



Unit Title: The American Twenties

Unit Focus: Harlem Renaissance

Lesson Title: The Harlem Renaissance: Awakening the Black Soul

Lesson Focus: The impact of the Harlem Renaissance on the American culture.

Grade Level/Course: U.S. History/11th Grade

Time allotment: 2-3 45 minute class periods

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Lesson Summary: Students will explain how the Harlem Renaissance was a “rebirth” for the African American culture through art, music, and literature and how it impacted American Society then and now. They will accomplish this objective by completing four center activities that will use instructional strategies that will focus on social studies skills.

Materials Needed: Transparency, Color Pens/Markers, Map Pencils, Magazines, Computer Access

Documents Used:

- The Harry Ransom Teaching the American Twenties Website/Defining the American Culture/The Harlem Renaissance/Introduction
- http://dev.hrc.utexas.edu/exhibitions/online/teachingthetwenties/theme_viewer.php?theme=culture§ion=harlem
- The Harry Ransom Teaching the American Twenties Website/Image Gallery/Defining the American Culture-Harlem Renaissance
- <http://dev.hrc.utexas.edu/exhibitions/online/teachingthetwenties/images.php>
- The Harry Ransom Teaching the American Twenties Website/Audio Gallery/All Over this World <http://dev.hrc.utexas.edu/exhibitions/online/teachingthetwenties/audio.php>

Strategies Used: Concept Map, ESPG Graphic Organizer, Centers, Foldable

1. What do you want students to know and be able to do?

Enduring Understandings: Art, music, and literature have an impact on the cultural characteristics of the times.

Essential Questions:

- How did art, music, and literature impact the cultural rebirth of the African American community during the American Twenties?
- What impact did the Harlem Renaissance have on American society in the 1920s and today?

Concepts: Culture, Change

Academic Language

Renaissance

TEKS/SEs (Texas Essential Knowledge and Skills/Student Expectations)

U.S. (20) Culture. *The student understands the relationship between the arts and the times during which they were created. The student is expected to:*
(B) describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance

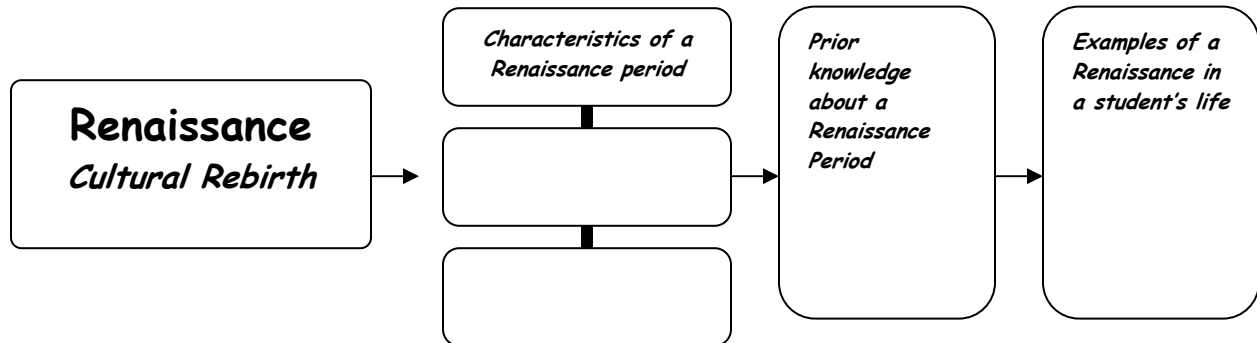
U.S. (24) Social studies skills. *The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:*
(A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;
(B) analyze information by categorizing, comparing, contrasting, summarizing, and drawing inferences and conclusions

U.S. (25) Social studies skills. *The student communicates in written, oral, and visual forms. The student is expected to:*
(D) create written, oral, and visual presentations of social studies information.

Objectives: The student will explain how the Harlem Renaissance was a “rebirth” for the African American culture through art, music, and literature and how it impacted American society then and now.

2. What activities will you choose to engage students in the learning and ensure they learn what they need?

A. Anticipatory Set (Hook - Attention Getter, Preliminary Activity)



Have students complete the graphic organizer. This exercise is to help students understand the concept of “Renaissance” and put it in the context of what they already know.

B. Information gathering (Line - Includes input, modeling, check for understanding, guided practice/monitoring)

1. Organize students into groups of two or three or you can have students work individually.
2. Have students go to [The Harry Ransom Center Teaching the American Twenties Website/Harlem Renaissance/Introduction](#) and use the *Introduction* of this section to gather information about the American Twenties by completing the ESPG graphic organizer attached to the lesson. Students will list economic, social, political and geographical characteristics of that era.
3. Then have the students go to [The Harry Ransom Center Teaching the American Twenties Website/Image Gallery/Image Gallery-The Harlem Renaissance](#) and select an illustration that best describes the characteristics of each ESPG category. They will need to include a caption to explain how the illustration explains the ESPG category.

C. Processing Activity (Sinkers - Includes closure)

After students have gathered information about the 1920s, they can either complete the different processing activities found in a centers lesson or create a foldable.

OPTION A
CENTERS (See Lesson Plans for Each Center)

Center One: Leaflet - Students will create a one page leaflet illustrating the Harlem Renaissance.

Center Two: Venn Diagram – Students will compare and contrast music of the Harlem Renaissance to music that students listen to today.

Center Three: Critical Analysis – Students will analyze a piece of art created during the Harlem Renaissance.

Center Four: Free Write – Students will be given a poem to read written during the Harlem Renaissance and then will write about any ideas, questions, and/or emotions that they have about it.

OPTION B
FOLDABLE (See Attached Specifications)

1. After students have gathered information about the 1920s, they will use this information to create a foldable to explain how the Harlem Renaissance was a “rebirth” for the African American culture and how it impacted American society then and now.
2. Student will fold a piece of paper into a Half-Book. On the front of the Half-Book students will create a book jacket describing what the Harlem Renaissance was. Inside the booklet, students will give examples of art, music, or literature then and now and on the back page, they will write a Bio-Poem describing the characteristics of the Harlem Renaissance,
3. **What will you do when the students learn differently? What will you do when the students do or do not learn what they need? (Differentiation)**

Gifted/Talented Learners: Have students research a piece of art, music, or literature from the Harlem Renaissance and present it to the class explaining its meaning and historical context and how it impacts American society today and conveys universal themes.

English Language Learners:

- During the anticipatory set provide examples for each box except “Examples in Their Own Life” to get them started.
- Have students provide only one example for the Bio-Poem characteristics
- Give students options to how many of the centers they should complete.

Special Needs Students:

- Have students provide only one example for the Bio-Poem characteristics
- Give students options to how many of the centers they should complete.

LEAFLET

TEKS:

U.S. (20) Culture. *The student understands the relationship between the arts and the times during which they were created. The student is expected to:*

(B) describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance

U.S. (25) Social studies skills. *The student communicates in written, oral, and visual forms. The student is expected to:* (D) create written, oral, and visual presentations of social studies information.

Objective: The student will create a leaflet illustrating the feel of the art, music, and/or literature of the Harlem Renaissance.

1. Research the resources on the HRC TAT/Harlem Renaissances, HRC-TAT/Image Gallery/Harlem Renaissance, HRC-TAT/Audio Gallery/Harlem Renaissance, and/or your EPSG graphic organizer to create a leaflet illustrating the feel of the art, music, and/or literature of the Harlem Renaissance.
2. Below are the specifications of your leaflet. The specifications will explain the art, music, or literature of the Harlem Renaissance.

_____ **Title** - *Convey a theme found in the art, music, or literature of the Harlem Renaissance.*

_____ **Illustration** – *Describing the art, music, or literature of the Harlem Renaissance and supports the title.*

_____ **One Quote and Author** – *From the art, music, or literature of the Harlem Renaissance and supports the title.*

_____ **Decorate** – *Color and decorate your Leaflet giving it the feel of the Harlem Renaissance during the 1920s.*

_____ **Name, Period, and Date**

Venn Diagram

TEKS:

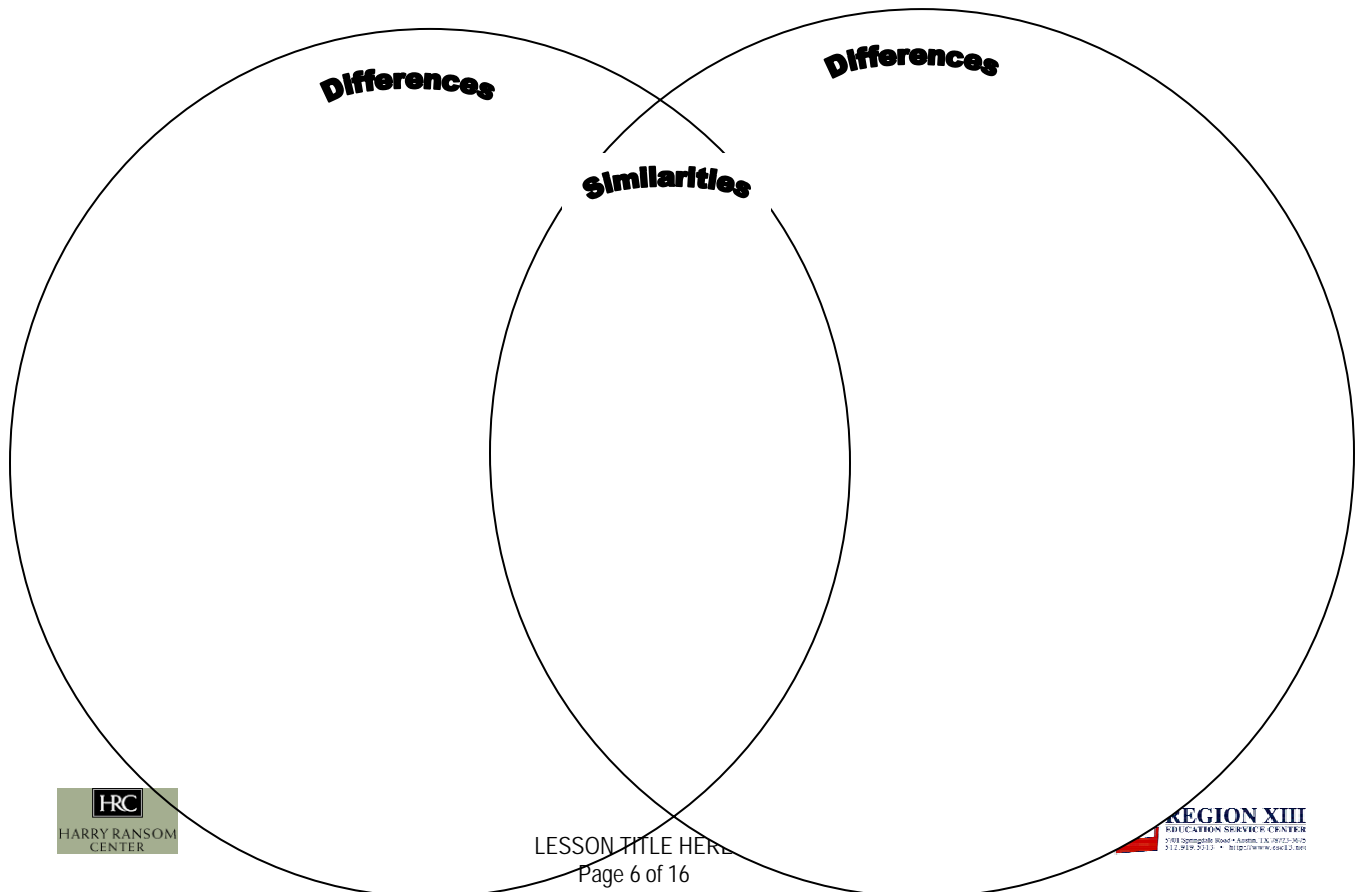
U.S. (20) Culture. *The student understands the relationship between the arts and the times during which they were created. The student is expected to: (B) describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance*

U.S. (24) Social studies skills. *The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to; (B) analyze information by comparing, contrasting, and summarizing, and drawing inferences and conclusions*

Objectives: The student will compare and contrast the music of the Harlem Renaissance to music that students listen to today.

1. Students will listen to "All Over this World" performed by the Fisk University Jubilee Quartet (**HRC-TAT/Audio Gallery**) and compare it to a song that they listen to today by completing the Venn Diagram.

Name of your song



CRITICAL-ANALYSIS

TEKS

U.S. (20) Culture. *The student understands the relationship between the arts and the times during which they were created. The student is expected to:* (B) describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance

U.S. (24) Social studies skills. *The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:* (B) analyze information by summarizing, drawing inferences, and conclusions

OBJECTIVE: The student will analyze how art of the Harlem Renaissance contributed to the “Cultural Rebirth” of African American in the 1920s.

1. Students will complete the graphic organizer explaining how this piece of art from the Harlem Renaissance contributed to the “Cultural Rebirth” of African Americans in the 1920s.

Conclusion:

Title this painting

List a detail from the painting and explain its relationship to the Harlem Renaissance.



“Orchestra” from *Negro Drawings* by Miguel Covarubias (1927)

List a detail from the painting and explain its relationship to the Harlem Renaissance

How does this piece of art reflect the African American cultural “rebirth” during the American Twenties?

Introduction – Defining American Culture/Harlem Renaissance

"We return.

We return from fighting.

We return fighting.

Make way for Democracy! We saved it from France, and by the Great Jehovah, we will save it in the United States of America, or know the reason why."

W. E. B. Du Bois, "Returning Soldiers," *The Crisis*, XVIII (May 1919)

Beginning in 1904, Harlem, centered around 135th Street and 5th Avenue, became a mecca for middle-class African-Americans moving north from Hell's Kitchen, Clinton, and other neighborhoods in New York City. Black intellectuals, writers, and other artists were among the first inhabitants of Harlem, the home of the New Negro movement, as the literary and cultural aspects of the renaissance came to be called.

Importantly prefigured by the writings of W. E. B. Du Bois and Booker T. Washington, the Harlem Renaissance and the New Negro movement generated an explosion of creativity unique in its breadth and depth; it included groundbreaking work in poetry, fiction, essays, music, dance, and theater. Earlier racism, including rashes of lynchings and officially sanctioned murder, had forced many creative black Americans abroad—among them Josephine Baker and Paul Robeson (later James Wright and James Baldwin would also become exiles). Black soldiers returning home from the war were defiant in the face of white people's lack of appreciation for their service; the U.S. Army's policy had forbidden them from marching in the victory parade on the Champs Élysées in Paris, but the formidable 369th Regiment, better known as the Harlem Hellfighters, marched up Fifth Avenue to Harlem on February 17, 1919. They had served longer than any other U.S. regiment (191 days on active duty). Their triumphant return was a point of pride for the community and stirred the rallying cry from the political leaders of Harlem for black equality in exchange for their sacrifice. At the same time, Marcus Garvey's Back to Africa movement inspired working-class African Americans to take control of their lives and histories. Garvey told UNIA members, "We have a beautiful history, and we shall create another one in the future."

Harlem Renaissance Bio-Poem

Objective: The student will use the information gathered on their ESPG graphic organizer to write their Bio-Poem about the Harlem Renaissance.

Students need to remember that economic, social, political, and geographical characteristics need to be included in their Bio-Poem

Create an original TITLE

Line 1: Harlem

Line 2: A period of time that is _____ *Three descriptive word that describe the Harlem Renaissance*

Line 3: That hears _____ *1-3 ideas*

Line 4: That feels _____ *1-3 ideas*

Line 5: That sees _____ *1-3 ideas*

Line 6: That gives _____ *1-3 ideas*

Line 7: That fears _____ *1-3 ideas or people*

Line 8: That would like to see _____ *A person, place, or event*

Line 9: That shares _____ *A person, thing, or idea*

Line 10: Is important because _____

Line 11: Is a resident of _____ *A place*

Line 12: Renaissance

Use the information found in the Introduction of The Harry Ransom Center Teaching the American Twenties Website/Defining the American Culture/Harlem Renaissance to complete the following graphic organizer.

HARLEM RENAISSANCE

Define period

Illustration/Caption	ECONOMIC Characteristics	SOCIAL Characteristics	Illustration/Caption
Illustration/Caption	POLITICAL Characteristics	GEOGRAPHICAL Characteristics	Illustration/Caption

How did the Harlem Renaissance impact American society then and now?

Use the information found in the Introduction of The Harry Ransom Center Teaching the American Twenties Website/Defining the American Culture/Harlem Renaissance to complete the following graphic organizer.

HARLEM RENAISSANCE

A new Negro movement in the 1920s focusing on the cultural and literary aspects of African Americans set in the neighborhood of Harlem in New York City.

Illustration/Caption	ECONOMIC Characteristics	SOCIAL Characteristics	Illustration/Caption
	<ul style="list-style-type: none"> • Middle-class African Americans • Marcus Garvey's "Back to Africa" movement inspired working class blacks to take control of their lives and histories 	<ul style="list-style-type: none"> • The Negro Movement – cultural and literary movement • Black intellectuals, writers, and other artists • Inspired by the writings of W.E.B DuBois and Booker T. Washington • Ground breaking work in poetry, fiction, essays, music, dance, and theater 	
Illustration/Caption	POLITICAL Characteristics	GEOGRAPHICAL Characteristics	Illustration/Caption
	<ul style="list-style-type: none"> • Motivated by racism • Motivated by exiled artists like Josephine Baker and Paul Robeson • Lack of appreciation of black soldiers during WWI-not allowed to walk in victory parade in Paris • Harlem Hellfighters served longer than any other regiment in WWI 	<ul style="list-style-type: none"> • Neighborhood in New York City • Centered around 135th Street and 5th Avenue • African Americans moved north to Harlem from other parts of NYC like Hell's Kitchen and Clinton 	

How did the Harlem Renaissance impact American society then and now?

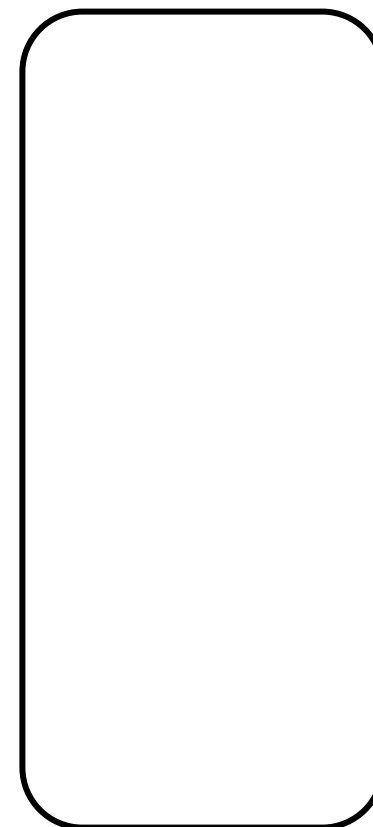
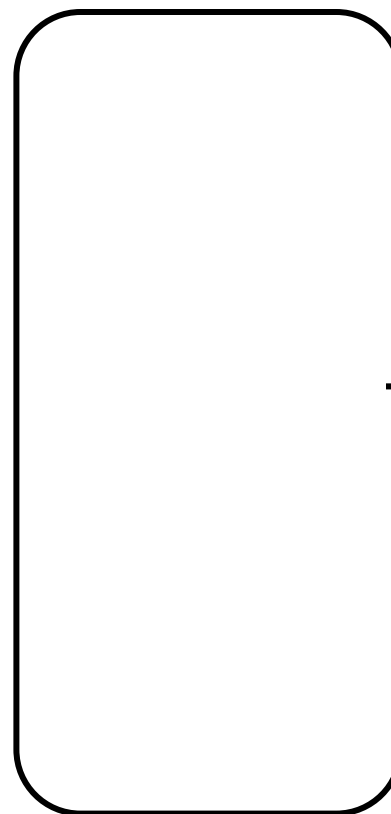
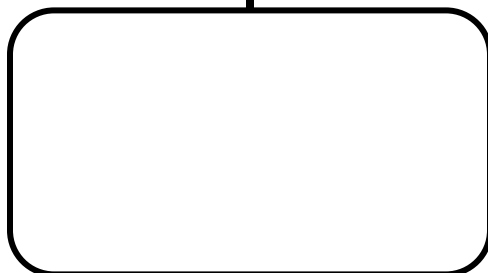
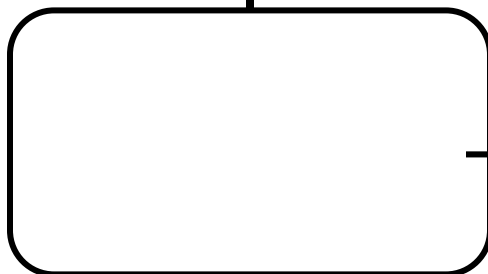
It gave the black community a voice through art, music, and literature to speak about what their life was like in the United States in the 1920s. An example of that would be the poem “Dream Variations” by Langston Hughes. It explains how it felt to live and work in the white world. Today, rap music and literature like *I Know Why the Caged Bird Sings* by Maya Angelou continue to explain what life is like for African Americans in the U.S.

Characteristics of a Renaissance period

Prior knowledge about the Renaissance Era

Examples of a Renaissance in a student's life

Renaissance
Cultural Rebirth



HARLEM RENAISSANCE Processing Activity

Students need to use the information they gathered about the Harlem Renaissance to complete this culminating project.

<p style="text-align: center;">BOOK JACKET 30 pts</p> <p>___Original Title</p> <p>___An Illustration that describes the Harlem Renaissance</p> <p>___A quote and its author from the HRC Teaching the American Twenties website supporting the title and describing the period.</p> <p>___Your name, period, date</p>	<p style="text-align: center;">BIO POEM 30 pts.</p> <p>See attached specifications for the Bio Poem. Students need to make sure they base their Bio-Poem on the economic, social, political, and geographical characteristics of the Harlem Renaissance.</p>	<p style="text-align: center;">Illustration Art, Music, or Literature of Harlem Renaissance 15 pts.</p> <p>___One illustration from the Teaching the American Twenties website describing the art, music, or literature of the period.</p> <p>___An original caption describing how the art, music, or literature of the Harlem Renaissance impacted American Society then.</p>	<p style="text-align: center;">Illustration Art, Music, or Literature influenced by the Harlem Renaissance 15 pts.</p> <p>___One illustration from today that has been influenced by the art, music, or literature of the Harlem Renaissance</p> <p>___An original caption for the illustration describing how the art, music, or literature of the Harlem Renaissance impacted American society today.</p>
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10 pts – Grammar, neatness, and creativity