The Harlem Renaissance: Making Moves

A 6th Grade Social Studies Unit By:

Mandy Jayne Stanley

Standard 6.) Identify cultural and economic developments in the society of the United States from 1877 through the 1930s.

- Impact of the Harlem Renaissance
# List of Unit Objectives

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<th>Day</th>
<th>Objective</th>
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<tr>
<td>Day 1</td>
<td>When given a cause and effect graphic organizer that is based on the Great Migration, the students will <strong>explain</strong> the causes and effects of the Great Migration with 100% accuracy, based on the teacher’s checklist.</td>
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<td>Day 2</td>
<td>When given a dialogue journal template, the students must accurately <strong>describe</strong> the various facts and values of The New Negro Movement and the various intellects between W.E.B. DuBois and Alain Locke with 80% accuracy, based on the teacher’s checklist.</td>
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<td>Day 3</td>
<td>When given a piece of poster board, markers, and a Harlem Renaissance author or poet, the students will <strong>research</strong> their works and writing styles, <strong>recreate</strong> one of their works that embodies the New Negro Movement, and <strong>explain</strong> how their author or poet was a scribe of the movement with 100% accuracy, based on the “Scribes of the Harlem Renaissance Rubric.”</td>
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<tr>
<td>Day 4</td>
<td>When given “The Moves of the Movement Choice Board” assignment based on the entertainers of the Harlem Renaissance, the students must <strong>choose</strong> three assignments to <strong>complete</strong> and <strong>apply</strong> their knowledge about their impact on the New Negro Movement with 100% accuracy, based on the teacher’s “The Moves of the Movement Choice Board” checklist.</td>
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<tr>
<td>Day 5</td>
<td>When given an influential intellectual, author, poet, musician, artist, or singer from the Harlem Renaissance movement, the students will <strong>compose</strong> a monologue based on information about this influential person that <strong>describes</strong> their impact on the Harlem Renaissance and American culture with 100% accuracy during the Harlem Renaissance Wax Museum, based on the teacher’s rubric.</td>
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Skills/Concepts/Vocabulary/Facts Chart

<table>
<thead>
<tr>
<th>Skills</th>
<th>Concepts</th>
<th>Facts</th>
<th>Vocabulary</th>
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<tbody>
<tr>
<td>Students will learn where Harlem is on a map of New York</td>
<td>Making Moves: Movement</td>
<td>-Movement is a change in position that can either be a change in location or mindset.</td>
<td>1. Movement</td>
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<td>Students will be able to explain the two meanings of position in the definition of “movement.”</td>
<td>Causes and Effects of The Great Migration</td>
<td>-A renaissance is a revival of or a renewed interest in something. It can also be considered a rebirth.</td>
<td>2. Renaissance</td>
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<td>Students will be able to explain and discuss the causes and effects of the Great Migration</td>
<td>The Harlem Renaissance</td>
<td>-The Harlem Renaissance was an era that was rooted in the New Negro Movement. It occurred during a time in American history right after World War I, when the country was moving out of rural lifestyles into more urban and industrialized lifestyles.</td>
<td>3. Great Migration</td>
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<td>Students will be able to recognize what a renaissance is and how it could change society.</td>
<td>The Minds Behind the Movement: Harlem Renaissance Intellectuals</td>
<td>-During the Great Migration, African Americans were desperate to move away from the South to the North in order to escape extreme oppression, get better jobs, and leave the rural lifestyle of the South.</td>
<td>4. Phillip A. Payton</td>
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<td>Students will be able to describe and analyze the cause and effects of the Great Migration on America.</td>
<td>The “New Negro” Movement</td>
<td>-Phillip A. Payton was the main real estate agent of Harlem.</td>
<td>5. Harlem Renaissance</td>
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<td>Students will be able to discuss the quest for self-identity for African Americans during the “New Negro” Movement.</td>
<td>The “Talented Tenth”</td>
<td>-The “New Negro” Movement was a quest for self-identity for African Americans and a desire to move beyond the slavery stereotypes in order to produce equality and civil rights.</td>
<td>6. “New Negro” Movement</td>
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<td>Students will be able to recognize and describe the various intellects of the Harlem Renaissance</td>
<td>The Scribes of the Movement: Harlem Renaissance Authors &amp; Poets</td>
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<td>7. W.E.B. DuBois</td>
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<td></td>
<td>Scribes</td>
<td></td>
<td>8. Alain Locke</td>
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<td></td>
<td>African American Literature</td>
<td></td>
<td>9. James Weldon Johnson</td>
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<tr>
<td></td>
<td>Jazz Music</td>
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<td></td>
<td>Scatting</td>
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<td>10. NAACP</td>
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<td></td>
<td>Cabarets</td>
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<td>11. Scribe</td>
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<td></td>
<td>Improvisation</td>
<td></td>
<td>12. Langston Hughes</td>
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<td>13. Countee Cullen</td>
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<td>14. Zora Neale Hurston</td>
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<td>15. Folklore</td>
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<td>16. Cabarets</td>
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<td>17. The Cotton Club</td>
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<td></td>
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<td></td>
<td>18. Cab Calloway</td>
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<td></td>
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<td>19. Scatting</td>
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<td>20. The Nicholas Brothers</td>
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<td>21. Louis Armstrong</td>
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<td></td>
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<td>22. Improvisation</td>
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<td>23. Sculptor</td>
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<td>24. Prosperity</td>
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<td>25. The Great Depression</td>
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Harlem Renaissance and how they lead the movement.

- Students will be able to recognize and describe the authors and poets of the Harlem Renaissance and their works.
- Students will be able to recognize and describe various entertainers of the Harlem Renaissance and their works.
- Students will be able to analyze the social and economic impact of the Harlem Renaissance on America during the 1920s and beyond.

- The intellectuals behind the Harlem Renaissance, like W.E.B. DuBois, Alan Locke, and James Weldon Johnson, helped African Americans organize and articulate the beliefs and importance of the “New Negro” Movement by promoting the “Talented Tenth.”

- The authors and poets of the Harlem Renaissance, such as Langston Hughes, Countee Cullen, and Zora Neale Hurston, were African Americans who used literature and poetry to describe the struggles and story of African Americans.

- The Cotton Club was a cabaret that opened during a time in U.S. history where the selling, manufacturing, and transportation of alcohol was illegal. This made the Cotton Club an even more exclusive club.

- The entertainers of the Harlem Renaissance, such as Cab Calloway, The Nicholas Brothers, and Louis Armstrong, used their musical talents to portray the New Negro.

- Most of the social and cultural changes that occurred during the Harlem Renaissance lasted.

- The economic boom that occurred during the Roaring 20s ende d once the stock market crashed...
in 1929 during the Great Depression.
# Pre-Requisite Skills Chart

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<thead>
<tr>
<th>Cognitive</th>
<th>Social</th>
<th>Motor</th>
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<tbody>
<tr>
<td>Read Fluently</td>
<td>Engage in Cooperative Learning Experiences</td>
<td>Do Locomotor Movements</td>
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<tr>
<td>Comprehend Content</td>
<td>Collaborate with Others to Expand Knowledge</td>
<td>Do Nonlocomotor Movements</td>
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<tr>
<td>Transfer Prior Knowledge</td>
<td>Make Personal Connections with Others &amp; History</td>
<td>Write Neatly</td>
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<tr>
<td>Analyze Impact of Various Concepts</td>
<td>Understand the Effects of Racism on African Americans throughout history</td>
<td>Transition from Station to Station With Ease</td>
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<tr>
<td>Discuss</td>
<td>Lead/Participate in a Group Discussion/Grand Conversation</td>
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<td>Describe</td>
<td>Display Knowledge Through Oral Presentations</td>
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<tr>
<td>Compare/Contrast</td>
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<td>Read a Map of the U.S.</td>
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<td>Understand Coordinates on a Map</td>
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<td>Complete a Cause &amp; Effect Chart</td>
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<td>Define Words</td>
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<tr>
<td>Make Connections</td>
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<tr>
<td>Analyze Poetry</td>
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<tr>
<td>Use Various Resources on the Computer &amp; Internet (Facebook, YouTube, Google, etc.)</td>
<td>Complete an Inquiry Chart, Exit Slip, Dialogue Journal, K-W-L (3-2-1) Chart, Graphic Organizers, etc.</td>
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<tr>
<td>Take Notes Without the Teacher</td>
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<tr>
<td>Explicitly Telling Them To</td>
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Daily Content & Bridge Activities

- **Day 1**: Making Moves & Effect Chart
- **Day 2**: The Menis Behind the Movement
- **Day 3**: The Scribes of the Movement
  - Project
- **Day 4**: The Moves of the Movement
  - Moves of the Movement Choice Board
- **Day 5**: The Impact of the Movement
  - The Harlem Renaissance Wax Museum
Instruction

In order to prepare for this unit on the Harlem Renaissance, an immense amount of research was done on the overarching theme and the history of the New Negro Movement and the Harlem Renaissance. During each lesson, the teacher will teach the content in an interactive way that is emerged in class-wide discussions, “History-To-MyStory” connections, and review sessions. The first lesson, “Making Moves,” introduces the theme of movement and discusses the history of the Great Migration. Since it is important to begin a unit by helping the students make personal connections with the content, the teacher will open the unit by asking students to make connections with Harlem and 1920s America. The teacher will introduce the theme by explaining the definition of movement and pointing out the two different types of movements that can take place: a change in location or a change in mindset. In order to expand upon the idea of a change in location, the teacher will discuss the Great Migration and how multitudes of African Americans traveled from the South to the North in order to escape racism, find better living conditions than, and to find better jobs to support their families. In order to expand upon the idea that a movement can be a change in mindset, the teacher will briefly discuss the New Negro Movement and give a brief overview of the Harlem Renaissance, which were both results of the Great Migration. The teacher will assess the students’ knowledge by having the students complete a cause and effect chart based on the Great Migration, which can be completed for homework.

During the second lesson, “The Minds Behind the Movement,” the students will be engaged in a discussion with W.E.B. DuBois about how the intellectuals of the New Negro Movement used the “talented tenth,” which were the authors, poets, musicians, and entertainers of the Harlem Renaissance era, to promote the new mindset of prosperity and confidence of the “new” African American. The students will also discuss why it is important for leaders to help the members of the movement that they are promoting stay focused on the main thing that they are trying to promote. In order to practice their knowledge, the students will create Fakebooks of the historical intellectuals and share them with their peers; they will be assessed on their
knowledge by writing a dialogue journal between W.E.B. DuBois and his fellow intellectual leader Alan Locke about the New Negro Movement, which can be completed for homework.

In order to teach the students about the authors and poets of the Harlem Renaissance movement, the teacher will teach the lesson “The Scribes of the Movement.” This lesson begins with the teacher asking the students to help her scribe a common class experience in the form of a poem. By doing so, the teacher will be able to interactively demonstrate to the students how the authors and poets of the Harlem Renaissance, such as Langston Hughes, Countee Cullen, and Zora Neale Hurston, were able to document the history of African Americans through the use of creative literature. The students will be able to practice their knowledge by participating in a Grand Conversation about the way that individuals can scribe their personal history, just like the writers of the Harlem Renaissance. They will be assessed on their knowledge by recreating a work of one of the famous “scribes” and explaining how their work embodies the African American experience in a similar writing style to their chosen author or poet for homework.

The fourth lesson, “The Moves of the Movement,” is a fun and exciting lesson that teaches the students about the entertainment industry of the Harlem Renaissance. The students will learn about cabarets, the Cotton Club, Cab Calloway and his impeccable scatting skills, Louis Armstrong and his improvisation, and the Nicholas Brothers’ acrobatic tap dancing skills. The students are even able to take a trip to the Cotton Club and use locomotor and nonlocomotor moves to groove to the beats of Cab Calloway’s “Jumpin’ Jive.” The students practice their knowledge by taking a tour through the “Harlem Renaissance Aurasma Art Gallery” where they are able to look at various videos of the Harlem Renaissance entertainers and analyze the videos. They are assessed on their knowledge by completing a “Moves of the Movement” choice board for homework.

The final lesson, “The Impact of the Movement,” brings the whole unit together by giving the students information about the social, cultural, and economic impact that the Harlem Renaissance had on America. The students will engage in another Grand Conversation to discuss the unit and will practice their knowledge and ability to bring the unit together by writing a letter to the members of the movement to discuss how they could have improved their endeavor to change America, both financially and culturally. The students will end the unit with a
culminating project: The Harlem Renaissance Wax Museum. Each student will choose a famous figure and will dress up like him or her and will write a two-minute monologue discussing some interesting facts and how they impacted American history.
Design for Learning

Instructor: Mandy Jayne Stanley

Lesson Title: “Making Moves”

Grade Level: 6th Grade

Curriculum Area: Social Studies

Date: Day/Lesson 1

Estimated Time: 1 hour

Standards Connection:

6.) Identify cultural and economic developments in the society of the United States from 1877 through the 1930s.

- Impact of the Harlem Renaissance

Learning Objective/Goal:

Learning Objective: When given a cause and effect graphic organizer that is based on the Great Migration, the students will explain the causes and effects of the Great Migration with 100% accuracy, based on the teacher’s checklist.

- Learning Goal: The students will be able to define the meaning of “movement” and “renaissance” and explain the causes and effects of the Great Migration.

Kid-Friendly Objective/Goal:

Today, we are going to open up our Harlem Renaissance unit by learning about movement. We will begin by learning about the Great Migration of African Americans from the South to the North and will also learn what a renaissance is.

Evaluation of Learning Objective/Goal:

The teacher will give the students a copy of the “Great Migration Cause & Effect Chart” graphic organizer. The graphic organizer will have one chart with two boxes: one for the causes of the Great Migration and one for the effects of the Great Migration. The students must list two causes of the Great Migration that were discussed in class and two effects of the Great Migration on America or African American culture. The teacher will grade this assignment by using the “Great Migration Cause & Effect Chart” checklist. This checklist will consist of 4 items that must be completed for the student to receive
full credit: two causes of the Great Migration and two effects of the Great Migration. Each item is worth twenty-five percent each. If the students fulfill all four of these requirements, they will receive 100% of the available credit.

**Engagement:**

[Hook/Activating Prior Knowledge/Pre-Assessment]: In order to introduce the Harlem Renaissance unit, pre-assess, and engage the students in the lesson, the teacher will activate the students’ prior knowledge by asking them to make a list of different connections to what they already know about Harlem and 1920s America on sticky notes. After the students write their connections on the sticky notes, they will stick them on the chart drawn by the teacher on the white board, the teacher will explain the connection between the two topics, “Harlem” and “1920s America”, which is the Harlem Renaissance. The teacher can use the “Making Moves” presentation throughout the lesson if she is unable to access the Internet. This lesson, however, is written for a classroom with Internet access.

The teacher will stand at the front of the classroom in order to turn on the Promethean Board. The students will be seated at their desks. Once she has written the two topics on the board, “Harlem” and “1920s America,” she will call the students to attention. Good morning, class! Who can tell me what I have written on the board this morning? The teacher will wait for the students’ responses. Exactly, I have two topics on the board for this morning: “Harlem” and “1920s America.” Before I show you all how these two topics are connected, first, I want to know what you all already know about Harlem and what you already know about America during the 1920s. I want you to get out your sticky notes. The teacher will wait for the students.

I want you to turn and talk to your neighbors and write some things on your sticky notes that you already know about the two topics and then quietly stick them on the board under the correct topic. The teacher will pick up a pen and a sticky note in order to model this for the students. My example would be that every time I think about Harlem, I think about the fact that Harlem is in New York and that I would love to visit it again one day. So, I would write down “New York” on my sticky note and then I would walk up to the board and stick it under the word “Harlem.” But before we get started, let me show you all where Harlem is. The teacher will pull up www.googleearth.com in order to show the students where Harlem is on the map. Everyone look up here so that you can see where Harlem is on the map. As you see, it is in the state of New York and it’s north of Manhattan, New York. Now that you all know where it is, I want you all to write what these two topics remind you of. Does everyone understand? The teacher will answer any of the students’ questions. Okay, let’s get started! The teacher will walk around and monitor the students’ progress to ensure that they stay on task. Once she feels as though everyone is finished, she will read some of the sticky notes aloud to the class. Class, now that everyone has put some sticky notes underneath our two topics for today, I am going to read them to you. The teacher will read some of the sticky notes aloud to the class.

The teacher will go to her desk and pick up her previously made sticky notes. I have some more that I’d like to share with you all. Mine are “The Roaring Twenties,” “flappers,” “the Harlem Globetrotters,”
and “the Harlem Shake.” Have any of you heard of any of these? If so, what do you know about them? The teacher will wait for the students’ responses. Wow! I’m so impressed that you all already know about these! Well, let me share some more interesting things about my sticky notes. The teacher will pick up the “Roaring Twenties” sticky note and place it under “1920s America” on the board. “The Roaring Twenties,” which was an era that involved lots of major cities in America during the 1920s that were very flashy and very prosperous. Now, let me explain what flappers were. The teacher will pick up the “flappers” sticky note and place it under “1920s America.” “Flappers,” is a term used for women during the 1920s whom dressed like this. The teacher will pull up a picture of a flapper on the Promethean Board and listened to jazz music and lived carefree and rather rebellious lives. I also have a sticky note with “The Harlem Globetrotters” on it. The teacher will pick up the “Harlem Globetrotters” sticky note and stick it under “Harlem” on the board. Boys and girls, what sport do the Harlem Globetrotters play? The teacher will wait for the students’ responses. That’s right! They play basketball. Would you all like to see a quick video clip of some of their amazing tricks? The teacher will play the following video clip for the students: “Amazing! 3 Globetrotters Take On Full Team” http://www.youtube.com/watch?v=xKxnxWFq9T4 Once the video is over, the teacher will ask, Wow! What do you all think? There are some pretty talented people in Harlem, aren’t there? I also wrote one for “The Harlem Shake” on this sticky note. The teacher will pick up the “Harlem Shake” sticky note. This is such a great example! How many of you have watched one of the “Harlem Shake” videos that have gone viral on the Internet? The teacher will wait for the students’ responses. Well, these videos are basically a group of people randomly moving about and shaking their bodies. The dance originated in Harlem! Let’s watch one of them now! The teacher will log onto YouTube and play the following video for her students: “The Harlem Shake Original” http://www.youtube.com/watch?v=4hpEnLtqUDg. Once the video is over, the teacher will ask the students the following question: Boys and girls, who can explain to me what is going on in this video? The teacher will wait for the students’ responses. Exactly, the people are randomly dancing and moving about! Both the Harlem Globetrotters and the people in the “Harlem Shake” video did lots of cool movements, didn’t they?

Well, I bet you all are wondering what these two topics have in common, aren’t you? Well, during the 1920s in America, there was a huge movement called “The Harlem Renaissance.” Like the “Harlem Shake” video, the Harlem Renaissance consisted of lots of dancing, music, and movement. And just like the Harlem Globetrotters, the famous people who were a part of the Harlem Renaissance movement were very, very talented. Also, much like the flappers, the people behind the Harlem Renaissance movement strived to be different than everyone else, and they loved jazz music. And finally, much like the major cities in “The Roaring Twenties” Harlem was the booming entertainment city during the Harlem Renaissance.

**[Learning Target]:** Today, we are going to open up our Harlem Renaissance unit by learning about movement. We will begin by learning about the Great Migration of African Americans from the South to the North and will also learn what a renaissance is.

Now, everyone, let’s get ready to learn about this fun and exciting movement!
Learning Design:

- Teaching:

In order to introduce the overarching concept of movement to the students, the teacher will give the students a definition of the word. In order to introduce the Harlem Renaissance to the students and teach the students about the Great Migration, the teacher will explain what a renaissance is and explain the history of the Great Migration. The teacher will teach this content and help the students organize their thoughts by using the “Who, What, When, Where, & Why” chart. She will explain who moved during the Great Migration and who was involved in the Harlem Renaissance, what they did, when the Great Migration and the Harlem Renaissance occurred, where they both took place, and why they happened.

The teacher will stand in the front of the classroom and will make sure that she has the ELMO turned on and has the “movement,” “migration,” and “renaissance” vocabulary strips ready. She will also pick up the stack of “Who, What, When, Where & Why” charts and begin to distribute them amongst the students. She will then get the students’ attention by using the call to attention method of her choice. Boys and girls, today, we are going to learn about our theme for this unit: movement. I want you to set the charts that I just passed out to you aside, and I will tell you when we will use them, later. Now, what movements did you all see in the videos that we just watched? The teacher will wait for the students’ responses. Okay, we saw the people shaking in the “Harlem Shake” video and the basketball players moving a lot in the Harlem Globetrotters video. Well, during the Harlem Renaissance, Harlem was a city that was constantly moving, and it was also the home of the New Negro Movement. So, as you see, the word “movement” can have lots of different meanings. The teacher will pick up the “movement” definition slip and show it to the students by using the ELMO. The definition that we are going to use for “movement” is a change in position that can either be a change in location or mindset. The teacher will then pin the “movement” definition slip to the Vocabulary Wall. So, boys and girls, what does “movement” mean, again boys and girls? The teacher will wait for the students to repeat the definition. Exactly! It’s a change in position that can be a change in location or a change in mindset. Well, the Harlem Renaissance involves both types of movements: changes in location and changes in mindsets. Now, I want you all to pick up the chart that I gave you all earlier. The teacher will pick up her copy of the “Who, What, When, Where & Why” chart and put it under the ELMO. Boys and girls, we are going to use this chart to help us organize our thoughts today. You will fill in each of these boxes with information. Don’t worry, I have one, too, and I am going to fill it out as we go so you all can keep up with me. Does everyone have a pen or pencil? The teacher will wait for the students to get out a writing utensil. Okay, now we can start.

So as I explained earlier, movements can either be a change in location or a change in mindset.
Well, the Great Migration is the movement that we will be learning about today that is a change in location. Who can give me a simple definition of the word “migration”? The teacher will wait for the students’ responses. What great definitions! The teacher will pick up the “migration” definition slip and put it under the ELMO. Well, my definition of migration is a huge movement from one location to another. The teacher will put the “migration” definition slip on the Vocabulary Wall. Do you all see the connection with this word and movement? What is it? The teacher will wait for the students’ responses.

The teacher will pick up The Warmth of Other Suns by Isabel Wilkerson.

[Making Predictions/History-To-MyStory Connection]: Well, let me read a short excerpt from The Warmth of Other Suns by Isabel Wilkerson to help me explain the Great Migration. Before I read these three pages, I want you all to predict what you think this book is about. Look at the tile and look at the picture on the cover. The teacher will wait for the students to give their predictions. Wow! What great predictions and use of context clues. I want you all to close your eyes and imagine that you are an African American during the 1910s, 20s, or 1930s who is fed up with living in an area where you do not feel welcomed or wanted. Well, I want each of you to put yourself in their shoes. Wouldn’t you want to move far away? The teacher will wait for the students’ responses. Well, keep your eyes closed while I read this and then I am going to ask you all to help me fill in the boxes on our charts. The teacher will read until she reaches the middle of page 11.

Boys and girls, you can open your eyes now. Who would like to share their thoughts about what we just read? The teacher will wait for the students’ responses. Yes, so as you all felt, the African Americans were ready to leave the South and its racism and move to the North. The early to mid 1900s were not the most welcoming times for African Americans, especially in the south. So, they moved north to big cities, like Harlem, New York, in order to find better jobs and better living conditions. Because so many African Americans were moving to Harlem, New York, a real estate agent, Phillip Payton, bought a lot of property in Harlem and sold it to the new African American settlers. After a while, Harlem was filled with African Americans and became the Negro Metropolis!

The teacher will pick up her copy of the “Who, What, When, Where, & Why” chart and put it under to ELMO. Sixth graders, let’s fill out our charts now based on everything that I just told you all about the Great Migration. What do you believe should go in the “Who” box based on the story we just read? The teacher will wait for the students’ responses. Exactly, “African Americans” should go in the “Who” box. The teacher will fill in the “Who” box and wait for the students to do the same. And class, what were the African Americans doing? The teacher will wait for the students’ responses. That’s right! They were migrating from the south to the north during the Great Migration. So, we could just write “Great Migration” in the “what” box, couldn’t we? The teacher will fill in the “What” box and wait for the students to do the same. Okay, so what should we put in the “When” box? The teacher will wait for the students’ responses. That’s right. We should put the 1910s through the 1930s. The teacher will fill in the
“When” box and wait for the students to do the same. So, we have filled in the “Who” box with “African Americans,” the “What” box with “Great Migration,” but where were the African Americans moving to and from? The teacher will wait for the students’ responses. That’s right, they were moving from the south to the north into big cities like Harlem! And class, what was Harlem considered? The teacher will wait for the students’ responses. Yes! It was called the “Negro Metropolis.” So, what all should we put in the “Where” box? The teacher will wait for the students’ responses. Okay, let’s put “from the south to the north & Harlem/Negro Metropolis”. The teacher will fill in the “Where” box and wait for the students to do the same. And class, what do you all think we should put in the “Why” box? Why were the African Americans trying to move away? The teacher will wait for the students’ responses. So you all think we should put that the African Americans were moving from the south to the north in order to find better living conditions, find better jobs, and to escape the southern racism? The teacher will wait for the students’ responses. Okay, let’s put that in the why box. Put it in your own words, boys and girls, so that you will remember it better.

Now that you all have filled in your charts, I want you to turn and talk to your neighbors and summarize the events of the Great Migration with your friends. Please be respectful and do this quietly. I will be walking around in order to make sure that you are staying on task. The teacher will walk around the room in order to monitor the students. After about two minutes, the teacher will call the students to attention. Wow, boys and girls! I really like what I was hearing! Who would like to share their summary with me? The teacher will listen to one students’ summary. Wow! I am so impressed with you all’s summarizing skills!

So, as we just learned, the Great Migration, which was a movement that was a change in location, lead to a movement that was a change in mindset: the Harlem Renaissance. We are going to spend the next couple of days learning about the minds behind this movement, the scribes of the movement, and the moves of the movement. The teacher will pick up the “renaissance” definition slip. Who thinks that they know what the word “renaissance” means? The teacher will wait for the students’ responses. Well, this is my definition of “renaissance.” Class, can you read it with me? The teacher will place the “renaissance” definition slip under the ELMO. A renaissance is a rebirth and a renewed or revived interest in something. The teacher will pin the definition slip to the Vocabulary Wall.

[History-To-MyStory Connection]: The African Americans started the Harlem Renaissance because they finally realized that their culture was something that should be something to celebrate instead of something to be ashamed of. So, they promoted extremely talented African American poets, authors, musicians, singers, artists, and dancers who all embodied the new spirit and pride of the new African American. What is something about your culture that you think is unique that you like to celebrate? Turn and talk with your neighbors and share something. The teacher will allow the students to share with each other for two minutes. Okay, who would like to share? The teacher will wait for the students’ responses. Wow, those are all such unique things that should be celebrated! So, as you all are interested in your own cultures, African Americans strived to make everyone interested in their culture, too! But, I don’t want to get too deep into the amazing things about the Harlem Renaissance, because I don’t want to spoil any of the lessons that we will have later.
**Opportunity for Practice:**
In order to allow the students to practice their knowledge, the teacher will have the class split itself into groups of three and create a 120-second infomercial about the lesson. The infomercial must cover the three new vocabulary words, “movement,” “migration,” and “renaissance,” the information on their Great Migration charts, and the information that they learned about the Harlem Renaissance.

_The teacher will pick up and pass out the “120-Second Infomercial” assignment sheets._ I want you all to get into groups of three and write down a 120 second infomercial about today’s lesson. Make sure that you use our new vocabulary words, the information on your Great Migration charts, and include the information that we just learned about the Harlem Renaissance in it! I will give you ten minutes to create your infomercial! _Once the ten minutes have elapsed, the teacher will call the students to order and allow them to share their 120-second infomercials._ I am going to give each group a number. Your number will represent which order you all will go in. Are you all ready? _The teacher will give each group a number._ Okay, I am going to point to each group, and I want you to tell me your numbers! _The teacher will point to each group and ask them their number._ Once each group is sure of the order, the teacher will allow each group to share.

**Assessment:**
The teacher will give the students the “Great Migration Cause & Effect Chart” graphic organizer. The graphic organizer will have one chart with two boxes: one for the causes of the Great Migration and one for the effects of the Great Migration. The students must list two causes of the Great Migration that were discussed in class and two effects of the Great Migration on America or African American culture. The teacher will grade this assignment by using the “Great Migration Cause & Effect Chart” checklist.

_The teacher will call the students to attention so that she can pass out the homework assignment and explain it to the students._ Boys and girls, I am passing out your homework assignment for today. The chart that I want you all to fill out is going to be based on the Great Migration. I want you all to use your Great Migration charts and the scripts from your infomercials and the information that we discussed about the Harlem Renaissance to fill out this cause and effect chart. I want you to write down two causes of the Great Migration and two effects of the Great Migration. Are there any questions? I will take them up first thing in the morning, so make sure that you complete them to the best of your abilities.

**Closure:**
The teacher will bring the lesson to a close by reviewing the lesson with the students and asking them to summarize the lesson.

_The teacher will review the lesson with the students._ Okay, boys and girls. So, today, we learned what a renaissance is, we learned about the causes and effects of the Great Migration, and we learned about
Philip A. Payton and Harlem and how it became the Negro Metropolis. We also learned a little bit about the Harlem Renaissance, didn’t we? Well, don’t forget to complete your homework!

Materials and Resources:

- Promethean Board
- White board
- EXPO markers
- ELMO
- Pens/pencils
- Sticky notes (for students)
- “New York” sticky note
- “Harlem Shake” sticky note
- “Harlem Globetrotters” sticky note
- “Flapper” sticky note
- “Roaring Twenties” sticky note
- “Flapper” picture
- Computer with Internet access
- [http://www.youtube.com/watch?v=xKkxnWFq9T4](http://www.youtube.com/watch?v=xKkxnWFq9T4) (“Amazing! 3 Globetrotters Take On Full Team”)
- [http://www.youtube.com/watch?v=4hpEnLtqUDg](http://www.youtube.com/watch?v=4hpEnLtqUDg). (“The Harlem Shake Original”)
- Map of Harlem, New York ([www.googleearth.com](http://www.googleearth.com))
- “movement” definition slip
- “migration” definition slip
- “renaissance” definition slip
- Vocabulary Wall
- The Warmth of Other Suns by Isabel Wilkerson, pages 8-11
- “120-Second Infomercial” assignment sheet
- “Great Migration Cause & Effect Chart” assessment
- “Great Migration Cause & Effect Chart” teacher’s checklist
- Definition Web

Differentiation Strategies:

- **Re-teaching/Accommodations:**
  - Re-teaching: Allow the students to fill in a personal Definition Web for each of the main concepts, such as the renaissance, the Great Migration, Harlem/The Negro Metropolis, and the brief overview of the Harlem Renaissance and turn it into the teacher at the end of the day.
  - Accommodations: The students will only have to list one cause and one effect of the Great Migration. (These students’ assessments will be modified by the teacher according to their individual needs.)

- **Extension:**
  - Allow students to explore the Brain POP webpage about the Harlem Renaissance and write a History Journal entry based on a History-To-MyStory connection
Design for Learning

Instructor: Mandy Jayne Stanley  
Lesson Title: “The Minds Behind the Movement”

Grade Level: 6th Grade  
Curriculum Area: Social Studies

Date: Day/Lesson 2  
Estimated Time: 1 hour

Standards Connection:
6.) Identify cultural and economic developments in the society of the United States from 1877 through the 1930s.

- Impact of the Harlem Renaissance

Learning Objective/Goal:

Learning Objective: When given a dialogue journal template, the students must accurately describe the various facts and values of The New Negro Movement and the various intellectuals between W.E.B. DuBois and Alain Locke with 80% accuracy, based on the teacher’s checklist.

- Learning Goal: The students will be able to describe the various facts and values of the New Negro Movement and the various intellectuals behind the movement.

Kid-Friendly Objective/Goal:

Today, we are going to learn about the New Negro Movement and its influential intellectuals and how they helped lead the way by informing people and keeping them focused.

Evaluation of Learning Objective/Goal:

The teacher will give the students a dialogue journal template. The dialogue must be between W.E.B. DuBois and Alain Locke and must include a discussion of the following:

1. An introduction stating 2 important facts about each person.
2. The values of the New Negro Movement
3. One example of an informational speech, article, or collection of works by any of the intellectuals
4. Two facts about James Weldon Johnson and how he helped lead the movement.
The students will be graded based on their ability to fulfill at least 4 of the 5 (80%) requirements described above, based on the teacher’s checklist.

Engagement:

[Hook/Activating Prior Knowledge]: In order to grasp the students’ attention and activate their prior knowledge about the intellectuals of the Harlem Renaissance, the teacher will enter the room dressed up as W.E.B. DuBois and the students must try to guess who she is supposed to be. The teacher will also introduce the concept of an “intellectual”.

The teacher will enter the room dressed up as W.E.B. DuBois. The students will be seated at their desks. Good morning boys and girls! Today, we are going to learn about me and a couple of my fellow intellectual friends who completely revolutionized the New Negro Movement and the Harlem Renaissance. But first, I want all of you to try to figure out who I am. Who am I? The teacher will give the students time to try to guess who she is supposed to be. All of those are good guesses, but unfortunately, all of you are wrong. Maybe if I pull up a more flattering picture of myself, you will be able to guess who I am. The teacher will pull up a picture of W.E.B. DuBois on the Promethean Board from the Internet. Does this help you out? The teacher will wait for the students’ responses. No? Well, I am the New Negro Movement intellectual, W.E.B. DuBois. The teacher will pick up the “New Negro Movement” and “Talented Tenth” definition slips and place them under the ELMO to share them with the students. The New Negro Movement celebrated the “talented tenth,” which included poets, novelists, Blues singers, and intellects, like me, to push African Americans out of the rut of oppression and prejudice. We intellects wanted to get rid of the “Old Negro” mindset and push for the “New Negro” mindset. The teacher will put the definition slips on the Vocabulary Wall. Now, do any of you know what an intellectual is? The teacher will wait for the students’ responses. Yes! The teacher will pick up the “intellectual” definition slip. An intellectual is a really smart or intelligent person. The teacher will put the “intellectual” definition slip on the Vocabulary Word Wall. Intellectuals can also serve as leaders for a movement who lead with their mind power.

[History-To-MyStory Connection]: Sixth graders, have you all ever lead a group of people with your mind power? The teacher will wait for the students’ responses. Wow! I’m really impressed!

[Activating Prior Knowledge]: Now, who can refresh my memory about the Great Migration and the Negro Metropolis for me with your mind power? It has been such a long time since I’ve talked to anyone about them. Would you all please help me remember? The teacher will conduct a reviewing session with the students about what they learned in the previous lesson about the Great Migration and the Negro Metropolis. Wow! Thank you all so much for refreshing my memory about the Great Migration and Harlem, New York, which was actually known as the Negro Metropolis in my day. Well, today, we are going to learn about another type of movement: a mindset movement.
[Learning Target]: Today, we are going to learn about the New Negro Movement and its influential intellectuals and how they helped lead the way by informing people and keeping them focused.

Learning Design:

- Teaching:

In order to teach the students about the impact that various African American intellectuals had on the New Negro Movement and the Harlem Renaissance, the teacher will conduct an inquiry lesson. The teacher will begin the lesson with two questions of which by the end of the lesson, the students must be able to give an accurate answer for. The students will record their answers on the “Minds Behind the Movement” Inquiry Organizers.

The teacher will stand in the front of the classroom with the students in their seats. The teacher will pass out the “Minds Behind the Movement” Inquiry Organizers. Then, the teacher will begin the lesson by writing the following questions on the Promethean Board flipchart:

1. Why do movements need intellectual leaders?
2. How do informational speeches or literature impact culture?

Once the teacher has finished writing these questions on the board, the teacher will begin the lesson by writing the following questions on the Promethean Board flipchart:

1. Why do movements need intellectual leaders?
2. How do informational speeches or literature impact culture?

Now, I know why movements need intellectuals to guide and lead the way, but do you? The teacher will wait for the students’ responses. Well, I have a couple of questions that I would like all of you to be able to answer by the end of my lesson, today:

1. Why do movements need intellectual leaders?
2. How do informational speeches or literature impact culture?

Use the graphic organizer that I just passed out to help you record your answers!

Now, let’s begin to find a way to answer the first question. Boys and girls, why do you all think that movements need intellectual leaders? The teacher will wait for the students’ responses. I could not agree more! I know that if the New Negro Movement had not had smart intellectuals, people would have been more focused on the entertainment of the Harlem Renaissance and not on the things that we were actually trying to change by promoting the entertainers of the Harlem Renaissance. We used the “Talented Tenth,” which, as I explained earlier, were extremely talented African American businessmen, singers, dancers, musicians, authors, poets, and artist, to help give everyone a good example of what the post World War I African American should look like. Although all of these people were important, people started focusing more on the glitz and glamour of the Harlem Renaissance and forgot why we were even trying to put these intelligent and talented people in the spotlight: to give African Americans a symbol of beauty, confidence, and prosperity.

We are about to do a little mental exercise. I want everyone look at this picture. The teacher will pull up the picture of a forest on the Promethean Board. I want you all to raise your hands and tell me what you see in this picture. The teacher will wait for the students’ responses. Hmmm…a lot of you pointed out that there are a lot of trees, birds, grass, and other things, but you know what no one pointed out? No one
said that it was a picture of a forest! Have you all ever heard of the saying: ‘You’re missing the forest for the trees’? The teacher will wait for the students’ responses. Sometimes, it is easy to get wrapped up in the exciting details and forget what the main point is. This happened a lot during the New Negro Movement. The whole point of the New Negro Movement and the Harlem Renaissance was to help African Americans get out of the mindset that they should be ashamed of their culture, which we considered the “Old Negro” mindset, and start celebrating it, which we called the “New Negro” mindset. I guess you could say that that was the “forest” of the movement. A great example of someone who tried to help African Americans remember the “forest” of the New Negro Movement was my friend James Weldon Johnson. This man was an influential leader in the political and literary movements. He was a leader of the National Association for the Advancement of Colored People (NAACP). How many of you have ever heard of that organization before? What do you know about it? The teacher will wait for the students’ responses. Well, back in my day, organizations like the NAACP were definitely needed in order to make sure that African Americans were getting a fair chance to move forward, and James Weldon Johnson did a really good job making sure that this happened. The teacher will pick up the “NAACP” definition slip and pin it to the Vocabulary Wall. He also helped promote the “talent tenth,” which would be the ‘trees’ in this analogy. As I explained earlier, everyone kept getting so wound up in the glitz and glamour of the Harlem Renaissance that they forgot about the main idea: a new mindset. Had it not been for the intellectual leaders, like James Weldon Johnson and myself, we would have completely lost sight of the point.

[History-To-MyStory Connection]: Boys and girls, have you all ever been in a situation like this? Have you ever gotten so focused on the details that you forgot what the main idea was even about? Who would like to share their experience with the class? The teacher will wait for the students’ responses. Wow! Those were all great examples! I actually did this while writing this Harlem Renaissance unit for all of you. At first, I was trying so hard to collect all of these interesting facts and teach all of you about all of the important people of the Harlem Renaissance, that I forgot what the main idea of the unit was supposed to be!

Now, based on everything that we have just discussed, who thinks that they can tell me the answer to our first question: Why do movements need intellectual leaders? The teacher will wait for the students’ responses and will write them on the Promethean Board. Wow! I am so proud of you all. The answer to our first question for the day is: Movements need intellectual leaders so that they do not focus too hard on the little details and forget what the main idea is. And boys and girls, what was the main idea of the New Negro Movement? The teacher will wait for the students’ responses. Yes! The main idea of the New Negro Movement was to help African Americans form a new mindset that promoted their culture instead of being ashamed of it. Now, I want you to summarize that answer in your own words and write it on your Inquiry Charts. The teacher will wait for the students to fill in the chart.

The teacher will change to the page on the Promethean flipchart with question #2 on it. Now, let’s try to answer our second question: How do informational speeches and literature impact culture?
Well, me, W.E.B. DuBois, and a lot of my intellectual friends were also writers. In fact, lots of us had our own magazines! I promoted African American artistic creativity in my writings, like in my journal The Crisis and in my famous article “A Negro Art Renaissance.” In this article, I celebrated the end of the long disappearance of blacks from creative areas of life. I felt that African Americans should use their creativity and intelligence to share our values and culture with the world, like how we promoted the “Talented Tenth” during the Harlem Renaissance. Another great example would be Alain Locke. He published “The New Negro,” which was a collection of works by many promising young African American writers. The teacher will pull up a picture of the cover of “The New Negro”:
http://www.utoledo.edu/library/canaday/BlackHistoryMonth/bhm2010.html. I want all of you to look at the cover. Look at the picture of the woman and her child. What message do you think Alan Locke was trying to show us by using this picture? The teacher will wait for the students’ responses. Good!
Because that’s exactly what the New Negro Movement was all about: giving the next generation of African Americans something to be proud of. We were able to do this by promoting the New Negro mindset and the art of the “talented tenth” in the Harlem Renaissance in our informational literature. We impacted our culture by giving people information about our New Negro movement through our literature.

[History-To-MyStory Connection]: Boys and girls, can you all think of any books or speeches that changed our culture as Americans? I can give you all a great example: Dr. Martin Luther King’s “I Have a Dream Speech.” His speech, showed everyone why everyone should be treated equally, didn’t it? Turn and talk to your neighbor about a speech or a piece of literature that changed our culture. The teacher will wait for the students to turn and talk to their neighbors. After a minute, the teacher will have the students share. Okay, who wants to share? The teacher will wait for the students’ responses. All of those are great examples. Keep those in mind as we get ready to answer question number two!

The teacher will pull up the page of the Promethean flipchart with the second question on it. Okay, who can answer our last question for the day? The teacher will wait for the students’ responses. Wow! I can really tell that you all were listening! The answer to our second and last question is informational speeches and literature impact culture because they give people opportunities to discuss what they stand for and give people information. And how did the intellectuals of the Harlem Renaissance, like me, W.E.B. DuBois, and my friends James Weldon Johnson and Alana Locke, use informational speeches or literature to do this? The teacher will wait for the students’ responses. Exactly, we published various articles and magazines and even sometimes gave speeches to share what the New Negro Movement stood for.

[Review]: The teacher will turn back to the flipchart page with the first question on it. Now, who can answer this question for me: Why do movements need intellectual leaders? The teacher will wait for the students’ responses. That’s right. Intellectual leaders help keep us focused on the main ideas and help us to appreciate the details. And what was the main idea of the New Negro movement? The teacher will wait
for the students’ responses. Yes! It was to promote the new mindset of appreciating and celebrating African American culture, instead of being ashamed of it.

The teacher will turn to the flipchart page with the second question on it. Who would like to volunteer to answer the second question: How do informational speeches or literature impact culture? The teacher will wait for the students’ responses. Wow! You all sure were listening, today! The answer to our second question is that informational speeches and literature from intellectuals help voice the main idea of a movement and give people information. And how did the intellectuals of the movement do this? The teacher will wait for the students’ responses. Exactly, they published articles, magazines, and gave speeches that discussed what the New Negro Movement stood for. Every movement needs “minds” to lead the way.

- Opportunity for Practice:
The teacher will have the students get in groups of 3-4 and choose one of the following Harlem Renaissance intellectuals:
  - W.E.B. DuBois
  - Alain Locke
  - James Weldon Johnson

Each group must create a Fakebook of one of these intellectuals based on the information discussed in class and any extra information that they find online. The students can look online for more information and pictures of their chosen intellectual. After completing their Fakebooks, the groups will present their Fakebooks to the class. This activity will allow the students to practice the information that they learned, as well as expand upon it to give them a deeper understading. The teacher will modify any misconceptions. The students will take additional notes on the students’ presentations.

The teacher will pick up the stack of the “Minds Behind the Movement Fakebook” assignment sheets, pass them out to the students, and explain the directions above. Boys and girls, I want you to get into groups of 3-4 and choose on of the Harlem Renaissance intellectuals that we learned about today and create a Fakebook. You can either choose W.E.B. DuBois, Alain Locke, or James Weldon Johnson. You should include the information that Mr. DuBois gave you, and you should look online for additional information and pictures. Also, you should explain how they helped people stay focused during the movement and how their speeches or informational literature helped impact the movement and the culture. After you finish creating your Fakebooks, you will pull it up on the Promethean Board and present it to the class. While the other groups are presenting, I want you all to write down notes on their presentations in your History Notebooks. Are their any questions? The teacher will answer any of the students’ questions. Okay, you have thirty minutes to complete this assignment, so stay on task and use your time wisely! Be creative!
- **Assessment:**

   The teacher will give the students a dialogue journal template. The dialogue must be between W.E.B. DuBois and Alain Locke and must include a discussion of the following:

   1. An introduction stating 2 important facts about each person.
   2. The values of the New Negro Movement
   3. One example of an informational speech, article, or collection of works by any of the intellectuals
   4. Two facts about James Weldon Johnson and how he helped lead the movement.

   The students will be graded based on their ability to fulfill at least 4 of the 5 (80%) requirements described above, based on the teacher’s checklist.

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The teacher will pick up the stack of homework assignments, pass them out to the students, and explain it to the students. Boys and girls, thank you so much for sharing your amazing Harlem Renaissance intellectuals Fakebooks! For homework, I want each of you to create a dialogue journal entry between Alain Locke and W.E.B. DuBois that includes the following:

1. An introduction by stating 2 important facts about each person.
2. The values of the New Negro Movement
3. One example of an informational speech, article, or collection of works by any of the intellectuals
4. Two facts about James Weldon and how he helped lead the movement.

Feel free to use the information from our Fakebooks to help you! Are there any questions? The teacher will answer any of the students’ questions.

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- **Closure:**

   The teacher will close the lesson by having the students turn in a “Good To Go” or “Not Getting It” slip to her before leaving the classroom. This will allow her to see which students understood the lesson and who needs extra attention.

   The teacher will stand at the front of the classroom and bring the lesson to a close. Okay, boys and girls, before you leave, I want you all to turn in a “Good to Go” or “Not Getting It” slip with your name on it. If you feel confident about what we learned about today, then you turn in a “Good To Go” slip; if you still feel a little bit unsure about the lesson, then you turn in a “Not Getting It” slip. Please be honest! Don’t forget to complete your dialogue journal assignments! Have a great rest of the day!

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**Materials and Resources:**

- W.E.B. DuBois costume
- W.E.B. DuBois picture
- Computers with Internet access
- Promethean Board
- Vocabulary Word Wall
- “New Negro Movement” definition slip
- “Talented Tenth” definition slip
- “Intellectual” definition slip
- “NAACP” definition slip
- Pencils
- History Notebooks
- Forest picture
- “Minds Behind the Movement Inquiry Organizer”
- [http://www.webdubois.org/dbCriteriaNArt.html](http://www.webdubois.org/dbCriteriaNArt.html)
- [http://www.utoledo.edu/library/canaday/BlackHistoryMonth/bhm2010.html](http://www.utoledo.edu/library/canaday/BlackHistoryMonth/bhm2010.html)
- “Minds Behind the Movement Fakebook” assignment sheet
- [www.fakebook.com](http://www.fakebook.com)
- Closing Time Slips
- “Harlem Renaissance Dialogue Journal” assignment
- “Harlem Renaissance Dialogue Journal Teacher’s Checklist”
- K-W-L chart

**Differentiation Strategies:**

*Extension:*

- Create a poster version of their Fakebook to be displayed around the classroom about their influential Harlem Renaissance intellectual leader.

*Re-teaching/Accommodations:*

- **Re-teaching**
  - The students will complete a K-W-L chart based on the day’s lesson.
- **Accommodations**
  - The students will only have to complete three of the requirements. (These students’ assessments will be modified by the teacher according to their individual needs)
Design for Learning

**Instructor:** Mandy Jayne Stanley  
**Lesson Title:** “The Scribes of the Movement”

**Grade Level:** 6th Grade  
**Curriculum Area:** Social Studies

**Date:** Day/Lesson 3  
**Estimated Time:** 1 hour

**Standards Connection:**

6.) Identify cultural and economic developments in the society of the United States from 1877 through the 1930s.

- Impact of the Harlem Renaissance

**Learning Objective/Goal:**

**Learning Objective:** When given a piece of poster board, markers, and a Harlem Renaissance author or poet, the students will research their works and writing styles, recreate one of their works that embodies the New Negro Movement, explain how their author or poet was a scribe of the movement with 100% accuracy, based on the “Scribes of the Harlem Renaissance Rubric.”

- **Learning Goal:** The students will be able to recreate a work of one of the Harlem Renaissance authors or poets after researching their writing style and applying their knowledge from the lesson taught.

**Kid-Friendly Objective/Goal:**

Today, we are going to learn about the different authors and poets of the Harlem Renaissance and how they used their pieces of literature to document the emotions and stories of African Americans.

**Evaluation of Learning Objective/Goal:**

The teacher will have the students get into groups of 2-3 and choose an author or poet. Each group will study the works of their chosen author or poet and recreate one of their works on a piece of poster board to be displayed in the classroom. Each group will present their work to the class and explain why their version is similar to the work of their assigned artist or poet. The teacher will assess the students based on the “Scribes of the Movement Rubric.” The students’ poems will be assessed on a scale of one to three on their creativity, likeness to the original poet, and their use of language that describes the spirit of the New
Negro Movement and the Harlem Renaissance. If the students receive all nine available points, they will receive a one hundred. The students will either recreate a Langston Hughes, Countee Cullen, Zora Neale Hurston, or any other Harlem Renaissance author or poet’s piece that they discover while researching on the Internet.

**Engagement:**

In order to grasp the students’ attention and introduce the lesson’s objective, the teacher will write various emotions and actions on the Promethean board, such as frustration, hope, fear, run, dance, and laugh. She will then ask the students to help her create a poem based on a common experience that they have had as a class, such as a trip to the playground. Once the students have helped her create the poem, she will explain how they just scribed an event and how they could use the piece of literature as a way to document their class’s history, just like the authors and poets of the Harlem Renaissance did.

**Hook:** The teacher will stand at the front of the classroom at the Promethean board. She will write the following words on the board: frustration, hope, fear, run, dance, and laugh. Once she has finished writing the words on the board, the teacher will ask the students to think about the last time they went to the playground as a class. The students will be seated at their desks. Okay, boys and girls. Today, we are going to learn about the poetry and literature of the Harlem Renaissance. But first, I would like for you all to help me write a poem using these words: frustration, hope, fear, run, dance, and laugh. I want the poem to be based on the last time we went out to the playground, since that is a common experience that we have had as a whole class. Do you all think that you can help me do this? The teacher and the students will create the class poem. Once the poem is complete, the teacher will read the poem aloud to the class. Then, she will explain how they just scribed an event through the use of poetry, like the authors and poets of the Harlem Renaissance.

Boys and girls, we sure did do a great job writing this class poem! We just scribed a part of our class’ history in a creative way, just like the authors and poets of the Harlem Renaissance did! There are many different ways to document history besides just encyclopedias and history textbooks. Can you all give me a few other examples? The teacher will wait for the students’ responses. Exactly! We can document our history through taking pictures, writing in our diary or journal, or even by writing stories. History documents do not have to be boring! They can be creative and filled with emotions, like our poem.

**Learning Target:** Today, we are going to learn about the different authors and poets of the Harlem Renaissance and how they used their pieces of literature to document the emotions and stories of African Americans.
[Review]: The teacher will review what has been taught previously with the students in order to activate prior knowledge and monitor the students’ comprehension. Before we start today’s lesson, I would just like to make sure that everyone remembers everything that we have learned about the Harlem Renaissance, so far. What can you all tell me about the words “movement” and “renaissance”? The teacher will wait for the students’ responses and will respond appropriately. What can you all tell me about the Great Migration and the New Negro Movement? The teacher will wait for the students’ responses and will respond appropriately. What about the intellectuals of the Harlem Renaissance? How did they lead with their brain power? The teacher will wait for the students’ responses and will respond appropriately. Okay, now that I feel as though we are comprehending the information well, we can move on with today’s lesson about the scribes of the Harlem Renaissance.

**Learning Design:**

- **Teaching:**
  
  Before getting into the content of the lesson, the teacher will add “scribe” to the Vocabulary Word Wall. After explaining to the students what this word means, the teacher will read various works by the following authors/poets to teach the students about the “scribes” of the Harlem Renaissance: Langston Hughes, Countee Cullen, and Zora Neale Hurston.

  *The teacher will pick up the “scribe” definition slip and stand in the front of the classroom. Boys and girls, get out your notebooks and take notes! I have a new word that I would like for us to add to our Vocabulary Wall, today. It is “scribe.” Now, you all heard me use this word a lot while I talked to you earlier about how the authors and poets of the Harlem Renaissance used their literature to document the history and emotions of their people, right? Using your context clues, what do you all think this word means? The teacher will wait for the students’ responses. All of those were great definitions. I could tell that you all were using your context clues! Well, my definition of “scribe” is, a person who documents history through various forms of writing. The teacher will add the definition slip to the Vocabulary Wall. So, sixth graders, I want you all to make a History-To-MyStory Connection.*

  [History-To-MyStory Connection]:

  How do you use writing, journaling, or poetry to show your feelings or keep track of your history? I want you all to turn and talk to your neighbors about how you could be considered a scribe. Then, I want you all to share your examples with me! The teacher will allow the students to discuss their thoughts with their neighbors. After a minute or two, the teacher will ask the students to share their examples with the whole class. Okay, boys and girls. I cannot wait to hear some of your examples of how you are a scribe. Who would like to share? The teacher will wait for the students’ responses. All of those are great examples. Let me tell you all how I am considered a scribe of my own history. I use journaling to help me...
clear my head and express my thoughts and feelings about a subject that might be bothering me. This is actually exactly what the scribes of the Harlem Renaissance used literature for.

Now, I would like to give you all a few examples of scribes from the Harlem Renaissance. First, we will talk about Langston Hughes, then, we’ll talk about Countee Cullen, and then, we will discuss Zora Neale Hurston.

The teacher will go pick up the stack of poems and excerpts from the works of Langston Hughes, Countee Cullen, and a copy of Mules and Men by Zora Neale Hurston. She will also pull up the three YouTube videos of the Langston Hughes and Countee Cullen poems and the short video about Zora Neale Hurston’s life: http://www.youtube.com/watch?v=-E2ZPnRynfw, http://www.youtube.com/watch?v=p2MOFHPK8KJ, and http://www.youtube.com/watch?v=FAaGSzH1L8c. Okay, boys and girls, the first example I would like to share with you all is “Mother to Son” by Langston Hughes. Langston Hughes was considered “THE poet of the Harlem Renaissance.” His poetry is still very popular, today! I am going to play this video for you all. I want you to watch the video closely and listen closely to the words of the poem. While you listen, I want you all to think about how Langston Hughes used his words from the voice of a mother to her son to describe what most African Americans had been through during history. When the video ends, I want you to pull out your History Journals and write down your thoughts. Then, I want you to turn and talk to your neighbors and discuss what you wrote down. Is everyone ready? I want all eyes and ears up here, boys and girls. The teacher will wait for the students to get situated and will then start the video: http://www.youtube.com/watch?v=-E2ZPnRynfw. Once the video is over, the teacher will ask the students to pull out their History Journals and write down their thoughts about how Langston Hughes used his poem to scribe the history of African Americans. Okay, boys and girls, now that the video is over, I want you all to write down your thoughts in your History Journals and then share them with your neighbors. You will have five minutes to do both, so stay on task. Once the five minutes have elapsed, the teacher will have the students share their thoughts with the whole class. Who would like to share what your group discussed about “Mother to Son” by Langston Hughes? The teacher will wait for the students’ responses and will respond appropriately. You all did such a great job analyzing this poem!

Let’s listen to the next one: “Heritage” by Countee Cullen. This poem, “Heritage” by Countee Cullen, gives a very descriptive explanation of what heritage means to African Americans and Countee Cullen. So, I want all eyes and ears up here, again. Once the video is over, I want you to write down your thoughts about this poem in your History Journals. Make sure that you describe how he scribed the history and emotions of African Americans in this poem. Is everyone ready? The teacher will wait for the students to get situated and will then start the video: http://www.youtube.com/watch?v=p2MOFHPK8KJ. Once the video is over, the teacher will ask the students to pull out their History Journals and write down their thoughts about how Countee Cullen used his poem to scribe the history of African Americans. Okay, boys and girls, now that the video is over, I want you all to write down your thoughts in your History Journals and then share them with your neighbors. Just like last time, you will have five minutes to do both, so stay on task. Once the five minutes have elapsed, the teacher will have the students share their thoughts with the whole class. Who would
like to share what your group discussed about “Heritage” by Countee Cullen? The teacher will wait for the students’ responses and will respond appropriately. You all did such a great job analyzing this poem!

Now, let’s discuss our last scribe: Zora Neale Hurston. Zora Neale Hurston was the most accomplished African American woman writer of the Harlem Renaissance era. She wrote novels, like Mules and Men, folklore, poems, and short stories that described poor, unschooled Southern Blacks who had survived slavery by their own ingenuity and strength. The teacher will pick up the “folklore” definition slip from her desk. Boys and girls, who can tell me what folklore is? The teacher will wait for the students’ responses. Folklore is the traditional beliefs and customs of a community, passed through generations by storytelling. The teacher will put the definition slip on the Vocabulary Wall. Let’s make a History-To-MyStory Connection before we watch this video about her life.

[History-To-MyStory Connection]: Do any of you have any folklore stories that you have heard from a family member? If so, would you like to share it with the class? The teacher will allow the students to share their folklore stories with the class. Wow! All of those are great examples! Well, Zora Neale Hurston wrote a lot of folklore tales and collected them into big books, like Mules and Men. The teacher will hold up the copy of Mules and Men by Hurston to show the class. We are not going to read any of these in class, today, but this book will always be in the classroom if you would like to read some of her amazing stories, like “John and the Frog” and “Pa Henry’s Prayer”! Instead, we are going to watch this video about the impact that Zora Neale Hurston made on history. The teacher will start the video: http://www.youtube.com/watch?v=FAaGSzHLL8c “Soul of a People: Writing America’s Story-Zora Neale Hurston”. Once the video is over the teacher will ask, Boys and girls, what was so special about Zora Neale Hurston? The teacher will wait for the students’ responses. Yes! She was a famous and paid African American poet. Why do you all think this was so special during the early 1900s? The teacher will wait for the students’ responses. Exactly! It was special because African Americans, especially women, were not paid for their writing. But, she still continued to scribe the African American story.

[Review]: The teacher will stand at the front of the classroom in order to review the day’s lesson with the students. Okay, class, it’s review time! Today, we talked about the scribes of the Harlem Renaissance, today. Who can give me their definition of the word “scribe?” The teacher will wait for the students’ responses. She will modify any misconceptions. Who can explain how Langston Hughes’s poem “Mother to Son” did a good job of scribing the history and emotions of African Americans during the Harlem Renaissance? The teacher will wait for the students’ responses. She will modify any misconceptions. Who can explain the same thing for Countee Cullen’s “Heritage” poem? The teacher will wait for the students’ responses. She will modify any misconceptions. Class, what is folklore? The teacher will wait for the students’ responses. She will modify any misconceptions. Which Harlem Renaissance scribe was famous for her African American folklore? The teacher will wait for the students’ responses. She will modify any misconceptions. Wow, I can really tell that you all were listening, today! And class, how can we be scribes in our own lives? The teacher will wait for the students’ responses. That’s right! We can
write poems or keep journals to document our own stories and our own history, right? Well, let’s get ready to put our knowledge into practice!

**Opportunity for Practice:**

In order to allow the students to practice their knowledge about the lesson, the teacher will ask the students to break up into groups of five and conduct a Grand Conversation about the lesson.

The teacher will stand at the front of the room in order to deliver the instructions. Okay, class! Today, we are going to have grand conversations about today’s lesson. I want you all to break up into groups of five and discuss what you all learned about today. Each group will need a leader. The leader will lead the discussion and keep everyone on task. The teacher will pick up the stack of “Grand Conversation: Leader’s Manual.” The group leader will follow the instructions on this sheet in order to guide the discussion. Also, each group will need a scribe. Can you all guess what the scribe will do? The teacher will wait for the students’ responses. Exactly! The scribe will take notes on the discussion on the “Grand Conversation: Scribe’s Notes” worksheet. The teacher will pick up the stack of “Grand Conversation: Scribe’s Notes” and show them to the students. The teacher will wait for the students’ responses. She will modify any misconceptions and answer all questions. Well, then! Break yourselves up into groups of five, choose a leader and a scribe, and then get started. I will be walking around the room to make sure that you are staying on task.

Once the twenty minutes has elapsed, the teacher will take up all of the worksheets and will ask the students to return to their assigned seats.

**Assessment:**

The teacher will pass out the “Scribes of the Movement” assignment sheet. She will have the students get into groups of 2-3 and choose an author or poet. Each group will study the works of their chosen author or poet and recreate one of their works on a piece of poster board to be displayed in the classroom. Each group will present their work to the class and explain why their version is similar to the work of their assigned artist or poet. The teacher will assess the students based on the “Scribes of the Movement Rubric.” The students’ poems will be assessed on their creativity, likeness to the original poet, and their use of language that describes the spirit of the New Negro Movement and the Harlem Renaissance. If the students receive all nine available points, they will receive a one hundred. The students will either recreate a Langston Hughes, Countee Cullen, Zora Neale Hurston, or any other Harlem Renaissance author or poet’s piece that they discover while researching on the Internet.

The teacher will stand at the front of the room and pick up the stack of “Scribes of the Movement” assignment sheets. She will then begin to distribute the sheets to the students. Once all of the students have one, she will return to the front of the classroom in order to explain the directions to the students. Boys and girls, today, we are going to do a really fun activity based on all of the authors and poets we learned about today. You all are going to split yourselves up into groups of 2-3 and choose an author or
poet. You can either choose Zora Neale Hurston, Langston Hughes, or Countee Cullen. Once you have picked your scribe, you are going to use your iPads or the classroom computers to research your scribe and their works and then recreate one of their works and write it on a piece of poster board that will be displayed around the classroom. Once everyone is finished, you will present what additional information you learned about your scribe as well as your poem or story and explain why it is similar to the scribe’s style of writing and mindset. If you are not presenting, I want you to take notes in your History Notebooks on the your peer’s presentations. **The teacher will allow the students to split up into groups and pick an author or poet. The teacher will then distribute the markers and poster board to the students. Once all of the materials are distributed to the students, the teacher will walk around the room to monitor the students’ progress.**

- **Closure:**

In order to close the lesson, the teacher will review the day’s lesson with the students and answer any questions.

**The teacher will stand at the front of the classroom and bring the lesson to a close by reviewing with the students and answering any questions.** Before we end today’s lesson, I would just like to make sure that everyone has understood and remembered everything that we have learned about the Harlem Renaissance up to this point. Who can summarize the main idea of today’s lesson? **The teacher will wait for the students’ responses and respond appropriately.** What can you all tell me about a movement and a renaissance? **The teacher will wait for the students’ responses and respond appropriately.** What can you all tell me about the Great Migration and the New Negro Movement? **The teacher will wait for the students’ responses and respond appropriately.** What about the intellectuals of the Harlem Renaissance? **The teacher will wait for the students’ responses and respond appropriately.** Good job! Don’t forget to complete your homework assignment tonight. Are there any questions about it? **The teacher will wait for the students’ responses and will answer their questions.**

**Materials and Resources:**

- Promethean Board
- “Scribe” definition slip
- History Journals
- [http://www.youtube.com/watch?v=–E2ZPnRYnfw](http://www.youtube.com/watch?v=–E2ZPnRYnfw) (“Mother to by Son Langston Hughes”)
- [http://www.youtube.com/watch?v=p2MOFHPK8K1](http://www.youtube.com/watch?v=p2MOFHPK8K1) (“Heritage by Countee Cullen”)
- [http://www.youtube.com/watch?v=FAaGSzHLL8c](http://www.youtube.com/watch?v=FAaGSzHLL8c) (“Soul of a People: Writing America’s Story-Zora Neale Hurston”)
- “folklore” definition slip
- “Grand Conversation: Leader’s Manual” worksheet
- “Grand Conversation: Scribe’s Notes” worksheet
- “Scribes of the Movement” assignment sheet
- “Scribes of the Movement Rubric”
- Poster board
- iPads
- Computers with Internet access
- “Mother to Son” by Langston Hughes
- “Heritage” by Countee Cullen excerpt
- *Mules and Men*
- Markers
- Pens/pencils
- Poem Template

**Differentiation Strategies:**

*Extension:*

- Allow students to recreate a poem individually and explain why it reflects the New Negro mindset or the Harlem Renaissance.

*Re-teaching:*

- Have a group discussion about the works of the various Harlem Renaissance authors and poets and their impact on the New Negro movement and American culture.
Design for Learning

**Instructor:** Mandy Jayne Stanley  
**Lesson Title:** “The Moves of the Movement”

**Grade Level:** 6th Grade  
**Curriculum Area:** Social Studies

**Date:** Day/Lesson 4  
**Estimated Time:** 1 hour

**Standards Connection:**

6.) Identify cultural and economic developments in the society of the United States from 1877 through the 1930s.

- Impact of the Harlem Renaissance

**Learning Objective/Goal:**

**Learning Objective:** When given “The Moves of the Movement Choice Board” assignment based on the entertainers of the Harlem Renaissance, the students must choose three assignments to complete and apply their knowledge about their impact on the New Negro Movement with 100% accuracy, based on the teacher’s “The Moves of the Movement Choice Board” checklist.

- **Learning Goal:** The students will be able to apply their knowledge about the various entertainers of the Harlem Renaissance and their impact on history by investigating, teaching, comparing, prioritizing, demonstrating, dramatizing, combining, and hypothesizing the information that they will learn.

**Kid-Friendly Objective/Goal:**

Today, we are going to learn about the musicians, performers, and artists of the Harlem Renaissance and how they used different types of moves to promote the Harlem Renaissance movement.

**Evaluation of Learning Objective/Goal:**

The teacher will give the students a copy of “The Moves of the Movement Choice Board” assignment packet. The board is set up in the shape of a box made up of nine smaller boxes. For this assessment, the students will have to choose three of the nine choices available and complete them. The students must draw a line like in the game Tic-Tac-Toe in order to choose their three assignments. If the students choose the “Investigate” box, they must investigate the origin of scatting. If the students choose the “Teach” box,
they must teach a Cab Calloway or Louis Armstrong song to the class. If they choose the “Compare” box, they must compare the “Old Negro” mindset to the “New Negro” mindset. If the students choose the “Prioritize” box, then they must prioritize what aspect of the Harlem Renaissance is the most important to them and explain why. If the students choose the “Demonstrate” box, then they must demonstrate their understanding of one of the vocabulary words that were discussed during the lesson: cabaret, scatting, improvisation, or Jazz. If they choose the “Dramatize” box, they must act out a scene from *Shuffle Along* or *Stormy Weather* and record it on one of the class’ iPads. If the students choose to complete the “Combine” box, they must combine the effects of the Great Migration with the history of Jazz music after researching the topic on the Internet. If the students choose the “Hypothesize” box, they must hypothesize how the Harlem Renaissance will affect America based on all of the information they have learned so far.

The students also have the choice of choosing the “Free Choice” box. The students can then choose any of the choice boxes, even if it does not fall within their line of choice. Each box will be worth ten points each, totaling the assignment at thirty points in all. The students will be graded according to the teacher’s “Moves of the Movement Choice Board Checklist.” The checklist will cover everything that is required for the completion of each task. The students will also get a copy of this checklist.

**Engagement:**

In order to engage the students in the lesson, the teacher will enter the room dressed as a cabaret singer. Jazz music will be playing in the background as the teacher introduces a few new vocabulary words. After she has introduced some new vocabulary words, the teacher will have the students listen to “Dinah” by Louis Armstrong and write down the different things that they hear and the different emotions that they feel.

*The teacher will enter the room dressed up as a 1920s cabaret singer as Jazz music plays in the background. In order to create the Jazz cabaret atmosphere, Jazz music will continuously play throughout the whole lesson. The teacher will stand in the front of the classroom and call the students to attention by using the chant of her choice. Sixth graders, judging by my attire, where do you all think I would work if I were living during the Harlem Renaissance? The teacher will wait for the students’ responses. Well, I am a cabaret singer. Have you all ever heard of a cabaret? The teacher will pick up the “cabaret” definition slip. Well, a cabaret is a nightclub or restaurant that provides musical entertainment. The teacher will show the students the definition slip and then put it on the Vocabulary Wall. I work in one of the most famous cabaret clubs in America: The Cotton Club. The Cotton Club was known for housing some of the most famous Harlem Renaissance singers and musicians. It was also famous for sneaking in alcohol, which was illegal during this time in history due to the American Prohibition laws. I am going to play some jazz music for you all and I want you to get out your History Journals and write down some words that describe what you are hearing. You can write down the instruments that you hear, the emotions that you feel, anything that comes to your mind, I want you to write it down. Then, we are going to share them! But first, I want to give you all the definition of “Jazz.” The teacher will pick up the “Jazz” definition slip. Jazz is a type of music of black American origin that began in the 20th century that has lots of improvisation of instruments, like the piano, brass, and woodwind instruments. Do you all hear it playing in the background? The teacher will turn up the*
music. Now, I want you all to pull out your journals and write! The teacher will allow the students to listen to “Dinah” by Louis Armstrong. Once the song is over, the teacher will ask the students to share what they wrote down in their journals. Who would like to share, today? The teacher will allow the students to share their journal entries. Good job!

[Learning Target]: Today, we are going to learn about the musicians, performers, and artists of the Harlem Renaissance and how they used different types of moves to promote the Harlem Renaissance movement.

Learning Design:

- Teaching:

In order to teach the students about the entertainers of the Harlem Renaissance and how they used their talents to portray the positive mindset of the New Negro, the teacher will introduce the students to three of the most famous entertainers of the Harlem Renaissance era: Cab Calloway, the Nicholas Brothers, and Louis Armstrong. She will also teach the students two new vocabulary words: scatting and improvisation, and will even allow the students to get up and dance as if they are really at the Cotton Club during the Harlem Renaissance.

Today, sixth graders, we are going to learn a little bit more about the Harlem Renaissance. Make sure you take notes! We have learned what the word “renaissance” means, The teacher will read the “renaissance” definition slip. what the Harlem Renaissance was, Read the “Harlem Renaissance” definition slip, and we also learned about how Langston Hughes, Countee Cullen, and Zora Neale Hurston changed American Literature during the Harlem Renaissance. We have also learned about why it is important for movements to have intellectual leaders, like W.E.B. DuBois and Alan Locke, and we learned about how the Great Migration started the whole movement when lots of African Americans moved up North to big cities like Harlem. But today, we are going to learn about three new important Harlem Renaissance entertainers: Cab Calloway, the Nicholas Brothers, and Louis Armstrong. During the Harlem Renaissance, entertainers were some of the most famous people on earth! They were able to share the uniqueness of the African American culture, as well as give African Americans something to be proud of. They were extremely talented.

Raise your hand if you have ever heard of Cab Calloway. The teacher will wait for the students’ responses. Great! Now, raise your hand if you have ever heard of the Nicholas Brothers? The teacher will wait for the students’ responses. Great!

The teacher will pull up the picture of Cab Calloway on the Promethean Board. Well, Cab Calloway was a U.S. jazz singer and bandleader who was known for his scat singing during the Harlem Renaissance and the Jazz Age.

Has anyone ever heard of “scatting?” The teacher will wait for the students’ responses. The teacher will pick up the “scatting” definition slip. Well, scatting is improvised jazz singing in which the voice is used in imitation of an instrument. The teacher will put the definition slip on the Vocabulary Wall.
The teacher will walk back to the Promethean Board and pull up the picture of The Nicholas Brothers. Now, the Nicholas Brothers were two brothers, Fayard and Harold Nicholas, who were known during the Harlem Renaissance and Jazz Age for their acrobatic tap dancing skills.

Can you all pretend to do some amazing tap dancing moves in your seats for me? The teacher will wait for the students to pretend to tap. Great job!

The teacher will change back to the picture of Cab Calloway. Now, who can tell me who this is and what he was famous for? The teacher will wait for the students’ responses. That’s right! It is Cab Calloway, and he was famous for his amazing scatting skills.

The teacher will change to the picture of the Nicholas Brothers. Who can tell me who they are and what they were famous for during the Harlem Renaissance? The teacher will wait for the students’ responses. That’s right! They are the Nicholas Brothers, and they were famous for their acrobatic tap dancing skills.

The teacher will pull up a picture of Louis Armstrong on the Promethean board. Now this happy-looking man is Louis Armstrong. He was a famous trumpet player who helped spread the jazz movement from New Orleans to Chicago, Kansas City, Los Angeles, and New York City. You know, the movement of Jazz from New Orleans, Louisiana, to northern cities reminds me a lot of the Great Migration. Could you all explain to me why they are a lot alike? The teacher will wait for the students’ responses. Yes! They are alike because they both started in the South and moved to the North! I’m so proud of you all for making that connection. Who can describe jazz music for me? The teacher will wait for the students’ responses and will respond appropriately. Those were great descriptions. If you can hear the music that I am playing right now, you will be able to recognize jazz music anywhere! Well, Louis Armstrong was also famous for his ability to improvise and his emphasis on personal expression. The teacher will pick up the “improvisation” definition slip. Improvisation is spontaneously performing without preparation. The teacher will stick the definition slip on the Vocabulary Wall. He could pick up his trumpet and just make up a tune on the spot! He was so talented! His scatting, singing, and trumpeting skills encouraged other jazz singers to incorporate scatting into their music and to improvise. So, who can tell me what Louis Armstrong was famous for? The teacher will wait for the students’ responses. Yes! He was famous for his improvisation skills. Now, we can’t just pop up in the Cotton Club without dancing a little bit, can we?

I want all of you to stand up quietly and move over to the “dance floor,” because we are going to take a trip to the Cotton Club in Harlem, New York during the 1920s and do a little jazz dancing and tapping, ourselves! The teacher will wait for the students to get situated on the reading carpet. The teacher will load the video: http://www.youtube.com/watch?v=8yGGtVKrD8 “Jumping Jive-Cab Calloway and the Nicholas Brothers”.

Okay, I am going to play this video, and I want you to see if you recognize Cab Calloway and his amazing scatting skills and the Nicholas Brothers and their amazing tap dancing skills. I want you to listen for my voice during the video, because I am going to ask you to demonstrate locomotor and nonlocomotor movements. If I am asking you to listen for my voice, does that mean that I should hear yours? The teacher will wait for the students’ responses. No, it does not!
After the video is over, I want you to quietly go back to your seats. Is everyone ready? Snap three times if you are ready to hear some awesome Harlem Renaissance music? **The teacher will wait for the students’ responses and then play the video.**

**From :50 to 1:38, have the students use locomotor movements.** Great job, boys and girls. Who can tell me who they saw in this portion of the video and what was he doing? **Wait for response** Good job! It was Cab Calloway, and he was scatting. Everyone do a little scatting for me! **Wait for response** Awesome scatting, boys and girls!

Now, I want you to watch the Nicholas Brothers tap. Remember, during the video, I am going to ask you to do some type of movement, so listen for my voice. **Ready? Resume the video at 3:15**

**From 3:15 to 3:45, have the students do locomotor movements**

**From 3:46-4:00, have the students do nonlocomotor movements**

**From 4:01-end, have the students return to their seats while doing locomotor movements as the music continues to play.** Okay, sixth graders! I hope you enjoyed your time at the Cotton Club! Please return to your seats.

So I believe that you all have a good feel for the music of the Harlem Renaissance, huh? Do you see how the use of the entertainment industry was a good tool for the New Negro Movement? There were many other entertainers, like Duke Ellington, Bessie Smith, and many many more who were just as famous as Cab Calloway, Louis Armstrong, and the Nicholas Brothers. What do you all think the entertainers were able to do by showing off their talents to the world? **The teacher will wait for the students’ responses.** Yes, they were able to portray the new, happy, confident, and talented African American to the world in a fun and exciting way. Everyone, even people outside of America, loved the moves of this movement!

**Opportunity for Practice:**

The teacher will have the students get into pairs and explore the “Harlem Renaissance Aurasma Art Gallery.” Each pair will write a summary/analysis of the video clip on the “Harlem Renaissance Aurasma Art Gallery” assignment sheet. Once they have completed this assignment, the students will share two of their summaries/analyses with the class. The teacher will formatively assess the students’ knowledge, according to the “Harlem Renaissance Aurasma Art Gallery Rubric”, as well as modify any misconceptions. The students will take additional notes on the students’ presentations in their History Notebooks.

**The teacher will stand at the front of the classroom and get the students’ attention before giving the students their assignment.** Once she has the students’ attention, the teacher will pass out the “Harlem Renaissance Aurasma Art Gallery” assignment sheets. **Once ever student has a copy, the teacher will explain the assignment.** Okay, boys and girls, today, we are going to go to the Harlem Renaissance Aurasma Art Gallery! Does everyone remember how to use the Aurasma application on our iPads and iPods? Everyone pull out your device. **The teacher will pick up her device, either an iPod or iPad, and**
will demonstrate how to properly use the Aurasma application. Well, all you have to do is log onto the Aurasma application. The teacher will demonstrate this for the students and then wait for them to complete the step. Then, you click the icon in the middle that looks like four brackets. The teacher will demonstrate this for the students and then wait for them to complete the step. Once you have done this, you will hold your device in front of the trigger image and aim at it with your camera lens. The teacher will demonstrate this for the students and then wait for them to complete the step. Wait for the swirls to appear, and then voilà! You can watch the videos! Everyone will probably not get the opportunity to explore all of the works of art here in the gallery, but you should try to get to as many as you can. Along with looking at the pictures, you are going to use the Aurasma application on your iPads to view the videos about each person that we learned about today. Who can list some of the names of the people we discussed today? The teacher will wait for the students’ responses and will respond appropriately. Good job! Well, you are going to get to learn even more about them today! You are going to view the videos, write a summary/analysis on each of them, and then you will pick two once you are finished to share with the class. Are there any questions? The teacher will answer all of the students’ questions. Well, now that all of the questions are answered, let’s get started! Everyone choose a partner and get started. Remember to be courteous to others while you complete this assignment. The teacher will walk around the classroom in order to monitor the progress of the students.

- **Assessment:**

The teacher will give the students a copy of “The Moves of the Movement Choice Board” assignment packet. The board is set up in the shape of a box made up of nine smaller boxes. For this assessment, the students will have to choose three of the nine choices available and complete them. The students must draw a line like in the game Tic-Tac-Toe in order to choose their three assignments. Each box will be worth ten points each, totaling the assignment at thirty points in all. The students will be graded according to the teacher’s “Moves of the Movement Choice Board Checklist.” The checklist will cover everything that is required for the completion of each task. The students will also get a copy of this checklist.

The teacher will pick up the stack of “The Moves of the Movement Choice Board” assignment packets and begin to distribute them to the students. Once every student has received their The teacher will stand at the front of the classroom in order to deliver the instructions for the assignment. Sixth graders, I want you to look at this assignment packet with me! The first page is the “The Moves of the Movement Choice Board” assignment sheet with all of the instructions on it. As you all know, you pick three things to do by drawing a line on the board just like in Tic-Tac-Toe. Once you pick your three, you will look on the checklist, which is attached to the back, and do everything that you’ll need to do to complete them. Use this choice board assignment as a way to review everything that we’ve learned so far and as a way to research some more information about the Harlem Renaissance. I will collect them first thing tomorrow morning, so make sure that it is your very best work! Are there any questions? The teacher will answer all of the students’ questions. Well, let’s get started!
**Closure:**
In order to close the lesson, the teacher will review the lesson with the students and answer any questions that the students might have.

_The teacher will stand at the front of the classroom and bring the lesson to a close by reviewing with the students and answering any questions._ Before we end today’s lesson, I would just like to make sure that everyone has understood and remembered everything that we have learned about the Harlem Renaissance up to this point. Who can summarize the main idea of today’s lesson? _The teacher will wait for the students’ responses and respond appropriately._ What can you all tell me about a movement and a renaissance? _The teacher will wait for the students’ responses and respond appropriately._ What can you all tell me about the Great Migration and the New Negro Movement? _The teacher will wait for the students’ responses and respond appropriately._ What about the intellectuals of the Harlem Renaissance? _The teacher will wait for the students’ responses and respond appropriately._ Now, who can summarize what we learned today about the moves of the movement? _The teacher will wait for the students’ responses and respond appropriately._ Okay, now that I feel as though we are retaining the information well, you can either work on your homework or write in your History Journal about today’s lesson.

**Materials and Resources:**

- Promethean Board
- iPads (with Aurasma application)
- Computers with Internet access
- History Journals
- Pens/pencils
- Jazz music playlist (www.Pandora.com)
- “Dinah” by Louis Armstrong
- “Cabaret” definition slip
- “Jazz” definition slip
- “Scatting” definition slip
- “Improvisation” definition slip
- “The Moves of the Movement Choice Board” assignment sheet
- “The Moves of the Movement Choice Board” teacher checklist
- “Harlem Renaissance Aurasma Art Gallery” rubric
- “Harlem Renaissance Aurasma Art Gallery” assignment sheet
- “Harlem Renaissance Aurasma Art Gallery” Trigger Images
  - The Cotton Club: [http://www.youtube.com/watch?v=fdDsBg_p1v8](http://www.youtube.com/watch?v=fdDsBg_p1v8)
  - Fletcher Henderson: [http://www.youtube.com/watch?v=IkP1xRFZ150](http://www.youtube.com/watch?v=IkP1xRFZ150)
  - Shuffle Along: [http://www.youtube.com/watch?v=IuxnsfAXsuo](http://www.youtube.com/watch?v=IuxnsfAXsuo)
  - Duke Ellington: [http://www.youtube.com/watch?v=qDQpZT3GhDg](http://www.youtube.com/watch?v=qDQpZT3GhDg)
- Cab Calloway
  - [http://www.youtube.com/watch?v=8yGGtVKrD8](http://www.youtube.com/watch?v=8yGGtVKrD8)
- The Nicholas Brothers
  - [http://www.youtube.com/watch?v=8yGGtVKrD8](http://www.youtube.com/watch?v=8yGGtVKrD8)
- Louis Armstrong
  - [http://www.youtube.com/watch?v=BhVdLd43bDI](http://www.youtube.com/watch?v=BhVdLd43bDI)

**Differentiation Strategies:**

*Extension:*

- Have students create their own versions of Harlem Renaissance art or music and explain why it conveys the message that the various artists were striving to convey during this movement.

*Accommodations:*

- These students will only have to fulfill 2 out of the 4 requirements during the assessment. (The teacher will modify these students’ assessments based on their individual needs)
Design for Learning

Instructor: Mandy Jayne Stanley  
Lesson Title: “The Impact of the Movement”

Grade Level: 6th Grade  
Curriculum Area: Social Studies

Date: Day/Lesson 5  
Estimated Time: 1 hour

Standards Connection:

6.) Identify cultural and economic developments in the society of the United States from 1877 through the 1930s.
   - Impact of the Harlem Renaissance

Learning Objective/Goal:

Learning Objective: When given an influential intellectual, author, poet, musician, artist, or singer from the Harlem Renaissance movement, the students will compose a monologue based on information about this influential person that describes their impact on the Harlem Renaissance and American culture with 100% accuracy during the Harlem Renaissance Wax Museum, based on the teacher’s rubric.
   - Learning Goal: The students will be able to describe and discuss the lives and impact of various Harlem Renaissance historical figures on African American and American culture.

Kid-Friendly Objective/Goal:

Today, we are going to analyze the cultural and economic impact of the Harlem Renaissance on America.

Evaluation of Learning Objective/Goal:

In order to assess the students, the teacher will give the students a list of influential people of the Harlem Renaissance to choose from. The students will have to research their influential person, dress up as them, and write a monologue that describes their impact on the Harlem Renaissance and American culture. The students will be graded based on their ability to accurately convey the message of their influential person, based on the “Harlem Renaissance Wax Museum Checklist” with a total of eighty possible points. Each aspect of the assignment, their costume and their monologue, will be worth forty points each. The costume must be creative, which will be worth twenty points, and it must accurately portray the character,
which will be worth twenty points. The monologue must include background information about the figure, such as the date that the character was born and the date they died and other interesting facts, which will be worth twenty points, and it must include information about how that person impacted the Harlem Renaissance as a whole, which will be worth twenty points. If the students receive full credit for both aspects of the assignment, they will receive an eighty-out-of-eighty, which will amount to the total one hundred percent.

**Engagement:**

[Hook]: In order to grasp the students’ attention, the teacher will relate the lesson to the students personally by allowing the students to investigate children’s impact on the Harlem Renaissance by viewing the following video: [http://www.youtube.com/watch?v=-vfW7xYuTuM](http://www.youtube.com/watch?v=-vfW7xYuTuM) “Children’s Impact on the Harlem Renaissance.”

The teacher will stand in the front of the classroom in order to get the students’ attention. She will turn on the Promethean Board and will upload the “Children’s Impact on the Harlem Renaissance” video: [http://www.youtube.com/watch?v=8yGGtVKrD8](http://www.youtube.com/watch?v=8yGGtVKrD8).

She will begin the day’s lesson by stating, Boys and girls, today we are going to close our unit on the Harlem Renaissance. We are going to discuss the cultural and economic impact that the Harlem Renaissance had on America. One thing that many people don’t investigate is the impact that children had on the Harlem Renaissance. Let’s watch this video to see what kids did to make a difference during this eventful movement. After uploading and viewing the video on the Promethean Board, the teacher will ask the students the following question:

[Activate Prior Knowledge]:

In order to activate the students’ prior knowledge on movements, the teacher will ask the following question: Why might a movement have a lasting impact on someone? The teacher will listen to the students’ responses and will respond appropriately. That’s right! Movements can help give people the courage to stand up for what they believe in.

[Review]:

Before we begin today’s lesson, I would just like to make sure that everyone has understood and remembered everything that we have learned about the Harlem Renaissance up to this point. Who can summarize the main idea of yesterday’s lesson on the moves of the Harlem Renaissance? The teacher will wait for the students’ responses and will respond appropriately. What can you all tell me about a movement and a renaissance? The teacher will wait for the students’ responses and will respond appropriately. What can you all tell me about the Great Migration and the New Negro Movement? The
teacher will wait for the students’ responses and will respond appropriately. What about the intellectuals of the Harlem Renaissance? The teacher will wait for the students’ responses and will respond appropriately. Now, who can summarize what we learned today about the moves of the movement? The teacher will wait for the students’ responses and will respond appropriately.

[Learning Target]: Today, we are going to analyze the cultural and economic impact of the Harlem Renaissance on America.

Learning Design:

- **Teaching:**

  In order to teach the lesson about the impact of the Harlem Renaissance, the teacher will lead the students in a grand conversation. She will address the social/cultural impact of the movement and the economic impact of the movement. The teacher will encourage the students to engage in the discussion in order to promote critical thinking about the effects of the Harlem Renaissance.

  The teacher will stand at the front of the classroom in order to give the students instructions on how to set up the classroom for the grand conversation discussion. Okay, boys and girls, today we are going to have a grand conversation about the Harlem Renaissance. We are going to rearrange the desks so that they are in the shape of a circle so that we can all look at each other while we talk. We are going to discuss the social, cultural, and economic impacts of the Harlem Renaissance on America. We will also discuss why the cultural impact lasted a lot longer than the economic impact. So, everyone stand up and rearrange your desks into a circle. Try to do it quietly and quickly. The teacher will give the students enough time to rearrange their desks into a circle. Once the students are finished, the teacher will begin the grand conversation.

  [Social/Cultural Impact of the Movement]:

  Class, the Harlem Renaissance played a huge role in the great social and cultural changes that were sweeping America in the 1920s. There were new ideas, changing values, newfound personal freedoms, and a brand new type of art, literature, and music. All of this was brought on by African Americans who wanted to change the way that others, and even themselves, viewed their race and culture. What do you all have to say about the new ideas that came up during the Harlem Renaissance? The teacher will facilitate the students while they express their feelings and discuss the topic at hand. What do you all have to say about the changing values, such as the owners of the Cotton Club breaking the law by selling alcohol? The teacher will facilitate the students while they express their feelings and discuss the topic at hand. What do you all think about the way that the
entertainers expressed themselves in such a free and open way? The teacher will facilitate the students while they express their feelings and discuss the topic at hand. If you could describe the literature or music of the Harlem Renaissance in one word, what would it be and why? The teacher will facilitate the students while they express their feelings and discuss the topic at hand.

[Economic Impact of the Movement]:

So, it can be concluded that the social changes of the movement lasted, but now, let’s discuss why the economic impact of the movement was not lasting. The period was characterized by economic prosperity for African Americans and for Harlem, New York. Class, do you all know what prosperity means? The teacher will wait for the students’ responses and will respond appropriately. The teacher will pick up the “prosperity” definition slip. Well, prosperity is the state of being profitable and successful. The economic boom was short-lived. The teacher will pin it on the Vocabulary Wall. People thought that all of the great things that were going on during the Harlem Renaissance would continue. They also thought that the glitz and glam would continue to cover the streets of Harlem. W.E.B. DuBois, which you all should remember from our intellectuals lesson, stopped employing The Crisis in 1926 because he believed that all black art should be used to promote the New Negro; not just for entertainment. The teacher will pick up the piece of paper with the Alan Locke quote on it. His friend Alain Locke said ten years after the publication of his magazine said, “The rosy enthusiasm and hopes of 1925 were cruelly deceptive mirages. [The Depression] revealed a Harlem that the social worker knew all along, but had not been able to dramatize. There is no cure or saving magic in poetry and art for precarious marginal employment, high mortality rates and civic neglect.” He was right. The Great Depression, which was an era in American that occurred after the crash of the stock market in 1929, showed true economic state of Harlem.

[History-To-MyStory Connection]:

Class, before we finish today’s lesson, I want you all to make a History-To-MyStory Connection and discuss your thoughts: Why do you believe the Harlem Renaissance had a lasting impact on American culture but not the American economy? Why do things have a lasting impact on people? The teacher will facilitate the students while they express their feelings and discuss the topic at hand. Once the students have finished their discussion, the teacher and students will prepare for the practice portion of the lesson. Wow! What a great discussion about the impact of the movement. Do you all see how the big theme of movement was carried throughout our unit? The teacher will wait for the students’ responses. Good! Now, let’s get ready to practice our knowledge.

- Opportunity for Practice:
During the practice portion of the lesson, the teacher will have the students get in groups and determine how the members of the Harlem Renaissance movement should have modified their actions in order to create a longer lasting impact. This should be recorded in their History Notebooks in the form of a letter to the members of the movement. The students can use the Internet for ideas. Once the students have finished their letters, the groups will present on their findings and will discuss them with their peers. The teacher will formatively assess the students’ knowledge, as well as modify any misconceptions.

The students will take additional notes on the students’ presentations.

**The teacher will stand at the front of the classroom in order to deliver the instructions for the practice portion of the lesson.** Boys and girls, I want you to pair up with the person beside you and write a letter to the members of the Harlem Renaissance movement and tell them what they should have done in order to create a longer lasting impact, both economically and culturally. You should write these in your History Notebooks and you can use the Internet if you’d like. Once you have finished your letters, we are going to share them and discuss them. Are there any questions? The teacher will answer all of the students’ questions. Well, let’s get started!

**Assessment:**
In order to assess the students, the teacher will give the students a list of influential people of the Harlem Renaissance to choose from. The students will have to research their influential person, dress up as them, and write a monologue that describes their impact on the Harlem Renaissance and American culture.

The students will be graded based on their ability to accurately convey the message of their influential person, based on a checklist with a total of 80 possible points.

The Harlem Renaissance Wax Museum presentations will occur on a later determined date.

*The teacher will pick up the stack of “Harlem Renaissance Wax Museum” assignment sheets and pass them out to all of the students. Once every student has one, the teacher will stand at the front of the classroom in order to deliver the directions for the assignment. Class, I hope that you have enjoyed this unit. It’s about to get even more fun, now! We are going to have a class-wide Harlem Renaissance Wax Museum! Each of you will pick a different Harlem Renaissance figure. It can be one of the intellectuals that we discussed, one of the singers, entertainers, or musicians, or one of the authors or poets. It can even by Philip A. Payton, the Harlem real estate agent. The only thing is, that no character can be represented more than once. So, I am going to pull equity sticks to make this fair. Everyone look at the list of influential Harlem Renaissance figures and pick your top three choices. I will give you two minutes to do this, and then I will start pulling sticks. The teacher will give the students two minutes to pick their top three choices. Then, she will walk over to her desk and pick up the equity sticks. Okay, sixth graders! I hope that you all have picked your top three choices! As I pull sticks, everyone has to pay attention. If you hear someone pick your choice, QUIETLY, scratch that person off of your list. Please do not yell out if someone picks your choice! Is everyone ready? The teacher will pull equity sticks in order to allow the students to choose a Harlem Renaissance figure. Once everyone has picked a person to portray. The teacher will explain the assignment. Now that everyone has a figure to represent, I am*
going to explain the assignment to all of you. You have to dress up as your character as well as write and memorize a two to two and a half minute monologue that includes two interesting facts about your person and how they impacted the Harlem Renaissance. Use this project as an opportunity to show off your costume designing skills or your script writing skills! Have fun! Are there any questions? The teacher will answer all of the students’ questions.

- **Closure:**

In order to close the unit and lesson, the teacher will answer any lingering questions.

*Class, do you have any lingering questions before I let you begin working on you Wax Museum assignment? Do you have any lingering questions about the unit? If so, I want you to write it on this exit slip. If you don’t have any questions, then write a one sentence statement about something you learned on the slip. The teacher will pass out the Exit Slips to the students.*

**Materials and Resources:**

- Promethean board
- Children’s Impact on the Harlem Renaissance video: [http://www.youtube.com/watch?v=vfW7xYuTuM](http://www.youtube.com/watch?v=vfW7xYuTuM)
- Class equity sticks
- “prosperity” definition slip
- “Harlem Renaissance Wax Museum Assignment Sheet”
- “Harlem Renaissance Wax Museum Checklist”
- Exit slips
- Paper
- Pens/pencils
- History Notebooks

**Differentiation Strategies:**

*Extension:*

- Write a letter to a specific member of the Harlem Renaissance movement and give them advice on how to change their actions in order to improve the impact of the Harlem Renaissance.

*Re-teaching/Accommodations:*

- Re-teaching:
  - Create a cause and effect chart based on the Harlem Renaissance and its affect on American history and culture in your History Journal.
- Accommodations:
The students will only have to create a 45-60 second long monologue. (These students’ assessments will be modified by the teacher according to their individual needs)
Assessment

It is important that teachers remember that assessments should be used to help teachers monitor the progress of their students and the effectiveness of their teaching. This is why purposeful assessments were planned throughout this unit. Each lesson contains an assessment portion that provides assessment instructions and materials, both for the teacher and the student.

For the first lesson, “Making Moves,” the students are assessed on their ability to explain the causes and effects of the Great Migration. In order to assess the students, the teacher will give the students the “Great Migration Cause and Effect Chart.” The students must accurately explain two causes of the Great Migration and two effects of the Great Migration with one hundred percent accuracy. The teacher will grade this assignment by using the “Great Migration Cause & Effect Chart” checklist. This checklist will consist of 4 items that must be completed for the student to receive full credit: two causes of the Great Migration and two effects of the Great Migration. Each item is worth twenty-five percent each. If the students fulfill all four of these requirements, they will receive 100% of the available credit. The teacher’s checklist will help the teacher monitor which students need extra help understanding the Great Migration so that she can go back and re-teach it in a different way if she needs to. The teacher will also pre-assess the students at the very beginning of the lesson by asking the students to record what they already know about Harlem and 1920s America on sticky notes. This will allow the teacher to see where she should begin the unit.

The second lesson, “The Minds Behind the Movement,” consists of an assessment that tests the students’ ability to recall information about the intellectuals of the New Negro Movement who promoted the efforts of the Harlem Renaissance. The teacher will give the students the “Minds Behind the Movement Dialogue Journal” worksheet. The dialogue must be between W.E.B. DuBois and Alain Locke and must include a discussion of the following: an introduction stating two important facts about each person, the values of the New Negro Movement, one example of an informational speech, article, or collection of works by any of the intellectuals, and two facts about James Weldon Johnson and how he helped lead the movement. The students will be graded based on their ability to fulfill at least 4 of the 5 (80%) requirements described above, based on the teacher’s checklist. The teacher’s checklist ensures that the students have comprehended how the intellectuals lead the movement with the power of their minds and the power of their words. The teacher will also formatively assess the students throughout the lesson by asking critical thinking questions.

The third lesson’s, “The Scribes of the Movement,” assessment tests the students’ ability to take their knowledge about the Harlem Renaissance authors and poets, Langston Hughes, Zora Neale Hurston, and Countee Cullen, and apply it in a creative way, with one hundred percent
accuracy. The students will have to research their author or poet and become familiar with their writing style and how they used literature to document the African American story. The students will then recreate one of their works and present it to the class. The teacher will grade the students’ assessments by a checklist, which will allow her to ensure that the students are familiar with how creative literature was used during the Harlem Renaissance as a way to portray the African American story, as well as the mindset of the New Negro. She will also consistently formatively assess the students throughout the lesson by asking critical thinking questions in order to monitor the students’ progress on retaining the information.

The assessment for the final lesson, “The Impact of the Movement,” is actually a project. The students will have to dress up like an important Harlem Renaissance figure and write a two-minute dialogue about the person to present during the “Harlem Renaissance Wax Museum.” The students will be graded according to the “Harlem Renaissance Teacher Checklist,” and are able to earn eighty points for this assignment. Both the costume and the monologue are worth forty points each. The teacher will use the checklist to assess the students’ abilities to discuss basic background information about their character, as well as discuss their individual’s impact on American and African American culture. The teacher will also ask critical thinking and comprehension questions throughout the lesson to monitor students’ comprehension of the unit’s content.

Along with the usual formative assessments, such as asking critical thinking questions, oral review sessions, and formative checkpoints throughout the lesson, the teacher will also give the students’ exit slips to fill out before they leave some days. This will also give her an indication which students still need extra help so that she can monitor their progress. All formative assessments at the end of the day can be completed as homework and will be collected by the teacher to help her monitor comprehension. The summative assessment will consist of ten multiple choice, five short answer, and ten matching questions that are based on the content that will be taught. The students will be able to demonstrate their knowledge by answering questions that range among all of the domains of Bloom’s Taxonomy.
# Assessment Matrix

<table>
<thead>
<tr>
<th>Lesson Objective</th>
<th>Formative Assessment</th>
<th>Summative Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>When given a cause and effect graphic organizer that is based on the Great Migration, the students will explain the causes and effects of the Great Migration with 100% accuracy, based on the teacher’s checklist.</td>
<td>Formative Checkpoints Throughout Connections Chart (Pre-Assessment) “120-Second Infomercial” (Practice) “Great Migration Cause &amp; Effect Chart” (Assessment)</td>
<td>5, 11, 13, 14, 18, 21</td>
</tr>
<tr>
<td>When given a dialogue journal template, the students must accurately describe the various facts and values of The New Negro Movement and the various intellects between W.E.B. DuBois and Alain Locke with 80% accuracy, based on the teacher’s checklist.</td>
<td>Formative Checkpoints Throughout “Minds Behind the Movement Inquiry Organizer” (Teaching) “Minds Behind the Movement Fakebook” (Practice) “Minds Behind the Movement Dialogue Journal” (Assessment)</td>
<td>2, 4, 6, 15, 16, 17, 22</td>
</tr>
<tr>
<td>When given a piece of poster board, markers, and a Harlem Renaissance author or poet, the students will research their works and writing styles, recreate one of their works that embodies the New Negro Movement, and explain how their author or poet was a scribe of the movement with 100% accuracy, based on the “Scribes of the Harlem Renaissance Rubric.”</td>
<td>Formative Checkpoints Throughout “Scribes of the Movement Grand Conversation” (Practice) “Scribes of the Movement Recreation Project” (Assessment)</td>
<td>1, 8, 10, 20, 23</td>
</tr>
<tr>
<td>When given “The Moves of the Movement Choice Board” assignment based on the entertainers of the Harlem Renaissance, the students must choose three assignments to complete and apply their knowledge about their impact on the New Negro Movement with 100% accuracy, based on the teacher’s “The Moves of the Movement Choice Board” checklist.</td>
<td>Formative Checkpoints Throughout “The Moves of the Movement Aurasma Gallery” (Practice) “The Moves of the Movement Choice Board” (Assessment)</td>
<td>3, 7, 9, 12, 19</td>
</tr>
<tr>
<td>When given an influential intellectual, author, poet, musician, artist, or singer from the Harlem Renaissance movement, the students will compose a monologue based on information about this influential person that describes their impact on the Harlem Renaissance and American culture with 100% accuracy during the Harlem Renaissance Wax Museum, based on the teacher’s rubric.</td>
<td>Formative Checkpoints Throughout “The Harlem Renaissance Wax Museum” (Assessment) Exit Slips (Formative)</td>
<td>24, 25</td>
</tr>
</tbody>
</table>
Pre-Assessment (Informal)

In order to informally pre-assess the students’ knowledge about the Harlem Renaissance era, the teacher will ask the students to record what they already know about 1920s America and Harlem on sticky notes. The students will turn and talk with their neighbors in order to complete this informal pre-assessment. Once the students have put their Connection Notes under the correct heading on the white board, the teacher will read all of them aloud to the class and discuss them with the students. Below is the script that goes along with this portion of Lesson One: “Making Moves.”

The teacher will stand at the front of the classroom in order to turn on the Promethean Board. The students will be seated at their desks. Once she has written the two topics on the board, “Harlem” and “1920s America,” she will call the students to attention. Good morning, class! Who can tell me what I have written on the board this morning? The teacher will wait for the students’ responses. Exactly, I have two topics on the board for this morning: “Harlem” and “1920s America.” Before I show you all how these two topics are connected, first, I want to know what you all already know about Harlem and what you already know about America during the 1920s. I want you to get out your sticky notes. The teacher will wait for the students. I want you to turn and talk to your neighbors and write some things on your sticky notes that you already know about the two topics and then quietly stick them on the board under the correct topic. The teacher will pick up a pen and a sticky note in order to model this for the students. My example would be that every time I think about Harlem, I think about the fact that Harlem is in New York and that I would love to visit it again one day. So, I would write down “New York” on my sticky note and then I would walk up to the board and stick it under the word “Harlem.” But before we get started, let me show you all where Harlem is. The teacher will pull up www.googleearth.com in order to show the students where Harlem is on the map. Everyone look up here so that you can see where Harlem is on the map. As you see, it is in the state of New York and it’s north of Manhattan, New York. Now that you all know where it is, I want you all to write what these two topics remind you of. Does everyone understand? The teacher will answer any of the students’ questions. Okay, let’s get started! The teacher will walk around and monitor the students’ progress to ensure that they stay on task. Once she feels as though everyone is finished, she will read some of the sticky notes aloud to the class. Class, now that everyone has put some sticky notes underneath our two topics for today, I am going to read them to you. The teacher will read some of the sticky notes aloud to the class.

The teacher will go to her desk and pick up her previously made sticky notes. I have some more that I’d like to share with you all. Mine are “The Roaring Twenties,” “flappers,” “the Harlem Globetrotters,” and “the Harlem Shake.” Have any of you heard of any of these? If so, what do you know about them? The teacher will wait for the students’ responses. Wow! I’m so impressed that you all already know about these! Well, let me share some more interesting things about my sticky notes. The teacher will pick up the “Roaring Twenties” sticky note and place it under “1920s America” on the board. “The Roaring Twenties,” which was an era that involved lots of major cities in America during the 1920s that were very
fla\shy and very prosperous. Now, let me explain what flappers were. The teacher will pick up the “flappers” sticky note and place it under “1920s America.” “Flappers,” is a term used for women during the 1920s whom dressed like this The teacher will pull up a picture of a flapper on the Promethean Board and listened to jazz music and lived carefree and rather rebellious lives. I also have a sticky note with “The Harlem Globetrotters” on it. The teacher will pick up the “Harlem Globetrotters” sticky note and stick it under “Harlem” on the board. Boys and girls, what sport do the Harlem Globetrotters play? The teacher will wait for the students’ responses. That’s right! They play basketball. Would you all like to see a quick video clip of some of their amazing tricks? The teacher will play the following video clip for the students: “Amazing! 3 Globetrotters Take On Full Team” http://www.youtube.com/watch?v=xKkxnWFq9T4 Once the video is over, the teacher will ask, Wow! What do you all think? There are some pretty talented people in Harlem, aren’t there? I also wrote one for “The Harlem Shake” on this sticky note. The teacher will pick up the “Harlem Shake” sticky note. This is such a great example! How many of you have watched one of the “Harlem Shake” videos that have gone viral on the Internet? The teacher will wait for the students’ responses. Well, these videos are basically a group of people randomly moving about and shaking their bodies. The dance originated in Harlem! Let’s watch one of them now! The teacher will log onto YouTube and play the following video for her students: “The Harlem Shake Original” http://www.youtube.com/watch?v=4hpEnLtgUDg. Once the video is over, the teacher will ask the students the following question: Boys and girls, who can explain to me what is going on in this video? The teacher will wait for the students’ responses. Exactly, the people are randomly dancing and moving about! Both the Harlem Globetrotters and the people in the “Harlem Shake” video did lots of cool movements, didn’t they?

Well, I bet you all are wondering what these two topics have in common, aren’t you? Well, during the 1920s in America, there was a huge movement called “The Harlem Renaissance.” Like the “Harlem Shake” video, the Harlem Renaissance consisted of lots of dancing, music, and movement. And just like the Harlem Globetrotters, the famous people who were a part of the Harlem Renaissance movement were very, very talented. Also, much like the flappers, the people behind the Harlem Renaissance movement strived to be different than everyone else, and they loved jazz music. And finally, much like the major cities in “The Roaring Twenties” Harlem was the booming entertainment city during the Harlem Renaissance.

[Learning Target]: Today, we are going to open up our Harlem Renaissance unit by learning about movement. We will begin by learning about the Great Migration of African Americans from the South to the North and will also learn what a renaissance is.

Now, everyone, let’s get ready to learn about this fun and exciting movement!

Materials Needed:

- Sticky notes
- Pens/pencils
- White board
- EXPO markers
- “The Harlem Shake Original” http://www.youtube.com/watch?v=4hpEnLtgUDg
- “Amazing! 3 Globetrotters Take On Full Team” http://www.youtube.com/watch?v=xKkxnWFq9T4
- “Flapper” picture
Formative Assessment Instruments
Great Migration Cause & Effect Chart Checklist

___ The student fluently and accurately described one cause of the Great Migration, as discussed in class. (25%)

• African Americans were searching for better living conditions, better jobs, or were fleeing racism in the South, etc.

___ The student fluently and accurately described another cause of the Great Migration, as discussed in class. (25%)

• African Americans were searching for better living conditions, better jobs, or were fleeing racism in the South, etc.

___ The student fluently and accurately described one result of the Great Migration, as discussed in class. (25%)

• Harlem became the “Negro Metropolis, big cities in the North gained a large African American population, African Americans found better jobs, African Americans were not bound by racism, the Harlem Renaissance occurred, the New Negro Movement started, etc.

___ The student fluently and accurately described another result of the Great Migration, as discussed in class. (25%)

• Harlem became the “Negro Metropolis, big cities in the North gained a large African American population, African Americans found better jobs, African Americans were not bound by racism, the Harlem Renaissance occurred, the New Negro Movement started, etc.

Total Earned: ____/100%
Harlem Renaissance Dialogue Journal: Teacher’s Checklist

___ The student included 2 important facts about W.E.B. DuBois

___ The student included 2 important facts about Alan Locke

___ The student included the values of the New Negro Movement
   - Pushing the “New Negro” mindset instead of the “Old Negro” mindset
   - Giving African Americans something to be proud of
   - Promoting the “talented tenth”
   - Showing people why African American culture is unique and why it should be celebrated

___ The student included one example of an informational speech, article, or collection of works by any of the intellectuals

___ The student included two facts about James Weldon Johnson and how he helped lead the New Negro movement with the NAACP.

Total Points Earned: _____/5 points
“Scribes of the Movement” Recreation Project Rubric

<table>
<thead>
<tr>
<th>Requirement</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>The students used minimal amounts of creativity.</td>
<td>The students used some descriptive language, but they could have been more creative.</td>
<td>The students used lots of descriptive language and were very creative.</td>
</tr>
<tr>
<td>Scribe’s Voice</td>
<td>The original scribe’s voice could not be heard throughout the poem.</td>
<td>The original scribe’s voice could be heard at times throughout the poem.</td>
<td>The original scribe’s voice could be heard consistently throughout the poem.</td>
</tr>
<tr>
<td>New Negro Movement/Harlem Renaissance Connection</td>
<td>The students did not make a connection to the New Negro Movement and the Harlem Renaissance.</td>
<td>The students made some connections to the New Negro Movement and the Harlem Renaissance.</td>
<td>The students made several connections to the New Negro Movement and the Harlem Renaissance.</td>
</tr>
</tbody>
</table>

Total Points Earned: _____/9
Choice Board Checklist

_____Investigate: Investigate the origin of scatting by giving a five sentence long historical description and finding one YouTube video to share with the class. Include the link.

_____Teach: Teach one of Cab Calloway or Louis Armstrong’s songs to the class. You must model the song for the class and find the instrumental music and lyrics. (Miss Stanley will make enough copies for the whole class.)

_____Compare: Compare the “Old Negro” mindset with the “New Negro” mindset. You must research online and use the information that we have learned in class to write a five-sentence paragraph that compares and contrasts the two mindsets.

_____Prioritize: Prioritize what three things of the Harlem Renaissance are the most important to you. Rate them in order on a scale of one to three and write a paragraph explaining why you ordered them the way you did.

_____Demonstrate: Demonstrate your understanding of one of the following vocabulary words: scatting, Jazz, or improvisation. Write out the definition of the word and then use it in a sentence that is in the context of the information that we have discussed on the Harlem Renaissance.

_____Dramatize: Dramatize a scene from Shuffle Along or Stormy Weather. Go on YouTube to find videos of different scenes and pick one to recreate. Record your version on one of the class iPads or iPods.

_____Combine: Combine the effects of the Great Migration with the history of Jazz music. You must research this online and write a five-sentence paragraph.

_____Hypothesize: Hypothesize how the Harlem Renaissance will affect America based on all of the information we have learned so far. Write out your explanation in a five-sentence paragraph.

Total Points Earned: ____/30
Harlem Renaissance Wax Museum Checklist

Historical Figure Chosen: ________________________________

_____(Costume): The student created a costume that is both creative and accurate. One can easily determine which character the student is representing by looking at the student’s appearance. (40 points)

_____-If the student’s costume is unrecognizable, the student will only receive half of the available credit. (=20 points)

_____(Monologue): The student’s monologue incorporated all of the following characteristics:

[20 points]: _____-Background information about the historical figure

[20 points]: _____-Information about how this person impacted the Harlem Renaissance/New Negro Movement

Comments:

________________________________________________________________________________________
________________________________________________________________________________________

Total Points Earned: ________/80
Summative Assessment

Unit Objective:

When given a summative assessment, the students will identify and analyze the effects of the intellects, authors, and entertainers behind the New Negro Movement of the Harlem Renaissance.
Name: ___________________________________________  Date: _______________________

**Harlem Renaissance Unit Test**

Matching: Match the historical figure with his or her description.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___</td>
<td>Langston Hughes</td>
</tr>
<tr>
<td>2. ___</td>
<td>W.E.B. DuBois</td>
</tr>
<tr>
<td>3. ___</td>
<td>The Nicholas Brothers</td>
</tr>
<tr>
<td>4. ___</td>
<td>Alan Locke</td>
</tr>
<tr>
<td>5. ___</td>
<td>Philip A. Payton</td>
</tr>
<tr>
<td>6. ___</td>
<td>James Weldon Johnson</td>
</tr>
<tr>
<td>7. ___</td>
<td>Cab Calloway</td>
</tr>
<tr>
<td>8. ___</td>
<td>Countee Cullen</td>
</tr>
<tr>
<td>9. ___</td>
<td>Louis Armstrong</td>
</tr>
<tr>
<td>10. ___</td>
<td>Zora Neale Hurston</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The main intellectual of the New Negro Movement</td>
<td></td>
</tr>
<tr>
<td>B. Considered “THE poet of the Harlem Renaissance;” author of “Mother to Son”</td>
<td></td>
</tr>
<tr>
<td>C. Was famous for his scatting skills</td>
<td></td>
</tr>
<tr>
<td>D. Was a famous female African American scribe who got paid for her works</td>
<td></td>
</tr>
<tr>
<td>E. Known for his improvisation skills</td>
<td></td>
</tr>
<tr>
<td>F. The creator of the NAACP</td>
<td></td>
</tr>
<tr>
<td>G. The African American real estate agent of the Negro Metropolis</td>
<td></td>
</tr>
<tr>
<td>H. Two brothers who were famous for their acrobatic tapping skills</td>
<td></td>
</tr>
<tr>
<td>I. Publisher of “The New Negro” magazine</td>
<td></td>
</tr>
<tr>
<td>J. Poet who wrote “Heritage”</td>
<td></td>
</tr>
</tbody>
</table>
Multiple Choice: Choose the BEST answer!

11. Which of the following is NOT a cause of the Great Migration?
   a. The African Americans were searching for better jobs
   b. The African Americans were trying to escape racism
   c. The African Americans were trying to move closer to Washington, D.C.

12. “Spontaneously performing” is the definition of ______________
    a. Improvisation
    b. Scatting
    c. Prosperity

13. The two ‘positions’ of the definition of movement are ___________ & ___________.
    a. A change in location
    b. A change mindset
    c. Both A & B

14. ___________ is a huge movement from one location to another.
    a. Improvisation
    b. Migration
    c. Renaissance

15. True or False: The intellectuals of the New Negro Movement wanted people to focus on the entertainers of the Harlem Renaissance instead of on the want to change the mindsets of African Americans during the 1920s and beyond.
    a. True
    b. False
16. The _____________ was an organization created by James Weldon Johnson in order to make sure that African Americans were getting fair chances to move forward.
   a. MIA
   b. NAEP
   c. NAACP

17. The intellectual leaders of the New Negro Movement promoted the “talent ___________” during the Harlem Renaissance.
   a. Fifth
   b. Tenth
   c. Sixteenth

18. True or False: The Great Migration started in the North and ended in the South.
   a. True
   b. False

19. The Cotton Club is the most famous ___________.
   a. Restaurant
   b. Library
   c. Cabaret

20. The ___________ of the Harlem Renaissance used their writing skills to document the history of African Americans.
   a. Scribes
   b. Artist
   c. Entertainers
Short Answer: Answer the following questions in complete sentences.

21. List and explain two causes and two effects of the Great Migration.

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

22. Discuss the main idea of the New Negro Movement. Explain the role that the intellectuals had in the movement.

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

23. How can you be a scribe of your own history? List 3 different ways.

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

24. Explain the economic impact of the Harlem Renaissance. Explain why it did or did not last long.

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
25. Explain how the theme of “movement” was tied carried throughout this unit.

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________
### Harlem Renaissance Unit Test \(\rightarrow\) KEY

**Matching:** Match the historical figure with his or her description.

| 1. | B Langston Hughes | A. The main intellectual of the New Negro Movement |
| 3. | H The Nicholas Brothers | C. Was famous for his scatting skills |
| 4. | I Alan Locke | D. Was a famous female African American scribe who got paid for her works |
| 5. | G Philip A. Payton | E. Known for his improvisation skills |
| 6. | F James Weldon Johnson | F. The creator of the NAACP |
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| 9. | E Louis Armstrong | I. Publisher of “The New Negro” magazine |
| 10. | D Zora Neale Hurston | J. Poet who wrote “Heritage” |
Multiple Choice: Choose the BEST answer!

11. Which of the following is NOT a cause of the Great Migration?
   a. The African Americans were searching for better jobs
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13. The two ‘positions’ of the definition of movement are ___________ & ____________.
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   a. Restaurant
   b. Library
   c. Cabaret

20. The ___________ of the Harlem Renaissance used their writing skills to document the history of African Americans.
   a. Scribes
   b. Artist
   c. Entertainers

**Short Answer:** Answer the following questions in complete sentences.
21. List and explain two causes and two effects of the Great Migration.

**Causes:** The African Americans wanted to find better living conditions, escape the racism, and find better jobs in the North.

**Effects:** African Americans settled in big cities in the north, like Harlem. Harlem became the Negro Metropolis. The Harlem Renaissance occurred. The New Negro Movement started.

22. Discuss the main idea of the New Negro Movement. Explain the role that the intellectuals had in the movement.

The main idea of the New Negro Movement was to promote a new positive mindset for African Americans through the use of the “talented tenth.”

23. How can you be a scribe of your own history? List 3 different ways.

1. Journaling/Diaries
2. Blog
3. Poetry, etc.

24. Explain the economic impact of the Harlem Renaissance. Explain why it did or did not last long.

The economic impact of the Harlem Renaissance, much like that of the Roaring Twenties was short lived. The glitz and glamour dwindled away when the crash of the stock market occurred in 1929, which lead to the Great Depression.

25. Explain how the theme of “movement” was tied carried throughout this unit.
We began the unit by defining the word “movement” and talking about how movements can either be a change in location or a change in mindset. Then, we discussed the intellectuals who lead the movement (New Negro Movement) with their mind power and information. After that, we discussed how the writers of the Harlem Renaissance used their creative literature as a way to document the movement and the lives of African Americans. On the fourth day, we discussed the entertainers of the Harlem Renaissance and how they used their talents to spread the movement around the world. We ended the unit by discussing the impact of the movement, both culturally and economically.
Student Differences

It is important that teachers strive to find ways to differentiate for their students. Differentiation does not only apply to students with special needs, but also it applies to auditory, visual, and kinesthetic learners and even gifted students. No one learns exactly the same, and although it is completely unrealistic to strive to create multiple activities for each lesson in order to accommodate for the multiple types of learners, it is very important to strive to create a unit that uses multiple types of teaching strategies that cater towards various types of learners. Along with striving to create lessons that cater to various types of learners, teachers also need to strive to activate students’ prior knowledge by asking questions that will activate students’ schema. All of this is important in a responsive and productive classroom.

In order to accommodate and differentiate the instruction throughout this unit, each lesson includes an extension and a re-teaching or accommodations, or both, section at the very end of the lesson plan. The re-teaching section is intended for Tier 2 and Tier 3 students or simply students who do not feel comfortable with the material during Tier 1 instruction with the whole class. These re-teaching activities include strategies that are different than what was originally used during the teaching portion of the lesson that will reinforce the content. Some strategies include K-W-L charts, group discussions, and other scaffolded graphic organizers, such as cause and effect charts. In order to accommodate students who are unable to fulfill the typical requirements for each lesson, accommodations are made to lessen the load of the assignment yet still assess the students’ comprehension of the content. It is also indicated under the accommodations portion of the lesson that each student who receives accommodations will have assessments that will be altered by the teacher according to the students’ individual needs.
This will allow the teacher to individually differentiate the assignments according to what they know the student is capable of doing, without grouping them in a generalized cluster. The extension section of each lesson plan includes various activities for early finishers or gifted students to complete along with the original assignment. These activities are fun and engaging and will encourage all students to strive to finish early and push themselves to exceed expectations. Some of these activities include writing poems, researching exciting topics online and creating posters to be displayed in the classroom for all to see, and many more engaging activities.

Students are given ample opportunities to work with their peers throughout this unit. Students are constantly turning and talking to their neighbors in order to generate thoughts and discussion about various concepts and working in small groups to complete practice and formative assessment assignments. Students learn from each other, and it is also important that they are capable of cooperating with others during collaborative learning opportunities. Working with peers also motivates students to want to learn when they are in a fun and welcoming learning environment. The teacher will foster this open and engaging learning environment by providing ample collaborative opportunities for students and activating the students’ schema throughout each lesson.

Although this unit on the Harlem Renaissance is rooted in the African American experience and history, students from all backgrounds can identify with the events and historical figures of the Harlem Renaissance. Throughout each lesson, the teacher will ask students to make “History-To-MyStory Connections” with various people, events, and concepts. It is important that students are able to determine where they fit in with the story of history in its
entirety. By including numerous purposefully planned times throughout each lesson of the unit for students to be able to share their thoughts with their teacher and peers, students will be able to figure out how the Harlem Renaissance applies to their lives and the lives of their friends. Along with helping students make personal connections with the story of the Harlem Renaissance and the New Negro Movement, the History to MyStory Connections will allow the teacher to encourage students to think critically. These questions are great differentiation tools for teachers to use because they allow students from all areas of cognitive development to be engaged in the lesson and feel as though their input is needed and important.
Visual-Spatial
- Graphic Organizers
- Posters
- Vocabulary Wall
- "Moves of the Movement Choice Board"

Bodily-Kinesthetic
- Cotton Club Dance Floor Activity
- Locomotor/Nonlocomotor Movements
- "Moves of the Movement Choice Board"

Musical-Rhythmic
- Cotton Club Dance Floor Activity
- "Moves Behind the Movement" lesson
- Poetry Writing
- "Moves of the Movement Choice Board"

Interpersonal
- Group Work
- Turn & Talk
- Grand Conversations
- "Moves of the Movement Choice Board"

Intrapersonal
- Individual Assessments
- Journal Entries
- History-To-MyStory Connections
- "Moves of the Movement Choice Board"

Linguistic
- Grand Conversations
- Presentations
- Group Discussions
- Harlem Renaissance Wax Museum monologues
- "Moves of the Movement Choice Board"

Logical-Mathematical
- Predicting Activities
- Analyzing Activities
- "Moves of the Movement Choice Board"

Naturalistic
- "Moves of the Movement Choice Board"
- The Great Migration Discussion

Existential
- History-To-MyStory Connections
Plan for Individual Learners

"Making Moves" Lesson
- Re-Teaching: Definition Web
- Accommodations: Individually modified cause & effect chart
- Extension/Gifted: Explore BrainPOP websites & make a History-To-MyStory connection in History Journal

"Minds Behind the Movement" Lesson
- Re-Teaching: K-W-L chart
- Accommodations: Individually modified dialogue journal
- Extension: Fakebook poster

"The Scribes of the Movement" Lesson
- Re-Teaching: Scaffolded group discussion
- Accommodations: N/A
- Extension/Gifted: Write a poem

"The Moves of the Movement"
- Re-Teaching: N/A
- Accommodations: Modified choice board (only have to complete 2 of the requirements)
- Extension/Gifted: Write a song

"The Impact of the Movement"
- Re-Teaching: Cause & effect chart
- Accommodations: 45-60 second monologue for Wax Museum
- Extension/Gifted: Write a letter to a Harlem Renaissance leader
# Specific Plan for Individual Learners

(Differentiation Strategies Chart)

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Re-Teaching</th>
<th>Accommodations</th>
<th>Gifted/Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Making Moves”</td>
<td>Allow the students to fill in a personal Definition Web for each of the main concepts, such as the renaissance, the Great Migration, Harlem/The Negro Metropolis, and the brief overview of the Harlem Renaissance and turn it into the teacher at the end of the day.</td>
<td>The students will only have to list one cause and one effect of the Great Migration. (These students’ assessments will be modified by the teacher according to their individual needs.)</td>
<td>Allow students to explore the Brain POP webpage on the Harlem Renaissance and make a personal History-To-MyStory Connection in their History Journals. <a href="http://www.brainpop.com/socialstudies/ushistory/harlemrenaissance/">http://www.brainpop.com/socialstudies/ushistory/harlemrenaissance/</a></td>
</tr>
<tr>
<td>“The Minds Behind the Movement”</td>
<td>The students will complete a K-W-L chart based on the day’s lesson.</td>
<td>The students will only have to complete three of the requirements. (These students’ assessments will be modified by the teacher according to their individual needs)</td>
<td>Create a poster version of their Fakebook to be displayed around the classroom about their influential Harlem Renaissance intellectual leader.</td>
</tr>
<tr>
<td>“The Scribes of the Movement”</td>
<td>Have a group discussion about the works of the various Harlem Renaissance authors and poets and their impact on the New Negro movement and American culture.</td>
<td>N/A</td>
<td>Allow students to recreate a poem individually and explain why it reflects the New Negro mindset or the Harlem Renaissance.</td>
</tr>
<tr>
<td>“The Moves of the Movement”</td>
<td>N/A</td>
<td>These students will only have to fulfill 2 out of the 3 requirements during the assessment. (The teacher will modify these students’ assessments based on their individual needs)</td>
<td>Have students create their own versions of Harlem Renaissance art or music and explain why it conveys the message that the various artists were striving to convey during this movement.</td>
</tr>
<tr>
<td>“The Impact of the Movement”</td>
<td>Create a cause and effect chart based on the Harlem Renaissance and its affect on American history and culture in your History Journal.</td>
<td>The students will only have to create a 45-60 second long monologue. (These students’ assessments will be modified by the teacher according to their individual needs)</td>
<td>Write a letter to a specific member of the Harlem Renaissance movement and give them advice on how to change their actions in order to improve the impact of the Harlem Renaissance.</td>
</tr>
</tbody>
</table>
## Literacy Strategies Chart

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-Vocabulary Wall</td>
<td>-Vocabulary Wall</td>
<td>-Vocabulary Wall</td>
<td>-Vocabulary Wall</td>
<td>-Vocabulary Wall</td>
</tr>
<tr>
<td>-History-To-MyStory Connections (Text-To-Self connections)</td>
<td>-Dialogue Journal</td>
<td>-History-To-MyStory Connections (Text-To-Self connections)</td>
<td>-History-To-MyStory Connections (Text-To-Self connections)</td>
<td>-History-To-MyStory Connections (Text-To-Self connections)</td>
</tr>
<tr>
<td>-Cause &amp; Effect Graphic Organizer</td>
<td>-Inquiry Chart</td>
<td>-Grand Conversation</td>
<td>-Graphic Organizer</td>
<td>-Monologue Writing</td>
</tr>
<tr>
<td>-Prediction Activity</td>
<td>-Picture Walk</td>
<td>-Poetry Writing</td>
<td>-Mentor Texts</td>
<td></td>
</tr>
<tr>
<td>-Non-Fiction Expository Text</td>
<td></td>
<td>-Poetry Analyses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: _____________________________________________ Date: _______________________
Great Migration Cause & Effect Chart

Use this chart to help you organize **one cause** and **one effect** of the Great Migration! Please use complete sentences!

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student’s Name: ________________________________ Date: ______________
Great Migration Cause & Effect Chart
Checklist (Modified)

___ The student fluently and accurately described one cause of the Great Migration, as discussed in class. (50 %)

- African Americans were searching for better living conditions, better jobs, or were fleeing racism in the South, etc.

___ The student fluently and accurately described one result of the Great Migration, as discussed in class. (50 %)

- Harlem became the “Negro Metropolis, big cities in the North gained a large African American population, African Americans found better jobs, African Americans were not bound by racism, the Harlem Renaissance occurred, the New Negro Movement started, etc.

Total Earned: _____/100%

Name: ___________________________________________ Date: _________________________
Definition Web

Name: _______________________________ Date: ___________________
Harlem Renaissance BrainPOP Exploration

Explore the Brain POP webpage on the Harlem Renaissance and make a personal History-To-MyStory Connection in your History Journals. Use this URL: [http://www.brainpop.com/socialstudies/ushistory/harlemrenaissance/](http://www.brainpop.com/socialstudies/ushistory/harlemrenaissance/)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Name: _____________________________ Date: _____________________________

Harlem Renaissance K-W-L (3-2-1)
## Harlem Renaissance Dialogue Journal

<table>
<thead>
<tr>
<th>3 Things I Know</th>
<th>2 Things I Want to Ask Miss Stanley</th>
<th>1 Thing I Have Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ___________________________ Date: ___________________

Harlem Renaissance Dialogue Journal
Please write a dialogue journal entry between W.E.B. DuBois and Alan Locke about the intellectuals of the New Negro Movement. Your dialogue must include the following:

5. An introduction stating 2 important facts about each person.
6. The values of the New Negro Movement
Harlem Renaissance Dialogue Journal:
Teacher’s Checklist (Modified)

___ The student included 2 important facts about W.E.B. DuBois
___ The student included 2 important facts about Alan Locke
___ The student included the values of the New Negro Movement
   -Pushing the “New Negro” mindset instead of the “Old Negro” mindset
   -Giving African Americans something to be proud of
   -Promoting the “talented tenth”
   -Showing people why African American culture is unique and why it should be celebrated

**Total Points Earned:** _____/5 points

Name: ____________________________________________ Date: ____________________
Minds Behind the Movement *Fakebook* Account Poster

Choose one of the following intellectuals (circle one):

- W.E.B. DuBois
- Alan Locke
- James Weldon Johnson

Then, create a *Fakebook* account for this intellectual by using the information that you have learned in class and any extra information you find online. Once you are finished, you will create a poster version of your account. Have FUN! Be CREATIVE!

Name: _________________________________ Date: __________________________
# Harlem Renaissance Discussion K-W-L (3-2-1)

<table>
<thead>
<tr>
<th>3 Things I Know</th>
<th>2 Things I Want to Ask Miss Stanley</th>
<th>1 Thing I Have Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ____________________________ Date: ____________________________
Scribes of the Movement Extension Activity

Write your own Harlem Renaissance Poem!

Title: ___________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________

Explain why your poem embodies the Harlem Renaissance & the New Negro Movement:

_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________

Name: _____________________________ Date: _____________
Moves of the Movement Extension Activity

Create your own version of Harlem Renaissance art or music and explain why it conveys the message that the various artists were striving to convey during this movement! Have FUN! Be CREATIVE! Share it with a friend!

Name: ____________________________ Date: ____________________

The Moves of the Movement Choice Board
Pick two assignments to complete by drawing a “Tic-Tac-Toe” line on the choice board. You must complete these assignments on a separate sheet of paper, according to the checklist attached! Choose wisely! 😊

<table>
<thead>
<tr>
<th>Investigate</th>
<th>Teach</th>
<th>Compare</th>
</tr>
</thead>
<tbody>
<tr>
<td>the origin of scatting</td>
<td>one of Cab Calloway or</td>
<td>the “Old Negro” mindset to the “New Negro” mindset</td>
</tr>
<tr>
<td></td>
<td>Louis Armstrong’s songs to the class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate</th>
<th>Free Choice!</th>
<th>Prioritize</th>
</tr>
</thead>
<tbody>
<tr>
<td>your understanding of</td>
<td></td>
<td>what part of the Harlem Renaissance is</td>
</tr>
<tr>
<td>“scatting,” “improvisation,” or</td>
<td></td>
<td>the most important to you and why</td>
</tr>
<tr>
<td>“Jazz”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dramatize</th>
<th>Combine</th>
<th>Hypothesize</th>
</tr>
</thead>
<tbody>
<tr>
<td>a scene from <em>Shuffle Along</em> or</td>
<td>the effects of the Great Migration with</td>
<td>how the Harlem Renaissance will affect</td>
</tr>
<tr>
<td><em>Stormy Weather</em></td>
<td>the history of Jazz music (research online)</td>
<td>America based on all of the information we</td>
</tr>
<tr>
<td></td>
<td></td>
<td>have learned so far</td>
</tr>
</tbody>
</table>

Name: __________________________________________________ Date: __________________

Harlem Renaissance Cause & Effect Chart
Use this chart to help you organize **two causes** and **two effects** of the Harlem Renaissance! Please use complete sentences!

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: _____________________________ Date: __________________

**Harlem Renaissance Wax Museum Assignment**
Steps to Completing This Assignment:

1. Choose a historical figure (circle one):
   Phillip A. Payton, W.E.B. DuBois, Alan Locke, James Weldon Johnson, Zora Neale Hurston, Langston Hughes, Countee Cullen, Cab Calloway, Louis Armstrong, Fayard Nicholas, Harold Nicholas, Other________________

2. Create a costume

3. Research about this historical figure and write a one minute monologue that describes the following:
   - Background information
   - Their impact on the Harlem Renaissance/New Negro Movement

Date of the Wax Museum Exhibit: _________________

The Impact of the Movement Extension Activity

Write a letter to a specific member of the Harlem Renaissance movement and give them advice on how to change their actions in order to improve the impact of the Harlem Renaissance.
Dear ____________________________,

Due to an overuse in the educational world of PowerPoint presentations, I strived to find new ways to present my content to my students and to provide them with ample opportunities to use technology throughout each of my lessons. I believe that since today’s society is so
technologically driven, teachers need to try to ensure that their students know how to use modern technology and are comfortable with using it in the classroom.

Throughout this unit, students will practice their knowledge through numerous technology activities. During most of the lessons, the students will use the Internet to research and expand their knowledge about the topic at hand. This will help my visual and even my auditory learners due to the multiple visuals and animations that are available online. Two specific examples of my use of technology throughout this unit include During lesson two, the students will create Fakebook pages on influential Harlem Renaissance intellectuals, such as W.E.B. DuBois, Alan Locke, and James Weldon Johnson. The practice portion of lesson four consists of the students taking a tour through the “Harlem Renaissance Aurasma Art Gallery.” The students will use the Aurasma application on their iPhone or iPad and will view the various overlay videos of Cab Calloway, the Nicholas Brothers, Louis Armstrong, and more! They will then summarize and analyze how the entertainers embodied the spirit of the Harlem Renaissance in their performances and will present their findings to their peers.

Technology is such an amazing tool for teachers in today’s educational society. Students’ learning can be expanded and built upon through the use of technology, and teachers should strive to find as many resources as they can and implement them in their classrooms. Technology is also a great resource for inclusion classrooms. Students with various disabilities can use technology to communicate their thoughts and ideas, which will enrich the class-wide discussions and prevent students with disabilities from not being included in the instruction.

Design for Learning

**Instructor:** Mandy Jayne Stanley

**Lesson Title:** “The Moves of the Movement”

**Grade Level:** 6th Grade

**Curriculum Area:** Social Studies

**Date:** Day/Lesson 4

**Estimated Time:** 1 hour

**Standards Connection:**
6.) Identify cultural and economic developments in the society of the United States from 1877 through the 1930s.

**Learning Objective/Goal:**

- Impact of the Harlem Renaissance

**Learning Objective:** When given “The Moves of the Movement Choice Board” assignment based on the entertainers of the Harlem Renaissance, the students must choose three assignments to complete and apply their knowledge about their impact on the New Negro Movement with 100% accuracy, based on the teacher’s “The Moves of the Movement Choice Board” checklist.

- **Learning Goal:** The students will be able to apply their knowledge about the various entertainers of the Harlem Renaissance and their impact on history by investigating, teaching, comparing, prioritizing, demonstrating, dramatizing, combining, and hypothesizing the information that they will learn.

**Kid-Friendly Objective/Goal:**

Today, we are going to learn about the musicians, performers, and artists of the Harlem Renaissance and how they used different types of moves to promote the Harlem Renaissance movement.

**Opportunity for Practice:**

The teacher will have the students get into pairs and explore the “Harlem Renaissance Aurasma Art Gallery.” Each pair will write a summary/analysis of the video clip on the “Harlem Renaissance Aurasma Art Gallery” assignment sheet. Once they have completed this assignment, the students will share two of their summaries/analyses with the class. The teacher will formatively assess the students’ knowledge, according to the “Harlem Renaissance Aurasma Art Gallery Rubric”, as well as modify any misconceptions. The students will take additional notes on the students’ presentations in their History Notebooks.

*The teacher will stand at the front of the classroom and get the students’ attention before giving the students their assignment. Once she has the students’ attention, the teacher will pass out the “Harlem Renaissance Aurasma Art Gallery” assignment sheets. Once every student has a copy, the teacher will explain the assignment. Okay, boys and girls, today, we are going to go to the Harlem Renaissance Aurasma Art Gallery! Does everyone remember how to use the Aurasma application on our iPads and iPods? Everyone pull out your device. The teacher will pick up her device, either an iPod or iPad, and will demonstrate how to properly use the Aurasma application. Well, all you have to do is log onto the Aurasma application. The teacher will demonstrate this for the students and then wait for them to complete the step. Then, you click the icon in the middle that looks like four brackets. The teacher will demonstrate this for the students and then wait for them to complete the step. Once you have done this, you will hold your device in front of the trigger image and aim at it with your camera lens. The teacher will demonstrate this for the students and then wait for them to complete the step. Wait for the swirls to appear, and then voilà! You can watch the videos! Everyone will probably not get the opportunity to...*
explore all of the works of art here in the gallery, but you should try to get to as many as you can. Along with looking at the pictures, you are going to use the Aurasma application on your iPads to view the videos about each person that we learned about today. Who can list some of the names of the people we discussed today? The teacher will wait for the students’ responses and will respond appropriately. Good job! Well, you are going to get to learn even more about them today! You are going to view the videos, write a summary/analyses on each of them, and then you will pick two once you are finished to share with the class. Are there any questions? The teacher will answer all of the students’ questions. Well, now that all of the questions are answered, let’s get started! Everyone choose a partner and get started. Remember to be courteous to others while you complete this assignment. The teacher walk around the classroom in order to monitor the progress of the students.

Materials and Resources:

- iPads (with Aurasma application)
- “Harlem Renaissance Aurasma Art Gallery” rubric
- “Harlem Renaissance Aurasma Art Gallery” assignment sheet
- “Harlem Renaissance Aurasma Art Gallery” Trigger Images
  - The Cotton Club  
    - [http://www.youtube.com/watch?v=fdDsBg_p1v8](http://www.youtube.com/watch?v=fdDsBg_p1v8)
  - Fletcher Henderson  
    - [http://www.youtube.com/watch?v=IlkP1xRFZ150](http://www.youtube.com/watch?v=IlkP1xRFZ150)
  - Shuffle Along  
    - [http://www.youtube.com/watch?v=luxnsfAxsuo](http://www.youtube.com/watch?v=luxnsfAxsuo)
  - Duke Ellington  
    - [http://www.youtube.com/watch?v=qDQpZT3GhDg](http://www.youtube.com/watch?v=qDQpZT3GhDg)
  - Cab Calloway  
    - [http://www.youtube.com/watch?v=_8yGGtVKrD8](http://www.youtube.com/watch?v=_8yGGtVKrD8)
  - The Nicholas Brothers  
    - [http://www.youtube.com/watch?v=_8yGGtVKrD8](http://www.youtube.com/watch?v=_8yGGtVKrD8)
  - Louis Armstrong  
    - [http://www.youtube.com/watch?v=BhVdLd43bDl](http://www.youtube.com/watch?v=BhVdLd43bDl)

Harlem Renaissance Aurasma Gallery Rubric

<table>
<thead>
<tr>
<th>Student: ________________________________</th>
<th>Date: ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Harlem Renaissance Aurasma Gallery</strong></td>
<td><strong>Lack of Understanding (1)</strong></td>
</tr>
<tr>
<td><strong>Summary of Video 1</strong></td>
<td>The student did not accurately summarize the video.</td>
</tr>
<tr>
<td><strong>Explanation of How the Entertainer/Artist</strong></td>
<td>The student’s knowledge about how this</td>
</tr>
</tbody>
</table>
Use this graphic organizer while viewing the various overlays in the Aurasma gallery. You must summarize what you saw in the video, as well as explain how the entertainer/artist embodied the spirit of the Harlem Renaissance in the video. You have to view at least five videos. Have fun and be courteous to other viewers in the gallery!
Historical Figure: ___________________________________________

Historical Figure: ___________________________________________

Historical Figure: ___________________________________________
How to Access the “Harlem Renaissance Aurasma Gallery”

1. Download the Aurasma application to your smartphone or iPad
2. Create an account
3. Click on/type in the following link in your device’s Internet search engine in order to view the “Harlem Renaissance Aurasma Gallery” auras
   - http://auras.ma/s/I0Td0
4. Click on the icon in the center that looks like four brackets in order to view the auras
5. Hold up your device’s camera in front of the trigger image (hold it as still as possible)
6. Wait for the purple swirls to appear
7. Enjoy the Harlem Renaissance video clips!

*If you have any issues viewing the auras, please contact mstanley@samford.edu We are all still in the process of mastering the use of this wonderful application!*
Louis Armstrong Trigger Image
The Nicholas Brothers Trigger Image
Cab Calloway Trigger Image
Technology Reflections

1. What does the technology offer that another classroom activity does not?

The Aurasma application offers students a hands-on experience that utilizes technology that can be found in some of today’s classrooms. If a teacher has access to a mobile device that is capable of downloading this application, such as an iPhone or an iPad, he or she can use it as an engagement piece or a teaching tool. By using the Aurasma application, students are able to explore the various aspects of the Internet, as well learn new content or review content in a fun and engaging way. Any teacher could present content through the use of a typical presentation tool, but by using the Aurasma application teachers can engage students in the lesson and can use this application in any curriculum area. By using the Aurasma application in my unit, I was able to allow my students to view numerous forty-five second video clips that show the performances of various entertainers. There is not practical way that I could have allowed the students to view most, if not all, of these videos within a short time span had I not utilized this application. Also, by allowing the students to pair up and use the application on their handheld devices, students are able to work at their own pace. Students who take longer to put their thoughts onto paper will be able to walk through the Harlem Renaissance Aurasma Gallery at their own pace, without having to deal with the pressure that a whole-class assignment might arise.

2. What is your back-up plan, should the technology not be available?

If for some reason the Aurasma application is unavailable, I could choose one or two of the videos to view on YouTube. The links that would be used are listed on the materials and resources list in my lesson plan. Also, if the Internet is not working at the time, I could have various movies with performances in them that portray the talents of the various Harlem Renaissance entertainers. A few movies that I could bring to class include Shuffle Along and Stormy Weather. Both movies were filmed during the Harlem
Renaissance and include many of the famous entertainers who embody the spirit of the era. The students would still be able to complete the assignment and practice their knowledge concerning their impact on the Harlem Renaissance.

3. **What rules need to be established when using this technology?**

It is important that teachers establish technology usage rules in their classrooms. For this particular assignment that involves the use of the *Aurasma* application, the students must be courteous while completing this technology-integrated assignment. If students do not share their iPads or iPods, they will be reprimanded. These students will not be allowed to engage in the rest of the learning activity and will have to view the videos on YouTube, instead. The students also have to respect the technology resources that have been made available to them. They must be very cautious while using them, as well as stay on task and not explore the other aspects of the application and device. The teacher should make this very clear while giving the instructions for this assignment so that students are aware of the consequences.

4. **How will you ensure technology access for all students?**

Technology is an essential aspect of today’s classrooms. Not only do typical general education students need to be able to utilize technology on a regular basis, but also students with special needs need to have the opportunity to utilize technology within the classroom. Numerous inclusion classrooms integrate various forms of technology within their classrooms, especially iPads. Due to their large screens, iPads are great for students with underdeveloped fine motor skills as well as students with vision issues. By finding practical and purposeful ways to integrate technology into my classroom, such as to give students visual aides for learning their content in every class, I will ensure that my students are comfortable and
familiar with the everyday and advanced usage of technology. I will also make this possible by integrating technology into as many content areas as possible, especially math and reading. Fortunately, many applications that can be downloaded to Nooks and iPads for educational purposes are free. If necessary, I will even write grants in order to purchase technology resources for my future classroom.
Cross Curricular Standards

It is important that teachers strive to create a holistic learning experience for students in order to reinforce content. The best way to do this is to create units and lessons based on topics that can be stretched across all areas of the curriculum. In order to do this with this Harlem Renaissance unit, the teacher will implement various cross curricular activities that will also allow her to assess the students in both social studies and the other various subject areas. The Harlem Renaissance can easily be carried throughout reading, science, math, physical education, music, and art classes due to the vastness of the concepts that are carried throughout this influential era of American History.

In order to enhance the theme of the unit through a reading activity, the teacher will have the students determine the purpose of Langston Hughes’ poem, “I Dream a World.” The students will have to determine whether the poem was intended for entertainment, information, or persuasion. The science activity that the teacher could use in order to enhance the unit consists of the students analyzing and describing a picture of farmland found in the rural South right before the Great Migration in order to assess their knowledge on the factors that change the Earth’s surface. In order to enhance the study through a math lesson, students will analyze a picture of William Johnson’s artwork and find various geometric shapes in it. Then, the student will find the area of the different shapes. The physical education activity that students could do includes the students choreographing a jump rope or dance routine using various nonlocomotor and locomotor movements to one of Cab Calloway’s most famous songs: “Minnie the Moocher.” The students will be graded on their performance and ability to stay on beat. In order to utilize the fine arts’ classes throughout this unit, the teacher will have students listen to a Cab Calloway song and complete a listening guide. All of these activities will enhance the unit, as well as allow the teacher to assess the students in a way that includes various subject areas and their standards.
# Cross Curricular Activities

<table>
<thead>
<tr>
<th>Subject</th>
<th>Standard</th>
<th>Objective</th>
<th>Activity</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>6.) Identify the author's purpose as entertainment, information, or persuasion in selected works.</td>
<td>When given a poem by Langston Hughes, the students will identify the poet's purpose as either entertainment, informational, or persuasive, with 100% accuracy according to the teacher's checklist.</td>
<td>“Langston Hughes: Entertainment or News?” → poetry analyses</td>
<td>“Langston Hughes: Entertainment or News” Teacher's Checklist</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>21.) Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems [6-G1]</td>
<td>When given a picture of one of William Johnson's pieces of artwork, the students will identify the various geometric shapes used and will find the area, with 100% accuracy, according to “Johnson's Geometry” teacher's checklist.</td>
<td>“Johnson's Geometry: Area Worksheet” → area worksheet</td>
<td>“Johnson's Geometry: Area Worksheet” Teacher's Checklist</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>2.) Describe factors that cause changes to Earth's surface over time.</td>
<td>When given a picture of the landscape of the rural South during the 1920s and 1930s, the students will describe the factors that caused the changes to occur over that period of time due to farming, with 100% accuracy, according to the “Earth’s Face Factors” teacher’s key.</td>
<td>“Earth's Face Factors” → Earth’s surface changes worksheet</td>
<td>“Earth’s Face Factors” Teacher's Key</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>7.) Describe the characteristics used by the</td>
<td>While listening to music by various</td>
<td>“Harlem Renaissance”</td>
<td>“Harlem Renaissance”</td>
</tr>
<tr>
<td>Composer in a selected musical example to create a mood or effect.</td>
<td>Harlem Renaissance musicians and when given the &quot;Harlem Renaissance Listening Guide,&quot; the students will describe the characteristics used by the entertainer to create a specific mood, with 100% accuracy according to the teacher's key.</td>
<td>Listening Guide&quot;→ critical listening activity</td>
<td>Listening Guide&quot; Teacher's Key</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong> 1.) Demonstrate rope-jumping and original dance routines that incorporate varying lengths, skill sequences, and musical accompaniments.</td>
<td>When given a Cab Calloway song, the students will choreograph a 2-minute dance routine while staying on beat, with 80% accuracy according to the teacher's rubric.</td>
<td>&quot;Jump &amp; Jive Dance-Off&quot;→ dance routine assessment</td>
<td>&quot;Jump &amp; Jive Dance-Off&quot; Teacher's Rubric</td>
<td></td>
</tr>
</tbody>
</table>
“Langston Hughes: Entertainment or News?”

After reading “I Dream A World” by Langston Hughes, decide whether the poem was written for entertainment, information, or persuasion. Then, explain your answer in a 5-sentence paragraph!

I believe his purpose was to __________________________ people. I believe this because...

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
"Langston Hughes: Entertainment or News?"
Teacher’s Checklist

___ The student identified the purpose as being persuasive. (5pts)
___ The student wrote in complete sentences. (5 pts.)
___ The student fluently wrote a five-sentence explanation with evidence from the poem. (5 pts.)

Total Points Earned: ____/15
"Johnson's Geometry: Area Worksheet"

Analyze this William Johnson piece of artwork and identify the various geometric shapes used in it. Then, find the area of at least five of the shapes!

List the shapes you found!
Find the area of five of the shapes you found by using the measurements on the Promethean board!

1. ________ x ________ = __________
2. ________ x ________ = __________
3. ________ x ________ = __________
4. ________ x ________ = __________
5. ________ x ________ = __________
“Johnson’s Geometry: Area Worksheet”

_____ The student accurately listed at least 7 geometric shapes. (10 pts.)

_____ The student found the following answers using the dimensions on the Promethean Board: (50 pts)

- 60 cm x 15 cm = 900 cm
- 25 cm x 20 cm = 500 cm
- 10 in x 40 in = 400 in
- 17 in x 16 in = 272 in
- 100 cm x 20 cm = 2000 cm
- 33 in x 22 in = 726 in
- 12 in x 6 in = 72 in

Total Points Earned: _______/60
“Earth’s Face Factors”

You will be given a picture of the landscape of a small town in the rural South during the 1920s and 1930s. Draw a picture of it and analyze the picture and describe the factors that caused the changes to occur over that period of time due to farming,
You will be given a picture of the landscape of a small town in the rural South during the 1920s and 1930s. Draw a picture of it and analyze the picture and describe the factors that caused the changes to occur over that period of time due to farming.

The picture given shows the wear and tear that farming had on the surface of the Earth. The constant plowing, planting, and digging caused the soil to become useless and lack the nutrients needed to grow a sufficient amount of produce.

Total Points Available: 30
Harlem Renaissance Music Listening Guide

1. What art forms of the Harlem Renaissance were demonstrated in this video?

   tapping  scatting  poetry painting

2. What instruments that were popularly used in music during the Harlem Renaissance did you hear?

   trumpet  drums  guitar  violin

3. What style of music was played in the video?

   Classical  Jazz  Country  Heavy Metal

4. Draw a picture of something that was in the video that reminded you of the music of the Harlem Renaissance.

Harlem Renaissance Listening Guide”→ “Jump & Jive Dance-Off”→
Harlem Renaissance Music Listening Guide

**KEY**

1. What art forms of the Harlem Renaissance were demonstrated in this video?

   tapping  scatting  poetry painting

2. What instruments that were popularly used in music during the Harlem Renaissance did you hear?

   trumpet  drums  guitar  violin

3. What style of music was played in the video?

   Classical  Jazz  Country  Heavy Metal

4. Draw a picture of something that was in the video that reminded you of the music of the Harlem Renaissance.

   The student drew a well-developed and descriptive picture.
Jump & Jive Dance-Off!

Groove Instructions: Make Cab Calloway jealous of your dance moves by choreographing a two-minute jump rope or dance routine to “Minnie the Moocher” by Cab Calloway. Keep the beat in your feet and give the crowd a treat! You’ll be graded on your creativity and ability to move at the correct tempo.

Due Date: ________________________
# Jump & Jive Dance Off Rubric

Name: ____________________________ Date: __________________

<table>
<thead>
<tr>
<th></th>
<th>Excellent-4</th>
<th>Good-3</th>
<th>Satisfactory-2</th>
<th>Needs Improvement-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bodily Skills</strong></td>
<td>The axial and locomotor movements are memorized and performed with control and skill.</td>
<td>The axial and locomotor movements are most often memorized and performed with some control and skill.</td>
<td>The axial and locomotor movements are somewhat memorized and performed with little control and skill.</td>
<td>The axial and locomotor movements are not memorized and performed without control and skill.</td>
</tr>
<tr>
<td><strong>Theme/Focus</strong></td>
<td>The movement language is unique and reflects the theme or idea of the compositional problem.</td>
<td>The movement language is often unique and most of the time reflects the theme or idea of the compositional problem.</td>
<td>The movement language is seldom unique and seldom reflects the theme or idea of the compositional problem.</td>
<td>The movement language is not unique and does not reflect the theme or idea of the compositional problem.</td>
</tr>
<tr>
<td><strong>Movement Abstraction</strong></td>
<td>The movement has been abstracted through one or more of the elements of dance.</td>
<td>The movement partially abstracted through one or more of the elements of dance.</td>
<td>The movement has moments of abstraction using one or more of the elements of dance.</td>
<td>The movement is literal without any evidence of abstraction through the one or more of the elements of dance.</td>
</tr>
<tr>
<td><strong>Compositional Structure</strong></td>
<td>The composition has a clearly defined structure, which is repeatable.</td>
<td>The composition has a structure, which is defined and repeatable.</td>
<td>The composition has a loosely defined structure and is repeated in its entirety.</td>
<td>The composition lacks repeatable structure.</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>The dancer is focused, concentrated and committed to the performance of the movement.</td>
<td>The dancer is often focused, concentrated and committed to the performance of the movement.</td>
<td>The dancer is seldom focused, concentrated and committed to the performance of the movement.</td>
<td>The dancer is not focused, concentrated and committed to the performance of the movement.</td>
</tr>
</tbody>
</table>

Total Points: _______/20
While trying to decide what topic I would not mind researching for about four months, I tried to think of social studies topics that involved the following things: music, famous historical literature, and African American culture. All of these things are very dear to my heart, so it just made sense for me to choose the Harlem Renaissance, which is full of fun and exciting Jazz music, is known for its famous historical poetry and literature by Langston Hughes, and is rooted in the African American experience and history.

While trying to choose what instructional strategies to use throughout my unit, I looked through all of my notes that I have taken in my P.E.I. and Science and Social Studies courses. My notes were full of fun activities, exciting and engaging instructional methods, and various types of graphic organizers that scaffold the learning process for students. There were so many to choose from, but sadly, I could not use them all. Fortunately, I knew that I had numerous resources that were given to me, so I knew that whichever ones I decided to choose, I would be purposefully planning for my future students and unit. Some of the instructional strategies that I decided to use were Grand Conversations, an immense amount of instruction through the use of technology, T-charts, cause & effect charts, sticky notes, costumes to help me portray cabaret singers and even the Harlem Renaissance intellectual W.E.B. DuBois, and even various reading strategies, like predicting and visualizing. Each of these instructional strategies that were chosen have been proven to help students organize their thinking, help teachers form engaging lessons, help kinesthetic, auditory, and visual learners, and to help students be able to pull the main idea out of a plethora of information. I knew that I wanted to make the instruction of this unit as fun and exciting as the era it is about.

I also knew that I wanted to provide my students with lots of examples of Harlem Renaissance authors, poets, singers, dancers, and musicians. In order to decipher which ones to choose, I researched numerous websites and some textbooks and looked at which ones they chose. This helped me to pick the most impactful examples instead of just giving the students
multiple examples and adding to the amount of content that they would have to remember. I had to keep in mind that I had a main concept that I wanted them to remember and that adding content would only make them ‘miss the forest for the trees,’ which is even an analogy that I used, along with my story of trying to recreate my lesson plans for this unit, to help them understand why movements need intellectual leaders to guide the way.

The practice activities and the assessments that I chose for this unit were chosen to help me monitor the progress and understanding of my students in fun and practical ways. Since the unit was written for sixth graders, I had to make sure that I provided the students with questions and assignments that would promote developmentally appropriate higher-level critical thinking. The practice activities that I chose ranged from having the students create a Fakebook account for a historical figure in order to share how they impacted the movement, having the students discuss their thoughts about the different ways to creatively document history through scaffolded and guided group discussions, and even having the students create a 120-second infomercial that summarizes the content of the lesson. It is important that students have purposeful and interactive ways to practice their new knowledge with peers in order to reinforce the content they just learned.

The assessments that I chose for this unit were chosen because I knew that I wanted to assess my students in a way that would not just show me what they do not know, but would also show me what they do know. Assessments should be chosen in order to help teachers monitor the comprehension progress of their students and to help them ensure that they are presenting the information in a purposeful and effective way. Two of the formative assessments that I chose consist of a “Moves of the Movements” choice board that covers various domains of Bloom’s Taxonomy and a “Scribes of the Movement” poetry recreation assignment that involves the students recreating a poem of one of the Harlem Renaissance poets and explaining how it embodies the spirit of the New Negro movement and the Harlem Renaissance era. Two other formative assessments that I planned for the students to complete is a “Great Migration Cause & Effect Chart,” which entails the students writing two causes of the migration and two effects of the migration, and a dialogue journal entry between W.E.B. DuBois and Alan Locke about the
values of the New Negro Movement. All of the formative assessments that were chosen help me to monitor the students’ progress as I go. The final summative assessment consists of twenty-five questions that range the domains of Bloom’s Taxonomy. This test will allow me to give the students an opportunity to show me everything that they have learned throughout the unit, as well as show me what I should have taught more effectively.

All of the resources that were chosen were picked to give the teacher and the students opportunities to utilize the vastness of technology and to create a productive and cooperative learning environment. For example, throughout the unit, YouTube videos will be played to reinforce the content in a fun and engaging way. In order to create a fair environment while the students choose which Harlem Renaissance historical figure they want to represent in the Wax Museum project, I decided to have the teacher use equity sticks. I also created definition slips to help reinforce vocabulary, and I included the use of the ELMO projector to allow the teacher to share them with the entire class, and not just the first few rows. Each of the different resources that were chosen to enhance the learning instruction and to provide a fair experience.
I believe that the purpose of education is to broaden the intellectual horizon of children and create a love for learning, an immense amount of confidence, a constantly improving work ethic, and an ability to better oneself and his or her community. As a teacher, I plan to help students grasp the totality of this purpose and make them excited about learning by creating an open learning environment rooted in Pragmatism and Progressivism. I believe that my role as an educator is to show my students the many learning opportunities available to them and teach them what they need to know in order to make the most of their futures. My assessments will not only prepare my students for standardized tests, but also they will teach my students how to think critically. Children not only need to know facts to broaden their intellectual horizons, but also they must know what it is to experience what they have learned inside of the classroom and be able to apply it in a constantly changing society full of diversity outside of the classroom. As a result of my beliefs about the purpose of education and what my role as an educator should be, I will create a classroom with an environment of consistency and order and manage my classroom in a way that will show my students how to respect authority, others, and themselves. Although I will manage my classroom in an orderly fashion, I will make sure that my students realize just how much fun learning should be and how special they are as individuals.

In order to prepare my students for their futures, I will design meaningful learning opportunities for my students and use instructional strategies, such as group projects and journal writing, that will teach my students how to think critically and creatively and work well with others. My community of learners will be a community with students who value encouragement and transparency so that my students will be motivated to learn and push themselves and each other but not be afraid to make mistakes. Students learn best in an environment where they can openly participate and not feel threatened or intimidated by their peers or teacher.

Because I believe that every child is unique and that what makes him or her unique should be accentuated instead of homogenized to the form of the status quo, I will make sure that each child feels needed and important in my classroom. I will do so by giving each student a classroom job to do that caters towards his or her personal strengths. I will also conduct different learning activities that will cater towards children with different learning styles, such as doing some hands-on activities for my tactile learners, lecturing during certain lessons for my auditory learners, and using various presentations to instruct my visual learners. When students feel needed and important in the classroom and feel as though their learning style differences are being acknowledged, they gain a sense of confidence and take pride in their educational experience.
By creating an open learning environment, I also hope that my students and I can learn from our diverse community of learners. Due to the variety of people in America today and the increase of globalization, teachers must be able to relate, learn from, and be open to all cultures and teach their students to do the same. In order to reach the diverse children in my classroom, I will find ways to incorporate their cultures into my curriculum and classroom atmosphere. One way that I will incorporate and open my students up to diversity and bring a global awareness into my classroom is by having a variety of literature by different authors that represent all types of cultures in my classroom library. Literature is a fantastic way to open students up to other cultures in a creative and educational way. I believe that students need to be aware of the diversity that is around them and learn how to embrace it and learn from the different types of people around them. A community of learners, just like any type of community, has to have different types of people with different types of strengths and weaknesses in order to function cohesively and for every person to have a purpose. In order to show my students what it means to have a specific purpose in one’s community and how to conduct oneself in a respectful manner, I will set an example for my students by cooperating with them, their parents, my teaching colleagues, and administration by conducting myself in a professional, courteous, and loving manner.
Resources/Materials

Teachers should strive to collect as many resources and materials as possible while constructing a unit. Thanks to the Internet, teachers have access to online encyclopedias, videos, artwork, and primary sources. Throughout this unit, resources and materials were used to enhance the delivery of the content, as well as to scaffold the learning process of the students.

The materials range from sticky notes to graphic organizers to the constant use of the Promethean Board and ELMO projector and even definition slips to add to the classroom Vocabulary Wall. Some of the materials and resources involve technology, but others are tangible written materials. All of the resources create a fun, interactive, and authentic learning experiences for the students that will keep them engaged and will help them organize and comprehend the material.

During the “Making Moves” lesson on day one, the teacher will show the students numerous YouTube videos in order to introduce the students to various aspects of Harlem and 1920s America. She will also use the Promethean Board to access Google Earth on the Internet and to look up pictures of flappers and other historical figures in front of the students, which will allow her to model accurate searching skills for Google and to give the students a visual representation that they will always remember. Also, the teacher will use various graphic organizers to help the students organize their thoughts and will read an excerpt on the Great Migration from The Warmth of Other Suns by Isabel Wilkerson.
Throughout the “Minds Behind the Movement” lesson, the teacher will dress up as W.E.B. DuBois and introduce the students to the intellectual leaders of the New Negro Movement by using definition slips and will even have the students create a *Fakebook* account of one of the intellectual leaders in order to practice the newly learned content. The teacher will assess the students’ knowledge by having the students complete a dialogue journal between W.E.B. DuBois and Alana Locke about the values of the New Negro Movement by using the “Minds Behind the Movement Dialogue Journal” worksheet.

On day three’s lesson of the unit, “The Scribes of the Movement,” the students will watch YouTube videos of poetry by Langston Hughes and Countee Cullen, as well as a video about the life of the famous African American writer Zora Neale Hurston. The students will also get to see a copy of *Mules and Men*, a book full of folklore stories by Hurston.

The fourth lesson of the unit, “The Moves of the Movement,” is an exciting lesson that will consist of the students using the *Aurasma* application on their iPad or iPod to take a trip the Harlem Renaissance *Aurasma* Gallery in order to summarize and analyze the various performances of different Harlem Renaissance entertainers during the practice portion of the lesson. The teacher will assess the students by using the “Moves of the Movement Choice Board” worksheet that entails the students choosing which assignments they will complete, which is a very good teaching material for differentiating instruction for students. Finally, on the last day of the unit, the students will watch a video about the impact that children had on the Harlem Renaissance and will begin to work on their Harlem Renaissance Wax Museum monologues after the teacher draws equity sticks. Each of these materials will allow the teacher
to present the content to the students in an engaging way, as well as help them use their creativity to enhance their comprehension.
## Resources/Materials Chart

<table>
<thead>
<tr>
<th>Day</th>
<th>Resources/Materials</th>
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<tbody>
<tr>
<td>Day 1</td>
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<tr>
<td></td>
<td>• Promethean Board</td>
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<td></td>
<td>• White board</td>
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<td>• EXPO markers</td>
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<td>• ELMO</td>
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<td>• Pens/pencils</td>
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<td>• Sticky notes (for students)</td>
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<td>• “New York” sticky note</td>
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<td></td>
<td>• “Harlem Shake” sticky note</td>
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<td></td>
<td>• “Harlem Globetrotters” sticky note</td>
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<td></td>
<td>• “Flapper” sticky note</td>
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<td></td>
<td>• “Roaring Twenties” sticky note</td>
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<td></td>
<td>• “Flapper” picture</td>
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<td></td>
<td>• Computer with Internet access</td>
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<td></td>
<td>• <a href="http://www.youtube.com/watch?v=xKkxnWFq9T4">http://www.youtube.com/watch?v=xKkxnWFq9T4</a> (“Amazing! 3 Globetrotters Take On Full Team”)</td>
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<td></td>
<td>• <a href="http://www.youtube.com/watch?v=4hpEnLtgUDg">http://www.youtube.com/watch?v=4hpEnLtgUDg</a> (“The Harlem Shake Original”)</td>
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<td></td>
<td>• Map of Harlem, New York (<a href="http://www.googleearth.com">www.googleearth.com</a>)</td>
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<td>• “movement” definition slip</td>
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<tr>
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<td>• “migration” definition slip</td>
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<td></td>
<td>• “renaissance” definition slip</td>
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<tr>
<td></td>
<td>• Vocabulary Wall</td>
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<tr>
<td></td>
<td>• The Warmth of Other Suns by Isabel Wilkerson, pages 8-11</td>
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<td></td>
<td>• “Great Migration Cause &amp; Effect Chart” assessment</td>
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<td>• “Great Migration Cause &amp; Effect Chart” teacher’s checklist</td>
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<td>• Definition Web</td>
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<tbody>
<tr>
<td></td>
<td>• W.E.B. DuBois costume</td>
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<td></td>
<td>• W.E.B. DuBois picture</td>
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<td></td>
<td>• Computers with Internet access</td>
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<tr>
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<td>• Promethean Board</td>
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<td>• Vocabulary Word Wall</td>
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<td>• “New Negro Movement” definition slip</td>
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<td>• “Talented Tenth” definition slip</td>
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<td>• “Intellectual” definition slip</td>
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<td>• “NAACP” definition slip</td>
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<td>• Pencils</td>
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<td>• History Notebooks</td>
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<td>• Forest picture</td>
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<td></td>
<td>• <a href="http://www.webdubois.org/dbCriteriaNArt.html">http://www.webdubois.org/dbCriteriaNArt.html</a></td>
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<td></td>
<td>• <a href="http://www.utoledo.edu/library/canaday/BlackHistoryMonth/bhm2010.html">http://www.utoledo.edu/library/canaday/BlackHistoryMonth/bhm2010.html</a></td>
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<td></td>
<td>• “Minds Behind the Movement Fakebook” assignment sheet</td>
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<tr>
<td></td>
<td>• <a href="http://www.fakebook.com">www.fakebook.com</a></td>
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<tr>
<td></td>
<td>• Closing Time Slips</td>
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<td></td>
<td>• “Harlem Renaissance Dialogue Journal” assignment</td>
</tr>
</tbody>
</table>
### Day 3
- Promethean Board
- “Scribe” definition slip
- History Journals
- [http://www.youtube.com/watch?v=E2ZPnRYnfw](http://www.youtube.com/watch?v=E2ZPnRYnfw) (“Mother to Son by Langston Hughes”)
- [http://www.youtube.com/watch?v=p2MOFHPK8KI](http://www.youtube.com/watch?v=p2MOFHPK8KI) (“Heritage by Countee Cullen”)
- [http://www.youtube.com/watch?v=FAaGSzHLL8c](http://www.youtube.com/watch?v=FAaGSzHLL8c) (“Soul of a People: Writing America’s Story-Zora Neale Hurston”)
- “folklore” definition slip
- “Grand Conversation: Leader’s Manual” worksheet
- “Grand Conversation: Scribe’s Notes” worksheet
- “Scribes of the Movement” assignment sheet
- “Scribes of the Movement Rubric”
- Poster board
- iPads
- Computers with Internet access
- “Mother to Son” by Langston Hughes
- “Heritage” by Countee Cullen excerpt
- *Mules and Men*
- Markers
- Pens/pencils
- Poem Template

### Day 4
- Promethean Board
- iPads (with *Aurasma* application)
- Computers with Internet access
- History Journals
- Pens/pencils
- Jazz music playlist (www.Pandora.com)
- “Dinah” by Louis Armstrong
- “Cabaret” definition slip
- “Jazz” definition slip
- “Scatting” definition slip
- “Improvisation” definition slip
- “The Moves of the Movement Choice Board” assignment sheet
- “The Moves of the Movement Choice Board” teacher checklist
- “Harlem Renaissance Aurasma Art Gallery” rubric
- “Harlem Renaissance Aurasma Art Gallery” assignment sheet
- “Harlem Renaissance Aurasma Art Gallery” Trigger Images
  - The Cotton Club
    - [http://www.youtube.com/watch?v=fdDsBg_p1v8](http://www.youtube.com/watch?v=fdDsBg_p1v8)
  - Fletcher Henderson
    - [http://www.youtube.com/watch?v=lkPi5RFZ150](http://www.youtube.com/watch?v=lkPi5RFZ150)
  - *Shuffle Along*
    - [http://www.youtube.com/watch?v=luxnsfAXsuo](http://www.youtube.com/watch?v=luxnsfAXsuo)
  - Duke Ellington
<table>
<thead>
<tr>
<th>Day 5</th>
<th>Promethean board</th>
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<tbody>
<tr>
<td></td>
<td>Children’s Impact on the Harlem Renaissance video: <a href="http://www.youtube.com/watch?v=vfW7xYuTuM">link</a></td>
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<td>“prosperity” definition slip</td>
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<td>“Harlem Renaissance Wax Museum Assignment Sheet”</td>
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<td></td>
<td>“Harlem Renaissance Wax Museum Checklist”</td>
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<td>Exit slips</td>
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<td>Paper</td>
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<td>Pens/pencils</td>
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<tr>
<td></td>
<td>History Notebooks</td>
</tr>
</tbody>
</table>

- [http://www.youtube.com/watch?v=qDQpZT3GhDg](http://www.youtube.com/watch?v=qDQpZT3GhDg)
- Cab Calloway
  - [http://www.youtube.com/watch?v=8yGGtVKrD8](http://www.youtube.com/watch?v=8yGGtVKrD8)
- The Nicholas Brothers
  - [http://www.youtube.com/watch?v=8yGGtVKrD8](http://www.youtube.com/watch?v=8yGGtVKrD8)
- Louis Armstrong
  - [http://www.youtube.com/watch?v=BhVdLd43bD1](http://www.youtube.com/watch?v=BhVdLd43bD1)
Additional Resources List

References


