

The Flapper and Women's Rights

Simulation Two: The Real Deal—"It"

STANDARDS

I. Culture

- a. Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- e. Articulate the implications of cultural diversity, as well as cohesion, within and across groups.

II. Time, Continuity, and Change

- a. Demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views.
- b. Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- d. Identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.
- e. Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

IV. Individual Development and Identity

- d. Relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development.
- e. Identify and describe ways regional ethnic, and national cultures influence individuals' daily lives.
- f. Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.
- g. Identify and interpret examples of stereotyping, conformity, and altruism.
- h. Work independently and cooperatively to accomplish goals.

V. Individuals, Groups, and Institutions

- a. Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.
- b. Analyze group and institutional influence on people, events, and elements of culture.
- d. Identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity.

Activity

Character profiles for four different fictional females—*Sandra Allen*, *Lucille Terry Gallagher*, *Pauline Robins*, and *Gloria Stewart*—are presented for four students to represent and re-create. Because of her singular dress, physical, character, and behavioral traits, only one of the four is a true “flapper” girl. Through direct questioning of each of the characters, the class is challenged to identify the “real” flapper.

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In this activity, students will question four contestants to determine the real, authentic flapper. The most famous flapper was Clara Bow, who was known to have "It!" Since all the students have completed the exercise on comparing and contrasting the flapper to the Gibson girl, this activity is fun and an exciting way for them to test their comprehension and analytical skills.

1. Four girls from each class are chosen and each given a profile sheet for one character from either Level A (pages H-5 through H-12) or Level B (pages H-13 through H-20). They are asked to study their parts for the simulation the following day. Ask the girls to dress up as best they can, depicting the parts they have received. They may go beyond the descriptions in the handout as long as they stick to the character depicted in the profile. The girls who are chosen for the roles must be sworn to secrecy—they are not to reveal their true characters to their friends outside or inside school. Let them know that the class will participate in a simulation and you need their help.
2. On the day of the simulation game, while the girls are putting on their costumes, the rest of the students work in cooperative groups to write good quality questions to determine who the real flapper girl truly is. To varying degrees, all four women were part of this era, but **there is only one real flapper girl.**
3. The four girls return to the classroom and sit in the front of the room. As the girls take their seats, write their characters' "names" on the chalkboard above their heads.
4. Notify the class that there will be one spokesperson for the group during the first round. With each round, a second spokesperson will be chosen. You may choose to assign students in the cooperative groups a letter (letters A through D). On the first round, you state that all letter Cs will be the spokesperson, and the following round all letter Ds, etc.
5. Using proper etiquette in an orderly fashion, each table poses one question to the contestants. A table may call on only two of the four contestants at a time, making the simulation game more challenging.
6. Request that students take notes while they listen to the contestants' responses, a practice that helps the students come to a decision at the end of the class period.
7. Ten minutes before the end of the class period, call the questioning portion of the game to a close.
8. Ask all cooperative groups to discuss their findings and to have one new spokesperson ready to vote.
9. Call out the name of contestant #1, and the voters raise their hands to signal their vote. Then call on each group and request that it explain the reasoning for its choice.
10. The process is repeated for all four contestants.
11. Then ask the real flapper to please stand up!
12. At the closing of the period, ask the students to reflect upon the simulation game. Ask them to write a response in their journals for homework.