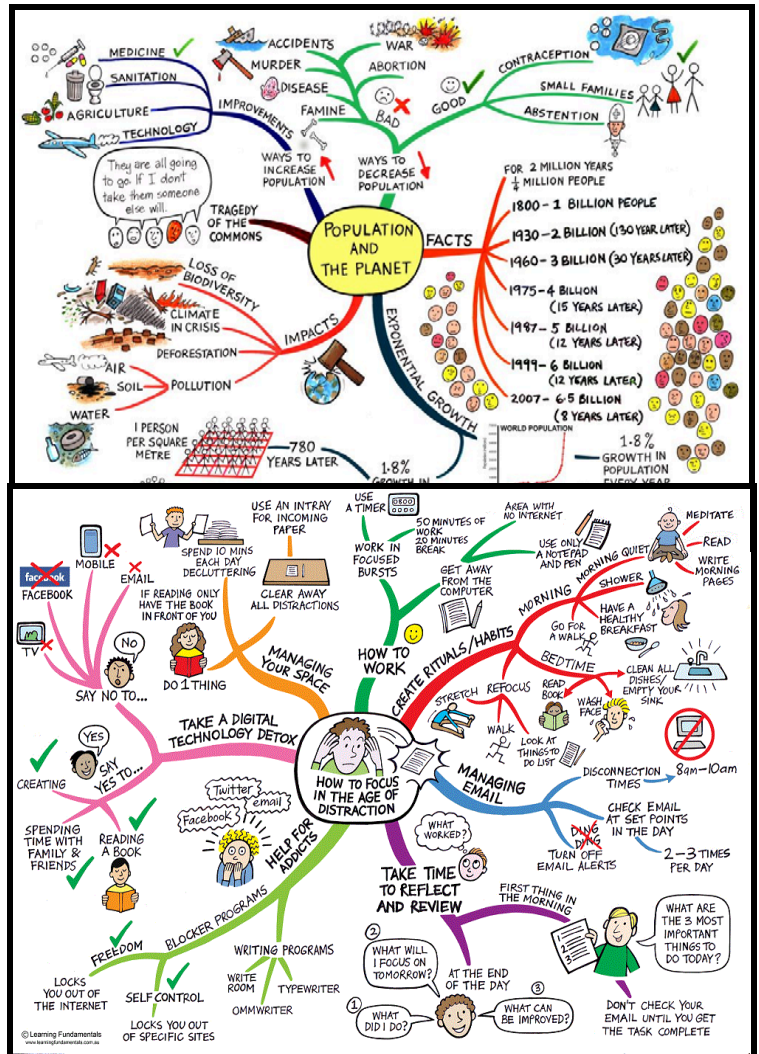
1. You should use slideshows, guided notes, and your textbook for basic knowledge, but should research above and beyond to get a true understanding of each topic;
2. You are responsible for knowing the specifics of each topic!

Your mind map must include:

- > Branches with the 4 categories listed below
- > Use and understanding of different sources, primary and otherwise
- > At least 4-6 individual pieces of information for each branch
- > Some pieces of information may cover more than one category – if that is the case, figure out how to connect them!
- > One picture/symbol that represents each **BRANCH**
- > A variety of pictures/ symbols for the info **stemming off** the branches
- > NEAT & COLORFUL!
- > UNDER EACH **BRANCH** of your Mind Map: A **SEVERAL SENTENCE ANALYSIS OF YOUR MINDMAP THAT ADDRESSES THE PROMPTS BELOW** using PEGS (at least 1 per topic)

YOUR 4 REQUIRED MINDMAP BRANCHES:

1. "To what extent was the 1920s a time of **PROSPERITY**?: The Economy & Business of Government (7.1-7.2)
2. "To what extent was the 1920s a time of **TENSION**?: Social Conflict, Cultural Tension & Intolerance (7.3)
3. "To what extent was the 1920s a time of **CREATIVITY**?: A New Mass Culture: Art, Literature, Sports, Entertainment (7.4)
4. "To what extent was the 1920s a time of **INEQUALITY**?" (2 different branches):
Part A. Women and New Roles (7.4),
Part B. African Americans, the Harlem Renaissance (7.5)



Roaring Twenties Inquiry Rubric

	Beginning <i>Does not show understanding</i>	Developing <i>Some understanding, but areas need work</i>	Proficient <i>Meets standards for this project</i>	Excelling <i>Exceeds standards by using skills</i>
FORMATIVE GRADE				
CENTRAL IDEAS Main ideas connect the topic (Communication)	0 - 1	2 - 3	Mindmap has 5 categories represented by different relevant images for each category 4	5
ORIGINALITY & CREATIVITY Independent ideas/connections; creativity present	0 - 1	2 - 3	Work is independent, original & unique to student's own understanding. Uses variety of color, codes & links to clarify connections 4	5

SUMMATIVE GRADE

Mindmap shows connections between specific content information - uses understanding of skills like Cause & Effect, CCOT & Comparison

Skill	None	Beginning	Developing	Proficient	Excelling
Key Concepts	No evidence/missing 0	0 - 1 - 1.5	1.5 - 2 - 2.5	A variety (4-6) of specific factual information shows an understanding of the various topics and issues of the era 2.5 - 3 - 3.5	3.5 - 4
Claim/Argument Development	No evidence/missing 0	Claim is weak or nonexistent. Evidence weak or missing. Reasoning weak or missing. 0 - 1 - 1.5	Develops a defensible claim (thesis) that provides focus, based upon multiple sources of information 1.5 - 2 - 2.5	and supports the claim with accurate evidence from multiple perspectives 2.5 - 3 - 3.5	and uses sound reasoning/analysis to explain the extent to which evidence supports the claim. 3.5 - 4
Historical Thinking Skill (HTS)	No evidence/missing 0	Even with guidance, does not show understanding of the content under study. 0 - 1 - 1.5	Shows some understanding of the content and can answer basic questions. 1.5 - 2 - 2.5	and shows breadth/depth of understanding of content by providing details, using and explaining vocabulary accurately 2.5 - 3 - 3.5	and accurately uses HTS to synthesize learning or synthesizes and applies learning to other contexts & areas studied 3.5 - 4

1920s Mindmap PREPARATION AND ORGANIZATION

All of the following claims/statements are true. Your job is to find support for each statement using **ALL sections (1-5)** from Chapter 7. Under each statement list the evidence, quote or statement and the **page** where it was found (if from the text). Then, write one-two sentences explaining how the evidence supports the claim (reasoning).

A) During the 1920's, consumer spending and a BOOMING ECONOMY created a time of great PROSPERITY		
Define prosperity:		
	Supporting Evidence from Text, Notes, Handouts, etc.	Source/Page #
Sample Evidence:	<i>Credit was more readily available than at any other time before.</i>	<i>Chapter 7.1 pdf</i>
Sample Reasoning: Explain how the evidence supports the claim in 1-2 sentences.	<i>With more Americans having access to credit, they could purchase consumer goods as well invest in the stock market, which was good for the economy and therefore created prosperity for the country.</i>	
Evidence #1:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #2:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #3:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #4:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #5:		
Explain how the evidence supports the claim in 1-2 sentences.		

B) Society was changing rapidly in the 1920's. Change generated a great deal of CULTURAL AND SOCIAL TENSION between people who either embraced or resisted these changes

Define tension:		
	Supporting Evidence from Text, Notes, Handouts, etc.	Source/Page #
Evidence #1:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #2:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #3:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #4:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #5:		
Explain how the evidence supports the claim in 1-2 sentences.		

C) Writers, artists, musicians and many others expressed themselves in new ways in the 1920's, leading to a time of great CREATIVITY, including the HARLEM RENAISSANCE

Define creativity:		
	Supporting Evidence from Text, Notes, Handouts, etc.	Source/Page #
Evidence #1:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #2:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #3:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #4:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #5:		
Explain how the evidence supports the claim in 1-2 sentences.		

D) Resistance to change, anti-immigrant attitudes, and continuing discrimination and racism made the 1920's time of great INEQUALITY

Define inequality:		
	Supporting Evidence from Text, Notes, Handouts, etc.	Source/Page #
Evidence #1:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #2:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #3:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #4:		
Explain how the evidence supports the claim in 1-2 sentences.		
Evidence #5:		
Explain how the evidence supports the claim in 1-2 sentences.		

Section 1: 1920s General Information

[Roaring Twenties - Wikipedia](#)

[The Twenties - Annenberg Learner](#)

[The Roaring Twenties: Definition and Facts | HISTORY](#)

[The Jazz Age: The American 1920s](#)

[The New Era | Boundless US History](#)

[The Roaring Twenties | Boundless US History](#)

[1920s Important News and Events, Key Technology Fashion and Popular Culture](#)

Section 2: Urban vs. Rural Changes

[Hicks and Slicks: Urban v. Rural Confrontations in the 1920s](#)

[Scopes Monkey Trial](#)

[How Prohibition Backfired and Gave America an Era of Gangsters and Speakeasies](#)

[Prohibition: Years, Amendment and Definition | HISTORY](#)

[Watch Prohibition | Ken Burns | PBS](#)

[Resistance to Change | Boundless US History](#)

Section 3: Women and Pop Culture in the 1920s

[The History of the Flapper: A Call for Freedom](#)

[1920s Sports](#)

[1920s Culture](#)

[1920s Pop Culture](#)

[The Rise of Pop Culture](#)

[To live in the 1920s](#)

[1920s Women,](#)

[Education and Pop Culture](#)

[Watch Lindbergh | American Experience | Official Site | PBS](#)

[A Culture of Change | Boundless US History](#)

[Flappers - 1920s, Definition & Dress | HISTORY](#)

[1920s Fashion](#)

Section 4: Race Relations and the Harlem Renaissance

[Chicago Race Riot and the Red Summer](#)

[Marcus Garvey and the UNIA](#)

[Harlem Renaissance](#), Chapter 7.5

[Watch Jazz | A Documentary Film by Ken Burns | PBS](#)

[Many Rivers to Cross - Harlem](#)

[Cotton Club](#)

[I, Too, Sing America](#)

[Jazz Culture: The 1920s](#)