

American History II

Roaring Twenties Mini-Project



Objective: To improve research skills, such as evaluation of sources and use of researched evidence in an essay, deepen understanding of the 1920s, as well as develop creativity skills.

Assignment: Choose one of the following topics about the 1920s that interests you. You will then research your 1920s topic using at least three sources, including one primary source and turn in the following:

- A 1 page essay with a proper citation page behind it (MLA Citation Format, 12pt., Times New Roman, SINGLE SPACED)
- A presentation about your topic that lasts 2-3 minutes.

EQ: How did _____ impact America (socially, politically, economically) in the 1920's?

Topics

- Warren G. Harding
- Calvin Coolidge
- Herbert Hoover
- Tea Pot Dome Scandal
- Niagara Movement
- Marcus Garvey
- Langston Hughes
- Louis Armstrong
- Duke Ellington
- F. Scott Fitzgerald
- Ernest Hemmingway
- Harlem in the 1920's
- Al Capone
- Organized Crime (1920's)
- Movies in the 1920's
- Sports as Pop Culture (1920's)
- Charles Lindbergh
- The Rise of the Radio
- Henry Ford & The Automobile
- Thomas Edison
- Eugene Debs
- Sacco & Vanzetti
- The Scopes (Monkey Trial)
- The Charleston, Jazz, & Dance in the 20's
- The Flapper
- Emily Post
- Margaret Sanger\
- Immigration Acts of 1921 & 1924
- Washington Conference & Kellogg-Briand Pact

Roaring 20's Project

Teacher Name: **Mr. Guy**

Student Name: _____

CATEGORY	4	3	2	1
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Paper	Covers topic in-depth with details and examples. Subject knowledge is excellent. Project is of high quality.	Includes essential knowledge about the topic. Subject knowledge appears to be good. Project is of good quality.	Includes essential information about the topic but there are 1-2 factual errors. Project is of average quality.	Content is minimal OR there are several factual errors. Project is of poor quality.
Grammar	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.
Usage of Time	Student uses all of class time appropriately and is on task.	Student uses most of class time appropriately and is on task.	Student uses some of class time appropriately and is somewhat on task.	Student uses little to none of their class time appropriately and is not on task.