**Overview**

The purpose of this discussion is to understand the differing points of view regarding the flapper lifestyle during the Roaring Twenties.

**Instructions**

For this discussion,  review your readings for Unit 8 and read the following instructions carefully. Feel free to do research outside the course if you'd like other points of view.

All have their own opinions regarding the flapper lifestyle.  Each group will answer the following questions:

How would your character describe the flapper lifestyle?

Do their opinions represent that they advocate for progressive change or the preservation of traditional American values?

To form groups, students with last names beginning with A-F will take the role of the flapper. Students with last names beginning with G-L will take the role of her parents. Students with last names beginning with M-S will take the role of the male jazz artist.  Students with the last names beginning with T-Z will take the role of the young male farmer.

Be sure to put yourself in the shoes of the person you are speaking for -- try to imagine how that person felt, what their ideals were, what they thought was good or right or appropriate at the time, even if you personally do not feel that way. Remember, history is not about *you;* it is about what people knew and felt and believed in the past, based on different knowledge than you and other modern people have about what happened later.

Before you complete your discussion, make sure you refer to the course rubric for the expectations for this assignment.  Participating in the course discussions is an important part of your final grade. In your discussions, you cannot simply reply to someone's posting with "ditto" or "I agree with you."   You must answer the question(s) asked **in a minimum of two paragraphs and a maximum of three** **paragraphs. Your responses should also quote and cite the material you have read in the class so far; you may also do outside research.**Use the [Purdue OWL Chicago Style guide](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html) for help with the correct citation style for your quotes, and refer to your [Introduction to Critical Thinking](https://bconline.broward.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=549583&type=content&rcode=bconlinecdtest-5205460) and the [How to Read History Sources](https://bconline.broward.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=549583&type=content&rcode=bconlinecdtest-5212891) modules for a review of how to view primary sources).

Then, respond to at least **TWO classmates' postings referring to at least one element of critical thinking.  Your response to your classmates should be a minimum of two sentences, and a maximum of four sentences**(refer to your [Thinking about History Module](https://bconline.broward.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=549583&type=content&rcode=bconlinecdtest-5205460) for a review of critical thinking).