

The Harlem Renaissance			
Teacher: G.....			
School: Tucson Magnet High School			
Course: African American Literature 11			
Period/s:			
Grade: 11			
Dates: 2 nd Quarter part 1			
UNIT PURPOSE & OVERVIEW:			
Student are to explore the Harlem Renaissance, understanding how it began, why it began there, how and why it ended as well as and its importance within American History. They will understand the concept of Maslow's Heirarchy of Needs and apply the idea to the rise and fall of the Harlem Renaissance. Students will select one figure from the HR and teach their peers about the artist and their contribution to the movement.			
ENDURING UNDERSTANDING			
The reader's interaction with text can lead to self-discovery.			
ESSENTIAL QUESTION/S			
What can we learn about ourselves by reading about other people's lives?			
OVERVIEW OF UNIT LESSONS			
	Lessons	Lesson Title	Time Frame
	Lesson 1	American History and the Harlem Renaissance	One week
	Lesson 2	Harlem Renaissance and Social Criticism	One week
	Lesson 3	Artists of the Harlem Renaissance	One week
LESSON 1 - OBJECTIVES/LEARING OUTCOMES			
<ul style="list-style-type: none"> ▪ By the end of the lesson, students will be able to collaborate with peers to summarize a text. ▪ I will be able to make inferences about tone and theme and provide examples from the text as proof. ▪ I will be able to understand the theory behind Maslow's Hierarchy of Needs and apply the concept to the rise and fall of the Harlem Renaissance. 			
LESSON 1 - STANDARDS			
AZCCR ELA Standards			
11-12.RL.4. Determine meaning of words/phrases as used (figurative/connotative); analyze word choice impact on meaning/tone, words with multiple meanings/language that is fresh/engaging/beautiful. (Include Shakespeare as well as other authors.)			
11-12.RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
11-12.RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
11-12.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			

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LESSON 1 – LEARNING PROCESS

ANTICIPATORY SET

- Journal writing
- How in 'control' do you feel you are of your own destiny? Explain.
- Who are some of your favorite artists? What is their ethnicity? Does an artist have to be identified as Black, Native, Hispanic, Chinese, Anglo, or can they just be an artist? (do people represent their ethnicity as artists or are they individuals potentially devoid of ethnicity) How has this changed over time? Explain.
- When you think of an ideal life: happy, healthy, emotionally stable, caring of selves and others, aware of the world around them, meaningful relationships, aware of the environment and their contributions / impact, how would you rate your family? What are their strengths? What are some areas they can grow? Do they seem willing to grow? Explain.

Word splash - make predictions based on key words

PURPOSE

- Students will explore the artistry and social criticism of the Harlem Renaissance.
- They will connect the concept of Maslow's Hierarchy of Needs to the movement as well as to its end.
- Students will select one figure of the time period and move from student to teacher; they will teach their peers about the artist.

INSTRUCTIONAL INPUT

- Reading text

“The Harlem Renaissance” pp. 267-278 (9 sections)

Jigsaw: divide, read, summarize and share

Lecture: The rise and fall of the Harlem Renaissance

MODELING

- Students will do a jigsaw summary of the overview and share their final summary with the class

CHECK FOR UNDERSTANDING

- White boards/slates

GUIDED PRACTICE

- Read-write-pair-share
- The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.

CLOSURE

- Summary

INDEPENDENT PRACTICE

- Project

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RESOURCES
<ul style="list-style-type: none"> ▪ Maslow’s Hierarchy of Needs
ASSESSMENT
<ul style="list-style-type: none"> ▪ Research report
GRADING CRITERIA
<ul style="list-style-type: none"> ▪ Rubric ▪ Students are to create a rubric: sample in lesson 3
NOTES
<ul style="list-style-type: none"> ▪ Maslow’s Hierarchy of Needs – explain concept of needs must be met at the lower levels in order to move to the next level (like building a house). ▪ Descriptors (safety, esteem, etc.) should be separated and student groups sort them.
LESSON 2 - OBJECTIVES/LEARNING OUTCOMES
<ul style="list-style-type: none"> ▪ By the end of the lesson, students will be able to use a Venn Diagram to compare and contrast two different poems. ▪ I will be able to research information about my subject using a variety of sources including samples of their work.
LESSON 2 - STANDARDS
AZCCR ELA Standards 11-12.RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 11-12.RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 11-12.SL.1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 11-12.RL.3. Analyze impact of author’s choices in developing/relating story elements (setting, order of events, characters development). 11-12.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). 11-12.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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11-12.L.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

LESSON 2 – LEARNING PROCESS**ANTICIPATORY SET**

- Journal writing
- *So, I learned very early in life that our race problem is not really of black against white, and white against black. It's a problem of people who are not very knowledgeable, or who have small minds, or small spirits." - Langston Hughes*

How tolerant / open are you of others who do not look like you? How tolerant / open are your family members?

- Are you a leader, a follower or a go your own way kind of person? Who follows you? Who are you willing to follow? Are you worthy of following? Explain.
- What is an ideal life to you? Think of the American Dream: owning your own home, good job, family, retirement, vacations. Do you consider ideas of Self Actualization Need such as making a lasting and significant contribution and maximizing personal potential? Explain.

PURPOSE

- Students will become an 'expert' about one artist of their choosing from the HR. They will present a brief biography, the contribution to the HR and provide examples of the artist's work.

INSTRUCTIONAL INPUT

- Video clip
- **Reading:** "Harlem," "I, Too" and "Mother to Son" (video)
- [Marcus Garvey Documentary](#)

MODELING

- Provide samples of a project: Example would be Langston Hughes lesson

CHECK FOR UNDERSTANDING

- Check in with individual students

GUIDED PRACTICE

- Read-write-pair-share
- The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.

CLOSURE

- Think/Pair/Share

INDEPENDENT PRACTICE

- Project

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You are to give a brief (3-5 minute) presentation about the artist of your choosing. Things to include: picture of the artist; sample of art, poem, song or text; brief bio of the artist: who, what, when, where, why, how.

Music

Ella Fitzgerald

Louis Armstrong

Josephine Baker

Dizzy Gillespie

Billie Holiday

Ma Rainey

Bessie Smith

Fats Waller

Charlie Parker

Fletcher Henderson

Social Criticism

W.E.B. Dubois

Marcus Garvey

Alan LeRoy Locke

Writers

Zora Neale Hurston

Jessie Fauset

Rudolph Fisher

Poets

Countee Cullen

James Weldon Johnson

Langston Hughes

Jean Toomer

Arna Bontemps

Claude McKay

Actors

Paul Robeson

Bill "Bojangles" Robinson

Visual Arts

James Van Der Zee

Sargent Claude Johnson

Palmer Hayden

Archibald J. Motley

Augusta Savage

Malvin Gray Johnson

Aaron Douglas

ASSESSMENT

- Presentation
- Students are to use PowerPoint or Prezi and include varied media (video, pictures)

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GRADING CRITERIA

	4	3	2	1
oral delivery	<ul style="list-style-type: none"> Loud and clear flows 	<ul style="list-style-type: none"> Lacks some flow 	<ul style="list-style-type: none"> nervous stumbling monotone 	<ul style="list-style-type: none"> Looks at board too quiet monotone
Content	<ul style="list-style-type: none"> shows understanding relevant examples clear ideas 	<ul style="list-style-type: none"> not organized don't really understand 	<ul style="list-style-type: none"> somewhat incomplete lacks pictures or examples 	<ul style="list-style-type: none"> incomplete information lacks pictures or examples
physical presence	<ul style="list-style-type: none"> hands not in pockets face audience good posture eye contact don't read slides 	<ul style="list-style-type: none"> eye contact some reading off board 	<ul style="list-style-type: none"> awkward eye contact slouching 	<ul style="list-style-type: none"> bad posture no eye contact

- Rubric
- Student-generated rubric: sample
-

LESSON 3 - OBJECTIVES/LEARNING OUTCOMES

By the end of the lesson, students will be able to share and appreciate the depth of the contributions made by the artists and thinkers of the Harlem Renaissance.

LESSON 3 - STANDARDS

AZCCR ELA Standards

11-12.W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 11-12.RI.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g.,

<p>The Harlem Renaissance</p> <p>Teacher: G..... School: Tucson Magnet High School Course: African American Literature 11 Period/s: Grade: 11 Dates: 2nd Quarter part 1</p>
<p>visually, quantitatively) as well as in words in order to address a question or solve a problem. 11-12.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 11-12.SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>
<p>LESSON 3 – LEARNING PROCESS</p>
<p style="text-align: center;">ANTICIPATORY SET</p> <p>Journal: "Hold fast to your dreams, for without them life is a broken winged bird that cannot fly" - Langston Hughes How fast do you hold on to your dreams? Have you already had to surrender any of your dreams? Have your parents achieved theirs or are they pursuing them? Have they given up on theirs? Explain.</p> <p style="text-align: center;">PURPOSE</p> <ul style="list-style-type: none"> ▪ Students will present a brief biography, the contribution to the HR and provide examples of the artist’s work. <p style="text-align: center;">INSTRUCTIONAL INPUT</p> <ul style="list-style-type: none"> ▪ Provided by students <p style="text-align: center;">INDEPENDENT PRACTICE</p> <ul style="list-style-type: none"> ▪ Project
<p>ASSESSMENT</p>
<ul style="list-style-type: none"> ▪ Presentation
<p>GRADING CRITERIA</p>
<ul style="list-style-type: none"> ▪ Rubric ▪ Student generated rubric