1920s Speakeasy

Tuesday, March 31

50 Points

Objective:

Share your 1920’s perspective in a relaxed environment while listening to other perspectives

Re q u i r e m e n t s

* To enter, you will knock and be asked about Henry Clay. Reply “never dies”

 Prepare a ONE SIDED TYPED PAGE with your question and your main factual parts of your argument/speech

* Description and reasoning-or-rebuttal
*  Verbal speech should be compelling and presented like you care about the topic and want others to agree with you

o Speech should convey the common beliefs held by people during the 1920’s and have no information that was not known in the

1920’s.

o Speech should be based on textbook and some outside information and include description of cultural controversy

* Speech must name drop names of important people in your area & why

 Visual aid to support argument should not take away from speech;

 while this could just be a picture on the back of your typed page, it could also be an actual prop, etc. (NOT LIQUOR, NOT FAKE LIQUOR) (10 Points)

Pot e n t i a l O u t s i d e I n f or m a t i on S i t e s :

• <http://www.authentichistory.com/>

• <http://vlib.iue.it/history/USA/ERAS/20TH/1920s.html>

• <http://www.historyteacher.net/AHAP/Weblinks/AHAP_Weblinks22.htm>

Ex t r as:

• Coming to class dressed in 1920’s style clothes

* Pick several slang terms to use

• Snacks to share with class

**\*\*Red Scare**

1. Convince us why we should be afraid of the communists

2. Convince us why The Palmer Raids are an overreaction & lack of danger from communists

**\*\*Immigration**

3. Convince us on why there should be limits on Immigration

4. Convince us why there should not be the limits *that were placed* on Immigration

**\*\*Prohibition**

5. Convince us why Prohibition is good for the country

6. Convince us why Prohibition is bad for the country

7. Be a recruiter for gangsters on why we should join a gang and not worry about violence

**\*\*Suffrage**

 8. Convince us why extending ladies suffrage is not scary. You MUST use the following

 names: Alice Paul, Lucy Burns, Carrie Catt Chapman, Elizabeth Cady Stanton, Abigail Adams.

 9. Why should women have NOT been granted suffrage?

**\*\*Scopes Trial**

10. Give a defense closing argument for the “Monkey Trial” (defending the teaching of evolution in public schools)

11. Give a prosecution closing argument for the “Monkey Trial” (states should be able to outlaw the teaching of evolution in public schools)

**Clothing**

12. Sell us the women’s clothes of the age and explain what the clothes are saying about the wearer.

13. Convince us that women’s clothing is a demonstration of deeper lax morality codes that are harmful to society.

**Moral Standards**

14. Give a sermon from a fundamentalist Christian’s perspective on the harmful changes in the society

15. Give a modern Christian response to the fears of fundamental Christians.

**Automobile**

16. Sell us an automobile by explaining how we need to be a part of what is sweeping the nation

17. Tell us about the evils of the automobile and its negative impact on society

**Radio/Movies**

18. Sell us a radio by explaining how we need to be a part of what is sweeping the nation

19. Tell us the benefits of movies and how we should be going to see the new films

20. Tell us about the evils of moves and their vulgarization of popular tastes

**Consumerism & New Technology**

21. Give a presentation to a room of women covering the new technologies they NEED and how some of these can be purchased on credit.

22. Convince us why participating in the stock market is a good thing and why I should by stock on margin.

23. Tell us why investing in the stock market is risky business.

**Jazz**

24. Explain why jazz is the most important music of American history and how it became a source of racial pride.

**Harlem Renaissance**

25. Tell your friends what you experienced and heard after a recent visit to Harlem

**Return to Normalcy**

26. Give a speech promoting the need for a “return to normalcy” following World War I, explaining what that phrase means.

**FLAPPER**

 27. Explain why the liberalization of women is important.

 28. Explain why being a stay at home mom is important.

**KKK**

 29. Explain why the KKK is wise in promoting nativist attitudes

 30. Explain why diversity is better for America than preference for WASPs

**1920’s Slang**

All Wet - describes an erroneous idea or individual, as in, "he's all wet."

Applesauce- an expletive same as horsefeathers, As in "Ah applesauce!"

Balled Up - confused, messed up

Baloney - nonsense!

Bank's Closed - no kissing or making out - i.e. - "Sorry, Mac, the bank's closed."

Bearcat - a hot-blooded or fiery girl

Beat one's gums - idle chatter

Bee's Knees - An extraordinary person, thing, idea; the ultimate

Beef - a complaint or to complain

Beeswax - business, i.e. none of your beeswax."

Berries - That which is attractive or pleasing; similar to bee's knees, As in "It's the berries."

Big Cheese - The most important or influential person; boss. Same as big shot

Big six - a strong man; from auto advertising, for the new and powerful; six cylinder engines

Bimbo - a tough guy

Bird - general term for a man or woman, sometimes meaning "odd," i.e. "What a funny old bird."

Bootleg - illegal liquor

Breezer - A convertible car

Bump Off - To murder, to kill

Caper - a criminal act or robbery

Carry a Torch - To have a crush on someone

Cash - a kiss

Cat's Meow - Something splendid or stylish; similar to bee's knees; the best or greatest, wonderful.

Cat's Pajamas - Same as cat's meow

Cheaters - Eyeglasses

Clam - a dollar

Copacetic - Wonderful, fine, all right

Daddy - a young woman's boyfriend or lover, especially if he's rich

Dame - a female

Dapper - a Flapper's dad

Darb - An excellent person or thing (as in "the Darb" - a person with money who can be relied on to pay the check)

Dick - a private investigator

Doll - an attractive woman

Dolled up - dressed up

Don't take any wooden nickels - Don't do anything stupid

Dough - money

Dry up - shut up, get lost

Ducky - very good

Dumb Dora - a stupid female

Fall Guy - Victim of a frame

Fire extinguisher - a chaperone

Flat Tire - A dull witted, insipid, disappointing date. Same as pill, pickle, drag, rag, oilcan

Flivver - a Model T; after 1928, could mean any old broken down car

Flapper - A stylish, brash, hedonistic young woman with short skirts & shorter hair

Fly boy - glamorous term for an aviator

Frame - To give false evidence, to set up someone

Gams - A woman's legs

Glad rags - "going out on the town" clothes

Gold Digger - A woman who associates with or marries a man for his wealth

Goofy - in love

Handcuff - an engagement ring

Hard Boiled - a tough, strong guy

Heebie-Jeebies - The jitters

Hit on all sixes - to perform 100 per cent; as "hitting on all six cylinders"

Hooch - Bootleg liquor

Hood - hoodlum

Hoofer - Dancer

Horsefeathers - an expletive; same usage as applesauce

Hotsy - Totsy - Pleasing

Iron - a motorcycle

Jake - OK, as in, "Everything is Jake."

Jalopy - Old car

Keen - Attractive or appealing

Kisser - Mouth

Level with me - be honest

Line - Insincere flattery

"Now you're on the trolley!" - Now you've got it, now you're right!

On the lam - fleeing from police

On the level - legitimate, honest

On the up and up - on the level

Pill - an unlikable person

Pinch - To arrest

Pipe down - stop talking

Putting on the Ritz - after the Ritz hotel in Paris; doing something in high style

Rag-a-muffin - a dirty or disheveled individual

Razz- to make fun of

Real McCoy - The genuine article

Sap - a fool

Sinker - a doughnut

Speakeasy - An illicit bar selling bootleg liquor

Spiffy - An elegant appearance

Stuck On - Having a crush on

Swanky - Ritzy

Upchuck - To vomit when one has drunk too much

Wet Blanket - a solemn person, a killjoy

You slay me - that's funny

\*\* You will talk to at least 8 people in class

|  |  |  |
| --- | --- | --- |
| **ISSUE:**Facts:Key People:  | *Vs.* | **ISSUE:**Facts:Key People: |
| **ISSUE:**Facts:Key People:  | *Vs.* | **ISSUE:**Facts:Key People: |
| **ISSUE:**Facts:Key People:  | *Vs.* | **ISSUE:**Facts:Key People: |
| **ISSUE:**Facts:Key People:  | *Vs.* | **ISSUE:**Facts:Key People: |
| **ISSUE:**Facts:Key People:  | *Vs.* | **ISSUE:**Facts:Key People: |
| **ISSUE:**Facts:Key People:  | *Vs.* | **ISSUE:**Facts:Key People: |

**Thesis Paragraph – 1 Point Possible**

*\_\_\_Thesis is appropriate and specifically addresses all parts of the prompt (1)*

 Improvement Needed in Thesis Development:

\_\_\_Thesis is properly argumentative but lacks the necessary level of specificity

\_\_\_Thesis is too vague, needs better organization, or simply restates the prompt

\_\_\_Thesis is incoherent, confusing, and/or off-topic

**Support for Argument – 2 Points Possible**

*\_\_\_Supports the thesis with abundant evidence and clear argumentation (2)*

\_\_\_*Supports the thesis or makes a relevant argument using specific evidence (1)*

 Improvement Needed in Argumentation:

\_\_\_Evidence used to support the prompt is too vague, irrelevant, inaccurate, underdeveloped, or sparse

\_\_\_Attempts to use evidence and argumentation are unsuccessful

 **Application of Targeted Historical Thinking Skill** (HTS)– **2 Points Possible**

**Change Over Time**

\_\_\_*Clearly and thoroughly analyzes both continuity and change using specific examples (2)*

\_\_\_*Describes historical continuity and change (1)*

**Comparison**

\_\_\_*Clearly and specifically addresses both similarities and differences among historical developments; analyzes reasons for similarities + differences or, depending on prompt, evaluates the significance of the historical developments (2)*

*\_\_\_Describes similarities and differences among historical developments (1)*

 **Causation**

\_\_\_*Clearly and thoroughly analyzes the process of cause and effect using specific examples (2)*

*\_\_\_Describes causes and/or effects of historical development (1)*

**Periodization**

\_\_\_*Clearly and thoroughly analyzes the extent to which the historical development was different or similar to other historical eras (2)*

*\_\_\_Describes the ways in which the historical development was different or similar to other historical eras (1)*

Improvement Needed in Historical Thinking Skills:

\_\_\_Application of targeted historical thinking skill is only partially successful

\_\_\_Coverage is too generalized and attempts to apply the targeted historical thinking skill unsuccessful

**Synthesis – 1 Point Possible**

**Response synthesizes argument, evidence, and historical context into a coherent and persuasive essay by accomplishing one or more of the following:**

\_\_\_*Appropriately extends or modifies the stated thesis or argument (1)*

*\_\_\_Analyzes areas of history beyond those specified in the prompt (1)*

*\_\_\_Connects arguments to other historical periods, contexts, regions, or circumstances (1)*

Improvement Needed in Synthesis:

\_\_\_Attempts at synthesis are unsuccessful due to inaccuracy, irrelevancy, or a lack of specificity/proper development

\_\_\_There are no attempts at synthesis

**Grade:\_\_\_\_\_**

 **Total: 6 Points**

\_\_\_be specific! \_\_\_budget your time \_\_\_use past tense \_\_\_no shorthand \_\_\_improve hist. skills \_\_\_study more

 \_\_\_more depth \_\_\_oversimplifications \_\_\_improve organization \_\_\_writing needs greater sophistication