

## Northwest History Consortium

### Race Relations After World War I

**Jeremy Ritzer**

**11-12<sup>th</sup> Grade**

**National Standard**

**Era 7: The Emergence of Modern America (1890-1930) / Standard 3**

*Standard 3: How the United States Changed from the end of World War I to the eve of the Great Depression.*

**Washington State GLEs**

- **4.2.1 (11<sup>th</sup> grade)** *Evaluates how individuals and movements have shaped the United States (1890 – present).*
- **4.2.2 (12<sup>th</sup> grade)** *Analyzes how cultural identity can promote unity and division.*
- **4.4.1 (12<sup>th</sup> grade)** *Evaluates positions on a current issue based on an analysis of history.*
- **5.1.1 (11<sup>th</sup> grade)** *Analyzes the underlying assumptions of positions on an issue or event.*
- **5.2.2 (11<sup>th</sup> grade)** *Evaluates the validity, reliability, and credibility of sources when researching an issue or event.*
- **5.4.1 (11<sup>th</sup> grade)** *Evaluates positions and evidence to make one's own decisions in a paper or presentation.*

#### SCENARIO

In the period between WWI and WWII many African-Americans came to believe that they would never receive a fair chance in American society. Formal and informal discrimination and persecution persisted in many parts of the country. In addition, African-Americans continued to lag behind white Americans in terms of jobs, wages, and education; and, lynching continued. One response to this was the rise of the Back-to-Africa Movement, promoted by Marcus Garvey and the Universal Negro Improvement Association (UNIA), which included the belief that the only opportunity for advancement for African-Americans was in a return to Africa.

#### TASKS

There will be three groups for this scenario:

1. A group of African-American residents of Harlem
2. A group representing the Black Star Lines and Marcus Garvey
3. A group opposed to resettlement to Africa

The first group is made up of residents in Harlem who are uncertain of their future in the United States.

The second group has been asked to make a presentation to the residents attending an information session at a community center in Harlem. You work for Marcus Garvey and the Black Star Lines. Your job is to convince the attendees that returning to Africa will provide them with their only opportunities for success. You must address both what Africa offers, as well as what impediments still exist for African-Americans of the US at the time.

The third group has chosen to make a presentation to the residents because they are concerned about the resettlement efforts that are occurring. You see your job as combating the arguments about the resettlement people and attempting to convince African-Americans to stay in the United States.

## Northwest History Consortium

### Race Relations After World War I

The two outside groups will present to the residents, who will then confer with one another, and then announce their individual decisions as to whether they will stay or go. This group should try to imagine themselves living as African-Americans in the 1920s and ignore any events that they know occurred after the 1920s ended.

#### RESOURCES

##### Books

America: Pathways to the Present. Upper Saddle River, NJ: Pearson Educational, Inc., 2007.

Kinch, Emily Christmas. "Africa Wants You: Promoting the Back-to-Africa Movement" from Ordinary Americans: U.S. History Through the Eyes of Everyday People, edited by Linda R. Monk. New York, NY: Hyperion Books, 1994.

##### Recordings

Bagnall, Robert. "The Madness of Marcus Garvey." 1923. Center for History and New Media (George Mason University). ©1998 – 2010. Fairfax, VA. 21 April 2010 <<http://historymatters.gmu.edu/d/5120>>.

"The Black Star Line": Singing a song of Garveyism. 1924. Center for History and New Media (George Mason University). ©1998 – 2010. Fairfax, VA. 21 April 2010 <<http://historymatters.gmu.edu/d/5123/>>.

Du Bois, W. E. B. "The Collapse of the Only Thing in the Garvey Movement Which was Original or Promising": Du Bois on Garvey. Sept. 1922. Center for History and New Media (George Mason University). ©1998 – 2010. Fairfax, VA. 21 April 2010 <<http://historymatters.gmu.edu/d/5121>>.

Garvey, Marcus. "If You Believe the Negro Has a Soul": "Back-to-Africa" with Marcus Garvey. 1921. Center for History and New Media (George Mason University). ©1998 – 2010. Fairfax, VA. 21 April 2010 <<http://historymatters.gmu.edu/d/5124>>.

Moore, Audley. "Speak, Garvey, Speak!": A Follower Recalls a Garvey Rally. Center for History and New Media (George Mason University). ©1998 – 2010. Fairfax, VA. 21 April 2010 <<http://historymatters.gmu.edu/d/29/>>.

UNIA. "Declaration of the Rights of the Negro Peoples of the World": The Principles of the Universal Negro Improvement Association. 1920. Center for History and New Media (George Mason University). ©1998 – 2010. Fairfax, VA. 21 April 2010 <<http://historymatters.gmu.edu/d/5122>>.

**Race Relations After World War I**

**Web-Based Resources on the Lives of African-Americans in the 1920s**

“Links to Online Resources.” 2004. National Humanities Center. ©2010. Triangle Park, NC. 22 April 2010 <<http://nationalhumanitiescenter.org/tserve/twenty/tlinksgarvey.htm>>.

“Marcus Garvey and the UNIA.” ©1995 – The Marcus Garvey and UNIA Papers Project, UCLA. AfricaWithin.com. 2010. 22 April 2010 <[http://www.africawithin.com/garvey/garvey\\_unia.htm](http://www.africawithin.com/garvey/garvey_unia.htm)>.

“Marcus Garvey and Universal Negro Improvement Association Papers Project.” ©1995 – 2010. UCLA African Studies Center. ©2001 – 2010. Los Angeles, CA. 22 April 2010 <<http://www.international.ucla.edu/africa/mgpp/>>.

“Marcus Mosiah Garvey.” University of Michigan (School of Information). 2010. Ann Arbor, MI. 22 April 2010 <<http://www2.si.umich.edu/chico/Harlem/text/garvey.html>>.

Van Leeuwen, David. “Marcus Garvey and the Universal Negro Improvement Association.” 2000. National Humanities Center. ©2010. Triangle Park, NC. 22 April 2010 <<http://nationalhumanitiescenter.org/tserve/twenty/tkeyinfo/garvey.htm>>.

Wilson, Andrew A. D. “Marcus Garvey.” 2006. MarcusGarvey.com. ©2006 – 2010. Nassau, Bahamas. 22 April 2010 <<http://www.marcusgarvey.com/index.php>>.

# Northwest History Consortium

## Race Relations After World War I

### ASSESSMENT

### Final Presentation Rubric

	1	2	3	4	Total
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Subject Knowledge (multiply this score by 3)</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate.	Student is at ease and answers most questions with explanations and some elaboration.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
<b>Visual Aids</b>	Student uses superfluous visual aids or no visual aids.	Student occasionally uses visual aids that rarely support the presentation.	Student's visual aids relate to the presentation.	Student's visual aids explain and reinforce the presentation.	
<b>Mechanics</b>	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Eye Contact</b>	Student makes no eye contact and only reads from notes.	Student occasionally uses eye contact, but still reads mostly from notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
<b>Verbal Techniques</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
<b>Group Work</b>	Cannot work with others in most situations. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and shares in the responsibilities.	Works very well with others. Assumes a clear role in decision making and responsibilities.	

Larson-Dranter, Ronda and Warren, Mary A. "Final Presentation Rubric." 3 March 2001. [Fermi National Accelerator Laboratory](http://ed.fnal.gov/lincon/w01/projects/library/rubrics/presrubric.htm). 2010. 22 April 2010 <<http://ed.fnal.gov/lincon/w01/projects/library/rubrics/presrubric.htm>>.

## Northwest History Consortium

### Race Relations After World War I

#### REFERENCES/CITATIONS

- “Historical Thinking Standards for Grades 5-12 United States.” UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 19 April 2010 <<http://nchs.ucla.edu/standards/thinking5-12-2.html>>.
- Larson-Dranter, Ronda and Warren, Mary A. “Final Presentation Rubric.” 3 March 2001. Fermi National Accelerator Laboratory. 2010. 22 April 2010 <<http://ed.fnal.gov/lincon/w01/projects/library/rubrics/presrubric.htm>>.
- OSPI. “Washington State Social Studies Learning Standards.” Office of Superintendent of Public Instruction. 2010. Olympia, WA. 22 April 2010 <<http://standards.ospi.k12.wa.us/ComponentListByGrade.aspx?subject=6,GLE&gl=12>>.
- Ritzer, Jeremy. “Race Relations After World War I.” NWESD Organization. 2008. Anacortes, WA. 5 July 2009 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/7.3\\_\\_RaceRelations.Ritzer.11-12.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/7.3__RaceRelations.Ritzer.11-12.pdf)>.