

“The Roaring 20s” – The Era of *The Great Gatsby*

As we approach *The Great Gatsby*, let’s step back in time and explore Gatsby’s world. The importance of many of the issues in the novel rely upon background knowledge of the social, cultural, political, and historical issues of 1920’s America. The purpose of this assignment is for each group of students to become experts on one topic. Each group will then teach their topic to the rest of the class.

Term Project Requirements:

- Each group will be assigned a topic and will prepare a 15-18-minute presentation for the class on that topic.
 - Your presentation must include at least **THREE** different mediums (e.g. PowerPoint/Prezi, posters, film, animation, performance, etc.) and use at least **FOUR** different sources, like textbooks, media (audio and/or visual), the Internet, etc.
 - One of your first slides will be a Universal Thematic Claim and a thesis. Your last slide will conclude with a re-imagined thesis claim that shows the lesson imparted and the insight drawn. The thesis must be integrated, complex, and will provide an insight. The work must evidence an astute reflection of the significance of this topic during the 20’s. In other words, you will synthesize your understandings and draw a conclusion on your topic.
 - The project must include some presentation in which every group member speaks to the class. You may use index cards as speaking notes, but students will be marked down for reading them.
 - **NOTE: The work must focus on the historical, social, and political aspects of this topic as it influenced the 20’s (you may include a pre and/or post account, but the work must focus on the 20’s, the era of the novel)**
- On the day of the first presentation, you will submit the following documents in this order:
 1. A Works Cited (follow all protocols for MLA).
 2. An Annotated Bibliography in alphabetical order by the group member (a minimum of three sources per group member, following format)
 3. Meeting notes - Each group must keep a running record of each group meetings and a summary of the responsibilities and accomplishments of each group member (full page per meeting).(See attached rubric and source example, attached)

TOPICS

1. **The Ku Klux Klan in the 1920s:** Why was it the largest single organization in America during this decade? What activities did it undertake and for what purpose? Who were its targets and who were its members. Why did it become popular and why did it fall out of favor.

2. **The Development of the Automobile:** How did it change American society? What other industries and services began because of the automobile? What role did the “western mystique” play in the popularization of the automobile? What, if any, were the negative effects?
3. **The “Jazz Era”:** How did new styles of music and dance change America? How did this create a new “youth culture”? What impact did jazz have on racial attitudes in America?
4. **Fashion Trends:** What effect did new styles have on American consciousness, especially for women? How much was fashion a response to music and media?
5. **The Development of the Motion Picture Industry:** How did the movies change image in America? How important were movie stars in American society? What impact did movies have on the concept of entertainment? What needs did the film industry fill for American society.
6. **Prohibition in the 1920s:** How did the 18th Amendment polarize American society? What subculture was created by Prohibition? What effect did this have on the rise of alcoholism? What kind of wealth was created by the barring of alcohol?
7. **The Harlem Renaissance:** What social, economic, and political factors gave rise to the “New Negro Movement”? Why did Harlem serve as the epicenter for this cultural movement? Who were some of its notable artists and what were their contributions to American art? What were the impacts of the Harlem Renaissance?
8. **The Immigrant Experience:** In 1924, Congress reduced the number of immigrants allowed into the United States each year to 2 percent of each nationality group counted in the 1890 census. It also barred Asians entirely. Why the shift in American sentiment away from the immigrant? What was the objective against such restrictive laws against newcomers? How does the new anti-immigrant culture affect the American Dream?
9. **The American Economy: Boom and Bust:** By the end of the 1920s, Americans were overwhelmed by the rise of a modern consumer culture. What industries lead to the enormous growth of the American economy? What social, political, and cultural conditions allowed this growth to occur? What factors lead to the Stock Market Crash of 1929?
10. **The New Woman:** When the 19th Amendment passed in 1920, reformers talked about female voters uniting to clean up politics, improve society, and end discrimination. How did women’s suffrage shift the focus of male-dominated politics? What laws arose as a result of the new female voter? How did the women’s independence affect the work force? What internal and external factors worked for and against empowerment?

Presentations will take place from Monday _____– Wednesday_____.
Have fun! Be creative!

Consider the following rubric when you ready for the presentation:

GROUP MEMBERS: _____ **TOPIC:** _____

	Exceptional (4)	Admirable (3)	Acceptable (2)	Amateur (1)
Content	An abundance of material clearly related to thesis; points are clearly made and all evidence supports thesis; varied use of materials; students demonstrate full knowledge of topic, answer all questions and can elaborate beyond what is required.	Sufficient information that relates to thesis; many good points made but there is an uneven balance and little variation; students demonstrate adequate knowledge of topic, answer all questions, but fail to elaborate.	There is a great deal of information that is not clearly connected to the thesis; students lack sufficient understanding of topic, able to answer only rudimentary questions.	Thesis not clear; information included that does not support thesis in any way; students do not understand topic, cannot answer questions about subject.
Coherence and Organization	Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows together well; good transitions; succinct but not choppy; well organized.	Most information presented in logical sequence; generally very well organized but better transitions from idea to idea and medium to medium needed.	Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy.	Presentations is choppy and disjointed; does not flow; development of thesis is vague; no apparent logical order of presentation.
Creativity	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention.	Some originality apparent; good variety and blending of materials.	Little or no variation; material presented with little originality or interpretation.	Repetitive with little or no variety; insufficient use of materials.
Material	Balanced use of visuals and handouts, properly used to develop thesis; use of visuals varied and appropriate. Language is generally free from errors in grammar, usage, and mechanics; has an effective, fluent style marked by syntactic variety and a clear command of language. Includes three or more different mediums	Use of visuals and handouts not as varied and not as well connected to thesis. May have a few errors in grammar, usage, and mechanics; displays some syntactic variety and facility in the use of language. Includes three different mediums.	Choppy use of visuals and handouts; lacks smooth transition from one medium to another; visuals not clearly connected to thesis. Has an accumulation of errors in grammar, usage, and mechanics that sometimes interferes with meaning. Has limited control of syntax and vocabulary. Uses less than three mediums	Little or no visuals used or ineffective use of visuals; imbalance in use of materials—too much of one, not enough of another. Is marred by numerous errors in grammar, usage, and mechanics that frequently interfere meaning. Has inadequate control of syntax and grammar. Uses less than three mediums.
Delivery	Poised, clear articulation; proper volume; enthusiasm and confidence; involved audience in the presentation; held audience's attention throughout; used full time allotted.	Clear articulation, but not as polished; presented facts with some interesting "twists"; held audience's attention most of the time; within three minutes of allotted time.	Some mumbling; little eye contact; some related facts but went off topic and lost audience; mostly presented facts with little or no imagination; within six minutes of allotted time.	Inaudible or too loud; no eye contact; presenters seemed uninterested; audience lost interest; too long or too short; ten or more minutes above or below allotted time.
Sources	All citations are in alphabetical order by first word of citation; all citations are properly formatted, punctuated, and have required elements in proper order; sources in annotated bibliography are credible, relevant, and varied; summary and evaluation demonstrate exemplary research.	All citations are in alphabetical order by first word of citation; most citations are properly formatted, punctuated, and have required elements in proper order; most sources in annotated bibliography are credible, relevant, and varied; summary and evaluation of sources demonstrate adequate research.	Citations are not in alphabetical order by first word of citation; some citations are properly formatted, punctuated, and have required elements in proper order; some sources in annotated bibliography are credible, relevant, and varied; summary and evaluation of sources demonstrate basic research skills.	Citations are not in alphabetical order by first word of citation; no citations are properly formatted, punctuated, and have required elements in proper order; none or few sources in annotated bibliography are credible or relevant; summary and evaluation of sources demonstrate inadequate research skills.

Total Points _____ x 15 = _____ / 360

The Great Gatsby Project
Grading Sheet

Topic: _____

Group Members

Member 1: Section(s) _____

Member 2: Section(s)) _____

Member 3: Section(s) _____

Member 4 Section(s) _____

Member 5 Section(s) _____

Time: 15-18 minutes: _____

Three Mediums _____ ; _____ ; _____ ;

Four Sources: _____ ; _____ ; _____ ; _____

Unit-T: _____

Thesis: _____

Re-imagined thesis: _____

Focus on assignment: _____

Relevant Content: _____

Coherence and Organization: _____

Creativity: _____

Material (visuals): _____

Delivery: _____

General Comments : _____

still hold
w/ due date

Very well
done but

Works Cited

Bailey, Thomas A., David M. Kennedy, and Lizabeth Cohen. *The American Pageant*. Eleventh. Boston, MA: Houghton Mifflin Company, 1998. Print.

Black, Samuel. *The Harlem Renaissance Poets and Musicians*. 2006. Web. 18 Mar. 2012.

Bouchard, Harmony, Andy Le Cocq, Joakim Riedinger, and Raphael Cenzi. *Swing of Change*. Vimeo, 9 Oct. 2011. Web. 15 Mar. 2012.

Drummond, William, Richard Powell, and Jeffrey Stewart. *Harlem Renaissance*. 20 Feb. 1998. PBS Online NewsHour. 13 Mar. 2012.

"Harlem Renaissance." The Biography Channel. 2012. Web. 14 Mar. 2012.

"Harlem Renaissance: Politics" John Carroll University. Multimedia Resource. Web. 14 Mar. 2012.

Hilliard, Kenneth B. "89.01.05: The Impact of the Music of the Harlem Renaissance on Society." *Yale University*. Yale-New Haven Teachers Institute. Web. 13 Mar. 2012.

Johnson, Sarah. "The Artists' Influences: Why Literature changed During the Harlem Renaissance." (2002): Web. 18 Mar. 2012.

Neverknewtillnow. "Duke At The Cotton Club." *Youtube*. Youtube, 18. Feb 2009. Web. 18 Mar. 2012.

On the Shoulders of Giants. Dir. Deborah Morales. 2011. DVD.

Rhodes, Henry. "78.02.08: The Social Contributions of The Harlem Renaissance." *Yale University*. Yale-New Haven Teachers Institute. Web. 18 Mar. 2012.

Rob94901. "The Harlem Renaissance: The Rise of African American Literature, Art, and Music." *YouTube*. YouTube, 04 Sept. 2009. Web. 18 Mar. 2012.

Rowen, Beth, and Borgna Brunner. "Great Days in Harlem: The birth of the Harlem Renaissance." *Information Please Database*. (2007): Web. 18 Mar. 2012.

Harrigian (1)
sequential

Keith Harrigian

Ms. Gerber

English 11 Honors

19 20 March 2012

great

Annotated Bibliography

Bouchard, Harmony, Andy Le Cocq, Joakim Riedinger, and Raphael Cenzi. *Swing of Change*.

Vimeo, 9 Oct. 2011. Web. 15 Mar. 2012.

This final project for film students Bouchard, Le Cocq, Riedinger, and Cenzi offers a look into the attitudes of the 1920s and 1930s. Though none of the characters in the animations talk, their use of hand and facial gestures combined with the audio behind convey a sense of racism and profound misguidance. The main character, a barber named Harry, initially kicks a black trumpet player out of his shop front. He takes his trumpet away, and rediscovers the joy of music as he attempts to play it. Suddenly, the trumpet comes to life and takes Harry magically around the shop. But through a shift in ambient music, the scene shifts to portray a dark realization that Harry and the Black man aren't so different. The film ends happily with Harry grooming a black man.

This short film accurately depicts the change in American attitudes toward African Americans after the Harlem Renaissance. The rise of unique music demonstrated to whites that blacks were more than just novelties. Clips from the film are also used throughout the project to set up a before and after look at America, relating to the Renaissance. The film is used to draw on the viewer's senses and make them feel the emotional toll racism had on blacks before the Renaissance. It is an engaging look at the

movement in a new perspective, the perspective of the working white man.

Drummond, William, Richard Powell, and Jeffrey Stewart. *Harlem Renaissance*. 20 Feb. 1998.

PBS Online NewsHour. 13 Mar. 2012.

Professors Powell, Stewart, and Drummond respond to the question: "How did the Harlem Renaissance affect the politics of the decades leading up to the Civil Rights Movement of the 1960s?" Powell asserts that the collaboration of whites and blacks for the first time during the Harlem Renaissance was a moment of unprecedented border crossing, a moment that would set up future collaborative efforts. Stewart propounds that the increased art led to a wider variety of images of African American peoples in the media. He suggests that it started an abandonment of racist imagery, as blacks became more equal to whites through their talent. Drummond concludes that future civil rights lawyers would find inspiration from the changes during the Harlem Renaissance.

Together, they agree that the movement created a new sense of racial pride that would motivate future civil rights activism.

The forum responses illustrate the overarching theme of rebirth for African Americans. It supports the idea that the Harlem Renaissance served as kickstart to a new era for black Americans. Their findings are useful in demonstrating the lasting effects of the Harlem Renaissance and relating it to modern day issues.

Hilliard, Kenneth B. "89.01.05: The Impact of the Music of the Harlem Renaissance on Society."

Yale University. Yale-New Haven Teachers Institute. Web. 13 Mar. 2012.

Hilliard's narrative offers background to the rise of the Harlem Renaissance in the 1920s and explains the effects that came out of it. He notes the increase in African American

independence that arose after Blacks found success, most notably in literature and art.

Hilliard focuses on the benefits of the Harlem Renaissance, including the mental and physical outcomes. He suggests African Americans found their voice during the Harlem Renaissance. Together with more open-minded white Americans, blacks became able to focus more on philosophy and art rather than survival and fear. However, Hilliard makes sure to note that with the rise of a new black intelligentsia, came an opposing counter of individuals that disagreed with their new philosophy.

This outline of a college curriculum is key in providing background information to the Harlem Renaissance. It notes the lasting effects of the movement, while making sure to remain unbiased. It is appropriate in demonstrating the wide range of social, political, and economic effects that arose before the Great Depression hit the United States.

Neverknewtillnow. "Duke At The Cotton Club." *Youtube*. Youtube, 18. Feb 2009. Web. 18 Mar. 2012.

A collection of clips to the 20s jazz tune "Cotton Club Stomp" by Duke Ellington, Harry Carney, and Richard Rogers, show the iconic Cotton Club. The club was a symbol of freedom, independence, and racial integration. Whites and blacks came together to cut loose from their usual ethics and enjoy the fun atmosphere of the jazz club. Duke Ellington may be the most iconic performer associated with the club, but other key artists found it just as close. The club also showcased dance and vocal talents.

Various clips from the film are used in the project to showcase the atmosphere of Harlem during the 1920s. They highlight the change in social attitude and are key in evoking the shift in racial tensions. The showcase of black talent is a key point in the

Harrigan 4

Harlem Renaissance, and is part of the reason blacks were forever regarded differently after the movement.

Mahmood¹

sequenkol

Wajeeh Mahmood

Ms. Gerber

English 11 Honors

¹⁹
20 March 2012

Wajeeh

Annotated Bibliography

Black, Samuel. *The Harlem Renaissance Poets and Musicians*. 2006. Web. 18 Mar. 2012.

Black expresses the Harlem Renaissance and how poets/musicians emerged in creating a new atmosphere for African-Americans. His insight of Langston Hughes and Duke Ellington demonstrate the impact they had on the American society and how they portrayed African Americans bolstering their uniqueness and talent. Black went on to describe Duke Ellington and how he got started during the Renaissance performing in theaters and nightclubs. Ellington was considered one of the world's greatest composers and musicians. Ellington received the Presidential Medal of Freedom from the United States, and awarded the Legion of honor from the French Government. Samuel also expressed Langston Hughes and how his poetry paints a picture of complications faced by African-Americans with a mixture of music, culture, happiness, and environmental struggle. His dynamic and insightful portrait of African Americans during the renaissance period touches the soul of many.

Samuel Black's remarks demonstrate the African-American culture, which helps the reading of *The Great Gatsby* giving an idea of what was going on in the world during the roaring twenties. His insight of poets and musicians helps the class realize the effect it had on America and this new wave of African-American talent during the renaissance.

Students should find Samuel Black's insight of the Harlem renaissance entertaining and informing due to the description of poets and musicians impact on American society.

"Harlem Renaissance Biography." *The Biography Channel website*. 2011. Web. 18 Mar. 2012.

This website gives insight of the Harlem Renaissance and its impact also expressing how it all started for African Americans. It expresses the great migration and how at the end of the American Civil War in 1865, it ushered in an era of increased education and employment opportunities for black Americans. African Americans began to migrate from the South to the North seeking new opportunities and they brought with them not only the institutions and business necessary to support themselves, but a vast array of talents and ambitions. Harlem soon became known as "the Black Mecca" and "the Capital of Blacks." Their culture came together and bolstered their unique styles and talents. This began "the Jazz Age." Attending clubs in Harlem allowed whites from New York and its surrounding area to indulge in two taboos simultaneously: to drink, as well as mingle with blacks. Jazz musicians often performed in these clubs, exposing white clientele to what was typically an African American form of musical entertainment. As jazz hit the mainstream, many members of older generations began associating the raucous behavior of young people of the decade with jazz music. They started referring to the 20's, along with its new dance styles and racy fashion, as "the Jazz Age"

The *Harlem Renaissance Biography* informs students of what was going on during this era and how it all erupted. It gives the class an understanding of how music began to develop and how African Americans added new talent to their repertoire. The Harlem Renaissance gave birth to the blacks and portrayed African Americans as unique

individuals with skills and talents never seen before. This helps the reading of *The Great Gatsby* demonstrating what was occurring in the American society during that time.

On the Shoulders of Giants. Dir. Deborah Morales. 2011. DVD.

On the Shoulders of Giants by Deborah Morales spotlights the all-black Harlem Renaissance team also known as the Harlem Rens. This film documents the segregated world of pro hoops during the 1920s and depicts the influence it had on basketball in America today. The Harlem Rens started out playing in a club solely for entertainment. Robert Douglas realized how good they were and went on to establish them as a professional basketball team on February 13th, 1923. They were the first all black team to play against white players. They proved to the world that they could compete with white teams and were better than all of them. Their athleticisms and talent expressed the African-American culture and demonstrated the idea that black players were good enough to play against white players. The Rens went on to defeat many teams as they traveled from city to city even defeating the original Celtics. By 1924-1925, the Rens had won the first of many Colored Basketball World Championships and dominated not just black basketball, but all of basketball for the next 25 years. The Rens routinely beat white national champion basketball teams like the Original Celtics, The Philadelphia SPHAS, and the Indianapolis Kautskys. The irony is that the leagues in which these teams played in did not allow African American players or teams to join however, the Rens proved to the whole world that an all black team was capable of beating and playing alongside white players.

This film would easily help students realize the importance of the Harlem Rens and

Mahmood 4

how they changed the basketball world today. With out this team, who knows where the NBA would be and if it ever included black players? This relates to the roaring twenties and helps develop an understanding of the Harlem Renaissance providing an insight for students to understand the American culture during the writing of *The Great Gatsby*.

sequenced

Gatsby Group Meeting – March 8, 2012

Group met in Ms. Gerber's classroom at 8:30 a.m.

Persons Present

Keith Harrigian, Editor

Wajeeh Mahmood, Scribe

Kevin Qualls, Archivist

Chris Mestyaneck, Co-Commissioner of Humor

Anthony Caviness, Co-Commissioner of Humor

Persons Absent

-None

Agenda

- Determine medium group will use to present project
- Determine schedule group will adhere to
- Assign roles for each person

Discussion, Decisions, Assignments

- Plan A: do a movie
- Each of us will have our own research to do focused on the Harlem Renaissance

Tentative Agenda for Next Meeting

- Plan out our script
- Research Harlem Renaissance

Meeting adjourned at 8:40 a.m.

Gatsby Group Meeting – March 9, 2012

Group met in Ms. Gerber's classroom at 7:45 a.m.

Persons Present

Keith Harrigian, Editor

Wajech Mahmood, Scribe

Kevin Qualls, Archivist

Chris Mestynek, Co-Comissioner of Humor

Anthony Caviness, Co-Comissioner of Humor

Persons Absent

-None

Agenda

- Plan out script
- Determine schedule for filming
- Plan out possible locations to do the project

Discussion, Decisions, Assignments

- For movie, we're thinking about The "Harlem" Globetrotters as an exposition
- We discussed clothing to wear
- We decided the setting of the movie should be based in the early 1920's

Tentative Agenda for Next Meeting

- We should all have our research ready
- We should have our script already laid out
- We should be editing by at least Sunday, March 18, 2012

Meeting adjourned at 8:40 a.m.

Gatsby Group Meeting – March 12, 2012

Group met in Ms. Gerber's Classroom at 7:50 a.m.

Persons Present

Keith Harrigian, Editor

Wajeeh Mahmood, Scribe

Kevin Qualls, Archivist

Chris Mestyaneck, Co-Commissioner of Humor

Anthony Caviness, Co-Commissioner of Humor

Persons Absent

- None

Agenda

- Determine medium group will use to present project
- Create a thesis that states a general truth about the Harlem Renaissance
- Meet up and discuss project today after school at 1.45 p.m.

Discussion, Decisions, Assignments

- Meet up at Keith's house on Friday to film video on Friday, March 16, 2012
- What clothes to wear for project
- We decided the setting of the movie should be based in the early 1930's
- Order of movie = Harlem Globetrotters → Keith at fireplace → social factors (Chris)
→ Economic factors (Wajeeh) → Epicenter (Kevin)

Tentative Agenda for Next Meeting

- Finish all of filming at Keith's house on Friday, March 16, 2012
- Leave room on the weekend to finish editing, filming, research, etc.

Meeting adjourned at 8:33 a.m.

Gatsby Group Meeting – March 12, 2012

Group met in the South Quad of the High School at 1:45 p.m.

Persons Present

Keith Harrigian, Editor

Wajeeh Mahmood, Scribe

Kevin Qualls, Archivist

Chris Mestyaneck, Co-Commissioner of Humor

Anthony Caviness, Co-Commissioner of Humor

Persons Absent

- None

Agenda

- Brainstorm outline of script and video
- Solidify times of filming
- Choose roles for filming

Discussion, Decisions, Assignments

- Movie roles: Keith = Judge/Woodrow Wilson; Wajeeh= Globetrotter/Business Man; Chris= Judge; Kevin= Judge; Anthony= Rapper
- Have a music video
- Include commentary into the video with a separate presentation via Google Docs

Tentative Agenda for Next Meeting

- Have each person's research annotated and highlighted
- Choose specific ideas
- Outline speaking points
- Set up a time schedule

Meeting adjourned at 2:18 p.m.

Gatsby Group Meeting – March 16, 2012

Group met at Keith's house officially at 2:30 p.m.

Persons Present

Keith Harrigian, Editor

Wajeeh Mahmood, Scribe

Kevin Qualls, Archivist

Chris Mestyaneck, Co-Commissioner of Humor

Anthony Caviness, Co-Commissioner of Humor

Persons Absent

- None

Agenda

- Work on rap
- Anthony and Kevin sing the rap, Keith produces it
- Film a music video for the rap
- Have all of our additional filming completed

Discussion, Decisions, Assignments

- Wajeeh will be a tax collector/business man, portraying a common job for the African American during the Harlem Renaissance
- Kevin and Wajeeh will be Harlem Globetrotters
- Film video with a high quality I Phone
- Dress properly for each scene

Tentative Agenda for Next Meeting

- Perform a run-through of the whole project to see if we meet the time limit

Meeting adjourned at 5.40 p.m.

Gatsby Group Meeting – March 18, 2012

Group met at Keith's house at 12:00 p.m.

Persons Present

Keith Harrigian, Editor

Wajeeh Mahmood, Scribe

Chris Mestyaneck, Co-Commissioner of Humor

Anthony Caviness, Co-Commissioner of Humor

Persons Absent

- Kevin Qualls, Archivist

Agenda

- Rehearse project and see if we are within the time limit
- Determine what needs to be edited, deleted, or added

Discussion, Decisions, Assignments

- We should present Wed. March 21, 2012, when all of the group is present
- Edit annotated bibliographies
- Make a Works Cited
- Possibly dress up for presentation on Wed.

Tentative Agenda for Next Meeting

- Nothing (since this is our last official meeting)

Meeting adjourned at 5:00 p.m.

Harlem Renaissance Notes

3/8

- Introduce jazz and theater
- Make a video
- Possibly create a scene resembling the voice

3/9

- Discuss the opening scene: Harlem Globetrotters
- Intro to the video
- The new negro movement

3/12

- Discuss all the scenes:
- Intro the Harlem Globetrotters
- Jazz scene
- Keith at the fireplace
- Tony's political factors
- Chris's social factors
- Wajeeh's economic factors
- Kevin's epicenter of Harlem

3/13

- Incorporate W. E. B. Dubious and the idea of finding culture from within