**Expert Pack:** The Harlem Renaissance

Submitted by: Vegas Verdes, Clark County School District

Grade: 4-5 Date: June 2015

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| **Topic/Subject**  The Harlem Renaissance |
| **Texts/Resources**  Book(s)  1. *The Harlem Renaissance: Profiles in Creativity*  2. *The Harlem Renaissance: An Interactive History Adventure*  Website(s)  3. *Article: "The Harlem Renaissance”* <http://www.ushistory.org/us/46e.asp>  4. *Article: “The Harlem Renaissance”* <http://magazines.scholastic.com/news/2014/02/The-Harlem-Renaissance>  5. *"Harlem 1900-1940"* <http://exhibitions.nypl.org/harlem/>  6. **“***Drop Me Off in Harlem”* <http://artsedge.kennedy-center.org/interactives/harlem>  7. *"Harlem Renaissance Writers"* <https://magic.piktochart.com/output/4126433-harlem-renaissance-writers>  8*. “Lindy Hop in Harlem: The Role of Social Dancing”* <http://artsedge.kennedy-center.org/interactives/harlem/themes/lindy_hop.html>  9. *“Jim Crow Stories: The Great Migration (1900-1970)* <http://www.pbs.org/wnet/jimcrow/stories_events_migration.html>  Other Media  10. (Video) “The Harlem Renaissance.” BrainPop.  11. (Video) ”Harlem Renaissance Through the Eyes of Kids”  Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This gradated approach helps support students’ ability to read the next selection and to become ‘experts’ on the topic they are reading about.  *Refer to annotated bibliography on the following pages for the suggested sequence of readings.* |
| **Rationale and suggested sequence for reading:**    In the first video*, “The Harlem Renaissance,”* students are introduced to the African-American cultural revival known as the Harlem Renaissance. The video discusses the development of the Renaissance and its impact on African American art, music, and literature. In the next article, *The Harlem Renaissance,* readers are introduced further to the Great Migration and influential writers, actors, and musicians. Next, students will visit the website *“Jim Crow Stories: The Great Migration (1900-1970)”* and be exposed to the history of the Great Migration from 1900-1970. The Great Migration led to the cultural explosion known as the Harlem Renaissance. Next, students read an article titled, “*The Harlem Renaissance”* where they are exposed to more in depth information about the Jazz Age. Students then engage with a pictochart “*Harlem Renaissance Writers”* that explains who, what, where, and when the Harlem Renaissance took place. “*Harlem 1900-1940”* gives readers an overview of what these four decades were like and why they are important. The next resource, *“Drop Me off in Harlem,”* under the tab “A Place Called Harlem” allows students to virtually walk the streets of Harlem. The website also includes *“Lindy Hop in Harlem: The Role of Social Dancing,”* that explains a deeper focus on the role of social dancing and its impact on the culture. The next two resources (one book *“The Harlem Renaissance Profiles in Creativity”* and one video *“The Harlem Renaissance Through the Eyes of Kids”)* bring the important figures of the Harlem Renaissance back to life. Finally, in *The Harlem Renaissance: An Interactive History Adventure,* students interactively read, engage and make choices based on the realities and struggles of African Americans during the 1920s. This book requires students to use the information and knowledge gained to make informed choices throughout the book. |
| **The Common Core Shifts for ELA/Literacy:**   1. Regular practice with complex text and its academic language 2. Reading, writing and speaking grounded in evidence from text, both literary and informational 3. *Building knowledge through content-rich nonfiction*   Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below. |
| **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts** *(the darkened sections of the standards are the focus of the Expert Pack learning for students)***:**   1. ***Read closely to determine what the text says explicitly and to make logical inferences from it*;** cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. ***Determine central ideas or themes of a text*** *and analyze their development*; summarize the key supporting details and ideas. 3. **Read** **and comprehend complex literary and informational texts independently and proficiently** |

**Annotated Bibliography** and suggested sequence for reading

**N/A "The Harlem Renaissance"**

Author: Unknown

Genre: Informational video; includes graphics, animation, and a narrative setting

Length: 3:11

Synopsis: This video cartoon engages students in learning about the beginning of a movement called the Harlem Renaissance. Students are immersed into the developing African-American culture discovering influential writers, artists, and musicians of the era.

Citation: Harlem Renaissance. (n.d.). Retrieved February 27, 2015, from <https://www.brainpop.com/artsandmusic/musicalgenres/harlemrenaissance/>

Cost/Access: $0.00

Recommended Student Activities: Interactive quiz after viewing the video

**N/A “The Harlem Renaissance”**

Author: Unknown

Genre: Website

Length: N/A

Synopsis: This article is a wonderful description of the Harlem Renaissance and the new sounds which emerged from it. First a brief overview is given regarding The Great Migration. Then, important writers, actors, and musicians are described.

Citation: "The Harlem Renaissance” (n.d.). Retrieved May 18, 2015, from <http://www.ushistory.org/us/46e.asp>

Cost/Access: $0.00

Recommended Student Activities: Wonderings

**N/A “Jim Crow Stories: The Great Migration (1900-1970)”**

Author: Richard Wormser

Genre: Website

Length: N/A

Synopsis: This passage describes the migration of African Americans during the 1900s as they moved North in search for a better life and the opportunity to make a decent living. This migration led to the explosion of the Harlem Renaissance era.

Citation: Richard, Wormser. "The Great Migration (1900-1970)." *The Rise and Fall of Jim Crow*. PBS. Web. 9 Apr. 2015.

<http://www.pbs.org/wnet/jimcrow/stories_events_migration.html>

Cost/Access: $0.00 PBS

Recommended Student Activities: Picture of Knowledge

**N/A "The Harlem Renaissance"**

Author: Bryan Brown

Genre: Website

Length: N/A

Synopsis: This article discusses the Harlem Renaissance further giving more in depth details about the Jazz Age. First, a review of how the Renaissance began is presented. Then, the author gives information about the Jazz Age and the sound that came from this era.

Citation: Brown, Brian. “The Harlem Renaissance” Scholastic. 18 May. 2015. <http://magazines.scholastic.com/news/2014/02/The-Harlem-Renaissance>

Cost/Access: $0.00

Recommended Student Activities: Picture of Knowledge

**N/A "Harlem Renaissance Writers"**

Author: Jacob 5

Genre: Informational (pictochart); heavy use of images with corresponding factual information

Length: N/A

Synopsis: This pictochart provides facts regarding the location of Harlem, what the Harlem Renaissance was and writers from that time period.

Citation: Harlem Renaissance Writers. (n.d.). Retrieved February 27, 2015, from <https://magic.piktochart.com/output/4126433-harlem-renaissance-writers>

Cost/Access: $0.00

Recommended Student Activities: Picture of Knowledge

**N/A "Harlem 1900-1940"**

Author: Unknown

Genre: Website

Length: N/A

Synopsis: Students are given additional information about the Harlem Renaissance regarding the first four decades. Another important figure is also introduced, Marcus Mosiah Garvey.

Citation: Harlem 1900-1940. (n.d.). Retrieved May 18, 2015, from <http://exhibitions.nypl.org/harlem/>

Cost/Access: $0.00

Recommended Student Activities: Wonderings

**N/A “Drop Me Off in Harlem”**

Author: Unknown

Genre: Website (interactive map)

Length: N/A

Synopsis: This interactive map places students in Harlem from 114th Street to 156th Street. Students virtually visit the neighborhoods and physical landmarks to view Harlem life.

Citation: Drop Me Off in Harlem. (n.d). Retrieved February 27, 2015, from

<http://artsedge.kennedy-center.org/interactives/harlem/place.html>

Cost/Access: $0.00 ARTSEDGE

Recommended Student Activities: N/A (website is interactive)

**N/A “Lindy Hop in Harlem: The Role of Social Dancing”**

Author: Unknown

Genre: Website

Length: N/A

Synopsis: The “Lindy Hop in Harlem” explains a deeper focus on the role of social dancing and its impact on the culture.

Citation: "Lindy Hop in Harlem: The Role of Social Dancing." *Drop Me Off in Harlem*. ARTSEDGE. Web. 9 Apr. 2015.

<http://artsedge.kennedy-center.org/interactives/harlem/themes/lindy_hop.html>

Cost/Access: $0.00 ARTSEDGE

Recommended Student Activities: Pop Quiz

**N/A “The Harlem Renaissance through the Eyes of Kids”**

Author: Unknown

Genre: Informational video; includes graphics and animation

Length: 4:00 minutes

Synopsis: In this video, a group of students portray some of the key artists, writers, and musicians of the Harlem Renaissance.

Citation: "Harlem Renaissance through the Eyes of Kids." *Bio.com*. A&E Networks Television. Web. 9 Apr. 2015.

<http://www.biography.com/news/harlem-renaissance-through-the-eyes-of-kids-video>

Cost/Access: $0.00 Biography.com

Recommended Student Activities: Wonderings

**970L The Harlem Renaissance: Profiles in Creativity**

Author: Cheryl Willis Hudson

Genre: Literary Nonfiction

Length: 32 pages

Synopsis: In this book, readers are introduced to six of the most remarkable and influential people from the Harlem Renaissance who used their talents and strength of character to succeed.

Citation: Willis Hudson, Cheryl. *The Harlem Renaissance: Profiles in Creativity*. Marlboroguh: Newbridge, 2002. 32. Print.

Cost/Access: $8.24

Recommended Student Activities: Table Talk Blog (How did \_\_\_\_\_\_\_\_\_\_ influence the Harlem Renaissance?)

**590L "The Harlem Renaissance"**

Author: Allison Lassieur

Genre: Narrative Nonfiction

Length: 112 pages

Synopsis: Students take a journey through the lives of African-American people of the Harlem Renaissance. Readers choose their own adventure which may include moving to New York, becoming a famous writer, or explore the exciting nightlife of the era. Their choices will engage them in experiences that happened to real people.

Citation: Lassieur, Allison (2014). The Harlem Renaissance. North Mankato, MN: Capstone Press.

Cost/Access: $6.95

Recommended Student Activities: Wonderings

Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student friendly explanations** of necessary background knowledge
* Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time.

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

* Providing brief, engaging texts that provide a high volume of reading on a topic.
* Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
* Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
* Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
* Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

* Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide the student-friendly glossary included in the text set prior to reading each text.
* When possible, allow students to read texts in their home language about the topic under study.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

* Have a fluent reader model the first read of a text or resource.
* Have students engage in a buddy/partner read.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

* + Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
  + Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

**Step four: Write about what was read.**

*Options for this step include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine/ graphic organizer to help to scaffold the writing process and capture student knowledge over time.
* Provide students with several supports to help students engage in writing/drawing about what they read:
  + Use mentor texts about which students can pattern their writing.
  + Allow them to write collaboratively.
  + Show students visual resources as prompts, etc.
  + Provide language supports such as strategically chosen sentence starters.

## Repeat steps one through four with each resource in the text set as appropriate.

**Text Complexity Guide**

“The Harlem Renaissance: An Interactive History Adventure” by Allison Lassieur

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.

2-3 band 420 -820L

4-5 band 740 -1010L

6-8 band 925 - 1185L

9 -10 band 1050 – 1335L

11 – CCR 1185 - 1385

\_\_\_590L\_\_\_

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The purpose of this book is to allow children to explore the different perspectives of various people during the Harlem Renaissance. Students will need to draw on the knowledge they have gained to make decisions about which path they will follow in the book itself and why they are making those choices.

What makes this text engaging is readers are able to choose the path they want the character to take. These paths are experiences from real people during the 1920’s. While reading this text students will need to flip back and forth to different parts of the book.

Although the Lexile level is low and the sentences are generally less complex, there are many key vocabulary words the reader must know to aid in understanding the text. Some difficult words and phrases include: lynching, Jim Crow, migration, and boll weevil. These words may be difficult for English language learners and will need to develop their background knowledge.

The different experiences discuss perspectives from young adults, writers, and an aspiring actor. These experiences include the success and difficulties African Americans faced at this time. It might be difficult to connect all the knowledge they have learned and apply it to the situations and understand the reasons why they are choosing a particular path in the book.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

1. **Reader and Task Considerations**

*What will challenge students most in this text? What supports can be provided?*

* Vocabulary difficulty may be encountered while reading. The glossary and class discussions could support students while reading this text.
* Encouraging students to make connections to other texts they have read on the same topic will increase understanding.
* Comparing and contrasting a character’s experiences to their own will support understanding of the character’s perspective.

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Grade: 4-5 Date: June 2015

**Learning Worth Remembering**

**Cumulative Activities** – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are* ***required*** *to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. **Rolling Knowledge Journal**
2. Read each selection in the set, one at a time.
3. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
4. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

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| **Title** | **Write, Draw, or List** | |
|  | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. "The Harlem Renaissance" Video | The Renaissance was a rebirth of African American Culture. Influenced music, art, writing, dancing, and film. |  |
| 1. “The Harlem Renaissance” Article | Explosion of cultural pride as a result of thousands of people who discovered they had a lot in common. They celebrated old traditions and cultured new ones. | People wanted to move north in search of a better life. Many writers emerged and films were made as well as new music. |
| 1. “Jim Crow Stories: The Great Migration (1900-1970)” | African Americans migrate north for a better life. From 1900-1960, an estimated 5 million blacks migrated from the South. | This passage explains the history of African American migration and how it created an era of expression. |
| 1. “The Harlem Renaissance” Scholastic Article | 6 Million moved from the south to NY, Chicago and Detroit. Inspired the Jazz Age- a combination of African rhythm and modern harmony. Whites went to Harlem to hear the new music and made musicians famous. | Harlem was a city within a city. It was considered to be the capital of black America. |
| 1. “Harlem Renaissance Writers” | The Harlem Renaissance started after WWI  Ended by the Great Depression  African Americans began expressing themselves through cultural creations | This article helps me understand what led up to the Harlem Renaissance. |
| 1. “Harlem 1900-1940” | The population grew 3 times in 30 years. The artistic movement celebrated culture, heritage and experience. Black Nationalism was led by Marcus Mosiah Garvey, which gave aid to migrants, established churches, recreation centers, and welfare agencies. | Many jobs were created. African Americans because entrepreneurs; store owners, real-estate brokers, funeral directors etc… |
| 1. “Drop me Off in Harlem” | View of Harlem Streets from 114th-156th  Lists landmark in Harlem | Walking the streets of Harlem showed me social clubs, coffee shops, homes, etc. where the Harlem Renaissance events took place. |
| 1. “Lindy Hop in Harlem: The Role of Social Dancing” | Racial discriminations  Dance formed bridges between different art forms | Dance provided an environment where racial discrimination was not an issue and people just enjoyed the rhythms and music. |
| 1. “The Harlem Renaissance Through the Eyes of Kids“ | Key artist, writers, and musicians | Video further develops key figures during the Harlem Renaissance |
| 1. “The Harlem Renaissance: Profiles in Creativity” | Langston Hughes- poet  Bessie Smith- blues singer  James Weldon Johnson- songwriter  A’Lelia Walker- Fashion/ Hair Icon  Augusta Fells Savage- sculptor  Arturo A. Schomburg- black Puerto Rican/ educator | Public figures come together in Harlem. Their creativity showed pride in their culture and forced all of America to stop and watch. |
| 1. “The Harlem Renaissance: An Interactive History Adventure” | Choices and consequences during the 1920s | The Harlem Renaissance opened America’s eyes to African American art and culture. During a time when anything was possible, what path and choices would I make? |

1. **Rolling Vocabulary: “Sensational Six”**

* Read each resource then demonstrate the 6 words from each text that most exemplify the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from ALL the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

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| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
| "The Harlem Renaissance" Video | **Renaissance, culture, minority, discrimination, rural, urban**  The Harlem **Renaissance** was a result of African Americans that moved north to find a better life.  African Americans celebrated their **culture** during the Harlem Renaissance.  African Americans were a **minority** in the north.  Many people moved north to escape **discrimination** in the south.  People who lived outside the city lived in a **rural** area.  People who lived in the city lived in an **urban** area. |
| “The Harlem Renaissance” Article | **Abolition, relocated, disenfranchisement, prejudice**, **prolific, proximity**  African Americans lived through many years of slavery and the struggle for **abolition.**  Many of them **relocated** to Harlem.  **Disenfranchisement** led many African Americans to hope for a new life up north.  Many people were **prejudiced** against blacks.  One of the most **prolific** writers was **LANGSTON HUGHES**.  Many people lived in close **proximity** of each other. |
| “Jim Crow Stories: The Great Migration (1900-1970)” | **migration, the Chicago defender, congregation, sculptor, foreign, mechanization**  People **migrate** from one place to another sometimes looking for a safer home.  **The Chicago Defender** was a popular African-American weekly newsletter, which provided the latest news.  In Harlem, often there was a **congregation** of people discussing important issues.  One of the most influential **sculptors** of this era was Augusta Savage.  Many people were migrating from the south to a **foreign** place.  **Mechanization** was a process beginning during this era where machines were getting jobs done rather than people and animals. |
| “The Harlem Renaissance” Scholastic Article | **Exodus, transformation, prosperity, memorable, memoir**  There was an **exodus** of 6 million blacks.  The Harlem Renaissance was the beginning of a cultural **transformation.**  The Harlem Renaissance was a time of great **prosperity.**  Many writers wrote **memorable** poetry.  Langston Hughes wrote a **memoir.** |
| “Harlem Renaissance Writers” | **stereotype, criticized, abstract, novel, hierarchy, unjust**  Often, African-Americans were **stereotyped** that they were unable to become successful writers.  Writers are **criticized** for their pieces.  Many writers from the Harlem Renaissance wrote **abstract** texts.  A **novel** written by  There was a **hierarchy** of people during the Harlem Renaissance.  During this era many **unjust** things were happening to African Americans. |
| “Harlem 1900-1940” | **Resided, heritage, myriad, consciousness, identities, entrepreneurial**  Most blacks that migrated **resided** in Harlem.  Their **heritage** was celebrated through art and music.  A **myriad** of ideas came together to define this time in history.  There was a focus on racial **consciousness.**  Many blacks were in search of new **identities.**  Many discovered their **entrepreneurial** talents. |
| “Drop me Off in Harlem” | **distinction, flanked, controversial, speakeasy, heiress, bohemians**  There was a definite **distinction** between the wealthy and poor during the renaissance.  Harlem is located in Manhattan stretching from 114th street to 156th street and **flanked** by St. Nicholas avenue.  Carl Van Vechten wrote a **controversial** novel titled “Nigger Haven” which later became a best seller.  Small’s Paradise began as a **speakeasy** and later became one of the most prestigious African American owned Harlem nightclubs.  A’Lelia Walker was an **heiress** who made contributions to many educational and political organizations.  Wallace Thurman was considered an artistic and literary **bohemian.** |
| “Lindy Hop in Harlem: The Role of Social Dancing” | **scarce, crescendo, synchronized, improvise, industrial, identity**  During the 1920’s African Americans came to Harlem expecting a better life, however, they came finding housing and jobs were **scarce.**  The **crescendo** of the best big-band jazz in the world drove dancers to their feet.  Some of the Lindy Hop steps are **synchronized** with the musical phrases.  Dance partners would break away and **improvise** their own dance moves.  African Americans came to the **industrial** north for a better way of life.  Social dance became a way for people to express their own **identity.** |
| “The Harlem Renaissance Through the Eyes of Kids“ | **renowned, contributions, equality, intellectual, epicenter, forged**  Some of the most renowned people from the Harlem Renaissance include Billie Holiday and Langston Hughes.  The **contributions** these figures from the renaissance gave changed American forever.  During this era African Americans were still fighting for their **equality.**  Marcus Garvey was a leading **intellectual** during the Harlem Renaissance.  Harlem became a cultural **epicenter** for black artists, authors, performersand scholars.  The booming northern economy **forged** the pull. |
| “The Harlem Renaissance: Profiles in Creativity” | **prosperous, entertainer, political, melodies, civic leader, generosity**  Harlem attracted a **prosperous** and stylish middle class, which sprouted an artistic center.  Billie Holiday was an influential **entertainer** during the Harlem Renaissance.  During this time there were many **political** changes occurring.  The beautiful **melodies** that came out of the Harlem Renaissance became well known across the United States.  Langston Hughes became one of the most popular **civic leaders.**  A’Lelia Walker showed her **generosity** by giving donating to various venues. |
| “The Harlem Renaissance: An Interactive History Adventure” | **boll weevil, Jim Crow, renaissance, discrimination, riot, lynching**  In 1914, the cotton industry was devastated by an infestation of **boll weevils**.  The Renaissance had little impact on breaking down the rigid barriers of **Jim Crow** that separated the races.  The Harlem **Renaissance** was the name given to the cultural, social, and artistic explosion that took place during the 1920’s.  African Americans continued to face segregation and **discrimination** practices during the Harlem Renaissance.  Race **riots** occurred throughout the 20th century, especially before and during the Civil Rights Movement.  At the same time that racial violence occurred, **lynching** showed how grim the situation of African Americans really was. |
| Sensational Six | **renaissance, equality, identity, controversial, criticized, migration** |
| Summary:  The Harlem **Renaissance** was a time for African Americans to find their own **identity** and push for **equality** among all men and women. Beginning in the 1900’s The Great **Migration** began which led thousands of African Americans to Harlem. During the Harlem Renaissance many prominent figures arose including Langston Hughes, Billie Holiday, and Carl Van Vechten. Many of these people were **criticized** for their **controversial** work in music, art, and writing; these works would change the way people see American fine arts. | |

**Learning Worth Remembering**

**Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

1. **A Picture of Knowledge (**Recommended for “Harlem Renaissance Writers”, The Harlem Renaissance Scholastic Article, Jim Crow website.)

* Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.
* Draw these shapes in the corner of each quadrant.

1. Square
2. Triangle
3. Circle
4. Question Mark

**?**

* Write!

Square: What one thing did you read that was interesting to you?

Triangle: What one thing did you read that taught you something new?

Circle: What did you read that made you want to learn more?

Question Mark: What is still confusing to you? What do you still wonder about?

* Find at least one classmate who has read Harlem Renaissance Writers and talk to each other about what you put in each quadrant.

1. **Pop Quiz (**Recommended for *Lindy Hop in Harlem: The Role of Social Dancing*)

Answer the following questions.

|  |  |
| --- | --- |
| **Question** | **Possible Answer** |
| 1. When did African Americans migrate from the rural south to the industrial north? | During the 1920’s. The Great Migration took place from 1900-1970 as African Americans searched for a better life and a decent living. |
| 1. How would you summarize The Savoy Ballroom essence? | The most important thing you should know is that it was a place where race was irrelevant. First, the Savoy Ballroom dancers wanted to know, “can you dance?" It was a place of elegant beauty, with a burnished maple dance floor, colored spotlights, and crystal cut chandeliers. Finally, it featured such Lindy Hop dance greats as Herbert "Whitey" White, Leroy "Stretch" Jones, Frank "Musclehead" Manning, and "Shorty" George Snowden. |
| 1. How did the Lindy Hop contribute to African American Culture? | Bridges between different art forms would not have been developed. There possibly would have been more racial division. |
| 1. What is your interpretation of this text? Support your reasoning. | Lindy Hop influenced a generation of African American dance culture and allowed them to express themselves without racial discrimination. “Social dance both reflected and was a reflection of the culture of the Harlem Renaissance. It was a way for people to celebrate, to escape, and to express their identity.” |

1. **Wonderings**  (Recommended for *The Harlem Renaissance: An Interactive History Adventure, Harlem Renaissance Brainpop, The Harlem Renaissance Through the Eyes of Kids, Harlem Renaissance Us History Article, Harlem 1900-1940*)

On the left side, track things you don’t understand from the article as you read.

On the right side, list some things you still wonder (or wonder now) about this *topic.*

|  |  |
| --- | --- |
| I’m a little confused about: | This made me wonder: |
|  |  |

1. **Table Talk Blog (**Recommended for *The Harlem Renaissance: Profiles in Creativity*)

**Read through the prompt and then blog your responses to the question and to your peers on chart paper.**

* **How did \_\_\_\_\_\_\_\_\_\_\_ influence the Harlem Renaissance?**

**You may choose from any of the following influential profiles.**

Langston Hughes- poet

Bessie Smith- blues singer

James Weldon Johnson- songwriter

A’Lelia Walker- Fashion/ Hair Icon

Augusta Fells Savage- sculptor

Arturo A. Schomburg- black Puerto Rican/ educator

**After you have blogged your response, go around the room and learn and about and respond to others’ blogs.**

**Expert Pack:** The Harlem Renaissance

Submitted by: Vegas Verdes, Clark County School District

Grade: 4-5 Date: June 2015

Expert Pack Glossary

**The Harlem Renaissance: An interactive History Adventure**

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| *Word* | *Student-Friendly Definition* |
| boll weevil | An insect pest that feeds on cotton plants. |
| discrimination | Treating people unfairly based on their race, country of birth or gender.  **Example: The law prohibits *discrimination* in hiring.** |
| jazz | A lively rhythmical type of music in which players often make up their own tunes and add new notes in unexpected places  **Example: She was listening to *jazz* at the music festival.** |
| Jim Crow | Discrimination against blacks by rules and laws.  **Example: The woman threw away the Jim Crow book of rules and laws because she thought it was unjust.** |
| lynching | Putting to death- often by hanging, by mob action and without legal authority.  **Example: The accused killer was *lynched* by an angry mob.** |
| racism | The belief that one race is better than another race.  **Example: He was accused of making a *racist* remark.** |
| regiment | A large group of soldiers who fight together as a unit.  **Example: An example of a regiment is a huge group of protesters.** |
| renaissance | A time of great revival of art and culture.  **Example: The magazine began when the country was undergoing a culinary *renaissance*.** |
| regions | A part of a country, of the world, etc., that is different or separate from other parts in some way.  **Example: The plant grows in tropical *regions*.** |
| riot | A situation in which a large group of people behave in a violent and uncontrolled way.  **Example: A lot of property was damaged in the recent *riots*.** |
| stampede | An occurrence in which a large group of frightened or excited animals or people run together in a wild and uncontrolled way to escape from something, get out of a place, etc.  **Example: A buffalo *stampede* killed Mufasa.** |
| threadbare | Very thin and in bad condition from too much use.  **Example: An old dress that is practically in taters is an example of something that would be described as threadbare.** |
| ambitious | Having ambition, a desire to be successful, powerful, or famous. **Example: The company was created by two very *ambitious* young men in the early 1900s.** |
| lecture | A talk or speech given to a group of people to teach them about a particular subject.  **Example: Several hundred people are expected to attend the *lecture*.** |
| crusader | Any one of the wars that European Christian countries fought against Muslims in Palestine in the 11th, 12th, and 13th centuries — usually plural  **Example: She has devoted herself to the *crusade for* equal rights for all people.** |
| stowaway | Someone who hides inside of something, in order to travel without paying or being seen.  **Example: A *stowaway* was discovered on the ship.** |
| proofs | Something which shows that something else is true or correct  **Example: He claims that he was home when the murder was committed, but he has no *proof*.** |
| surge | To move very quickly and suddenly in a particular direction  **Example: She *surged* past the other runners.** |
| ventured | To have gone somewhere that is unknown, dangerous, etc.  **Example: He nervously *ventured* out onto the ice.** |

**The Harlem Renaissance: Profiles in Creativity**

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| *Word* | *Student-Friendly Definition* |
| community | A group of people who live in the same area (such as a city, town, or neighborhood).  **Example: The festival was a great way for the local *community* to get together.** |
| prosperous | Having success usually by making a lot of money.  **Example: The company had a *prosperous* year.** |
| opportunities | An amount of time or a situation in which something can be done.  **Example: You'll have an/the *opportunity* to ask questions after the presentation.** |
| originate | To begin to exist : to be originally produced or created.  **Example: These stories *originated* during earlier times.** |
| masterful | Able to take control of people or situations.  **Example: His manner was *masterful* and abrupt.** |
| vaudeville | A type of entertainment that was popular in the U.S. in the late 19th and early 20th centuries and that had many different performers doing songs, dances, and comic acts.  **Example: She became a big star in/on *vaudeville*.** |
| records | A flat, round disc on which sound or music is recorded.  **Example: He has a collection of old *records*.** |
| trumpet | A brass musical instrument that you blow into that has three buttons which you press to play different notes.  **Example: As Alex plays the trumpet at night, the camera lingers behind half-open doors and shutters.** |
| entertainer | A person (such as a singer, an actor, or a comedian) who entertains other people : a professional performer.  **Example: A singer regarded as one of the great *entertainers* of our time sang in front of the whole crowd.** |
| blues singer | An artist that sings a style of music that was created by African-Americans in the southern U.S. and that often expresses feelings of sadness.  **Example: The blues singer change history making a statement with his music.** |
| literature | Written works (such as poems, plays, and novels) that are considered to be very good and to have lasting importance.  **Example: Her education gave her an appreciation for great *literature*.** |
| civil rights | The rights that every person should have regardless of his or her sex, race, or religion.  **Example: The U.S. *civil rights* movement achieved equal rights legislation for African-Americans.** |
| political | Of or relating to politics or government.  **Example: Health care has become a major *political* issue in recent years.** |
| melodies | A pleasing series of musical notes that form the main part of a song or piece of music.  **Example: He wrote a piece that includes some beautiful/haunting *melodies*.** |
| poetry | The writings of a poet : poems.  **Example: She's published two books of lyric *poetry* and a novel.** |
| civic leader | A powerful person who controls or influences what other people do in a city or town.  **Example: Martin Luther King’s *civic leadership* influence rights across the nation.** |
| diplomatic | Involving the work of maintaining good relations between the governments of different countries : of or relating to diplomats or their work.  **Example: Negotiators are working to restore full *diplomatic* relations.** |
| ceremony | A formal act or event that is a part of a social or religious occasion.  **Example: There will be a *ceremony* honoring the town's veterans next week.** |
| impractical | Not easy to do or use : not suitable for the situation.  **Example: Little sports cars are *impractical* for large families.** |
| compromise | A way of reaching agreement in which each person or group gives up something that was wanted in order to end an argument or dispute.  **Example: To avoid an argument, always be ready to seek *compromise*.** |
| engineer | A person who has scientific training and who designs and builds complicated products, machines, systems, or structures : a person who specializes in a branch of engineering.  **Example: Design *engineers* are working on ways to make the cars run more efficiently.** |
| Harlem Renaissance | The **Harlem Renaissance** was the name given to the cultural, social, and artistic explosion that took place in **Harlem** between the end of World War I and the middle of the 1930s. During this period **Harlem** was a cultural center, drawing black writers, artists, musicians, photographers, poets, and scholars.  **Example: The Harlem Renaissance was a movement that spanned the 1920s.** |
| Great Depression | The **Great Depression** was an economic slump in North America, Europe, and other industrialized areas of the world that began in 1929 and lasted until about 1939. It was the longest and most severe **depression** ever experienced by the industrialized Western world.  **Example: The Great Depression began soon after the stock market crash of October 1929.** |
| sorrow | A feeling of sadness or grief caused especially by the loss of someone or something.  **Example: I felt *sorrow* at/over the death of my friend.** |
| humor | A funny or amusing quality.  **Example: Everyone likes the gentle *humor* of his stories of family life.** |
| script | The written form of a play, movie, television show, etc.  **Example: She sent her *script* to several television production studios.** |
| autobiography | A biography written by the person it is about.  **Example: I read her *autobiography* last year.** |
| regret | To feel sad or sorry about something that you did or did not do.  **Example: Don't say anything you might *regret* later.** |
| hostess | A woman who is entertaining guests socially or as a job.  **Example: Our *hostess* greeted us.** |
| mansion | A large and impressive house: the large house of a wealthy person.  **Example: A *mansion* with 10 bedrooms and an indoor swimming pool.** |
| poverty | The state of being poor, families living in *poverty.*  **Example: Families living in *poverty* struggle to pay their bill and feed their family.** |
| widow | A woman whose husband has died.  **Example: She had to care for her widowed mother.** |
| formula | A plan or method for doing, making, or achieving something.  **Example: His investment strategy is based on a simple *formula*.** |
| charity | The act of giving money, food, or other kinds of help to people who are poor, sick, etc.  **Example: The holidays are a time for *charity* and goodwill.** |
| inherited | To receive money, property from someone when that person dies.  **Example: She *inherited* the family business from her father.** |
| era | A period of time that is associated with a particular quality, event, person, etc.  **Example: The *era* of the horse and buggy was the stepping stone for the first automobile.** |
| brownstone | A reddish-brown type of stone that is used for building.  **Example: She lives in a beautiful *brownstone* in Manhattan.** |
| generosity | The quality of being kind, understanding, and not selfish: the quality of being generous.  **Example: She is admired for the *generosity* of her spirit.** |
| zest | Lively excitement: a feeling of enjoyment and enthusiasm.  **Example: We'd hoped to recapture some of the *zest* and enthusiasm of youth at the reunion.** |
| sculpt | To make something by carving or molding clay, stone, etc. : to make a sculpture.  **Example: She carefully *sculpted* the wood.** |
| sponsor | A person or organization that pays the cost of an activity or event (such as a radio or television program, sports event, concert, etc.) in return for the right to advertise during the activity or event.  **Example: Our company is a *sponsor* of the race.** |
| fellowship | A friendly relationship among people.  **Example: People came to the community dinner to share good food and good *fellowship*.** |
| exhibit | To make (a painting, sculpture, etc.) available for people to see.  **Example: They will be *exhibiting* a collection of paintings.** |
| commissioned | A group of people who have been given the official job of finding information about something or controlling something.  **Example: Both states set up *commissions* to examine their public schools.** |
| descent | The people in your family who lived before you were born: your ancestors.  **Example: The climbers were faced with a dangerous *descent* in bad weather.** |
| journalist | The activity or job of collecting, writing, and editing news stories for newspapers, magazines, television, or radio.  **Example: She plans to major in *journalism* when she goes to college.** |
| mentor | Someone who teaches or gives help and advice to a less experienced and often younger person.  **Example: After college, her professor became her close friend and *mentor*.** |
| slavery | The state of being a slave.  **Example: She was sold into slavery.** |
| curator | A person who is in charge of the things in a museum, zoo, etc.  **Example: The sale had been eagerly anticipated by collectors and museum curators.** |
| manuscripts | The original copy of a play, book, piece of music, etc., before it has been printed.  **Example: The library owns the author's original *manuscript*.** |

**Drop Me Off in Harlem**

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| *Word* | *Student-Friendly Definition* |
| distinction | A difference that you can see, hear, smell, feel, etc. : a noticeable difference between things or people.  **Example: *There is a******sharp distinction between*****domestic *politics and*****international politics.** |
| flanked | The area on the side of an animal (such as a horse) between the ribs and the hip.  **Example: She gently patted the horse's *flank*.** |
| controversial | Relating to or causing much discussion, disagreement, or argument.  **Example: Pay hikes awarded to council bosses mirror the highly *controversial* rises in council tax.** |
| chitterlings | The intestines of hogs eaten as food.  **Example: There are many recipes which call for intestines, a more general term which would often include *chitterlings*.** |
| infamous | Well-known for being bad : known for evil acts or crimes.  **Example: The *infamous* London smog is an example of extreme air pollution.** |
| landmarks | An object or structure on land that is easy to see and recognize.  **Example: It's a *landmark* and a county boundary that links East to West.** |
| speakeasy | A place where alcoholic drinks were sold illegally in the U.S. during the 1920s.  **Example: *Speakeasies* flourished and bootleg liquor flowed freely in many municipalities.** |
| segregation | The practice or policy of keeping people of different races, religions, etc., separate from each other.  **Example: African Americans fought to end the *segregation* of public schools.** |
| tenement | A large building that has apartments or rooms for rent and that is usually in a poorer part of a city.  **Example: The *tenements* in New York are extremely expensive.** |
| pheasant | A large bird that has a long tail and is often hunted for food or sport.  **Example: The male *pheasant* is brightly colored and the female is mostly brown.** |
| delegates | A person who is chosen or elected to vote or act for others. **Example: He's been chosen as a *delegate* to the convention.** |
| exhibition | An event at which objects (such as works of art) are put out in a public space for people to look at : a public show of something.  **Example: The lion from the Wizard of Oz displayed a notable *exhibition of* courage.** |
| heiress | A person who receives or has the right to receive another person's property or title after that person's death.  **Example: I am the *heir* to my grandmother's house.** |
| troupe | A group of actors, singers, etc., who work together.  **Example: The *troupe* of actors constantly share tips with each other.** |
| bohemians | A person (such as an artist or writer) who does not follow society's accepted rules of behavior.  **Example: An artist known for his *bohemian* way of life.** |
| disdain | A feeling of strong dislike or disapproval of someone or something you think does not deserve respect.  **Example: He regarded their proposal with *disdain*.** |

**Harlem Renaissance Writers**

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| *Word* | *Student-Friendly Definition* |
| stereotype | An often unfair and untrue belief that many people have about all people or things with a particular characteristic.  **Example: The *stereotype* of the absentminded professor forgot to grade the assessment.** |
| novel | A long written story usually about imaginary characters and events.  **Example: The book was a well-written science-fiction *novel.*** |
| criticized | To express disapproval of (someone or something).  **Example: His boss *criticized* him for his sloppy work habits.** |
| abstract | Relating to or involving general ideas or qualities rather than specific people, objects, or actions.  **Example: The word “poem” is concrete; the word “poetry” is *abstract*.** |
| equality | The quality or state of being equal: the quality or state of having the same rights, social status, etc.  **Example: African Americans have faced a long struggle for *equality.*** |
| hierarchy | A group that controls an organization and is divided into different levels.  **Example: The church *hierarchy* faced resistance to some of their/its decisions.** |
| unjust | Not fair or deserved : not just.  **Example: The convict received an *unjust* sentence.** |

**Brain Pop Video – Harlem Renaissance**

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| *Word* | *Student-Friendly Definition* |
| flourished | To be very successful.  **Example: Plants and animals *flourished* here thousands of years ago.** |
| minorities | The group that is the smaller part of a larger group.  **Example: A *minority* of voters opposes the proposal.** |
| rural | Relating to the country and the people who live there instead of the city.  **Example: The *rural* community had a low population and small settlements.** |
| urban | Relating to cities and the people who live in them.  **Example: The city had a very *urban* vibe to it.** |
| flocked | A large number of people.  **Example: A *flock* of birds flew south for the winter.** |
| alienation | To cause (someone) to feel that she or he no longer belongs in a particular group.  **Example: Her position on this issue has caused the *alienation* of many former supporters.** |
| motifs | A single or repeated design or pattern.  **Example: The wallpaper has a flower *motif*.** |

**The Harlem Renaissance through the Eyes of Kids**

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| *Word* | *Student-Friendly Definition* |
| renowned | Known and admired by many people for some special quality or achievement.  **Example: This restaurant is *renowned* for its aged meat list.** |
| contributions | Something that is given to help a person, a cause.  **Example: They thanked him for his *contribution* of time and money.** |
| equality | The quality or state of being equal: the quality or state of having the same rights, social status.  **Example: Women have constantly struggled for *equality.*** |
| intellectual | Relating to the ability to think in a logical way.  **Example: He has grown both emotionally and *intellectually*.** |
| epicenter | The focus point of an event.  **Example: The *epicenter* is the area of the greatest damage in an earthquake.** |
| forged | To form or create.  **Example: The two countries have *forged* a strong alliance.** |

**Jim Crow Stories: The Great Migration (1900-1970)**

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| *Word* | *Student-Friendly Definition* |
| migration | To move from one country or place to live or work in another.  **Example: He *migrates* from New York to Florida each winter.** |
| decent | Good enough but not the best : adequate or acceptable.  **Example: I don't understand how so *decent* a person could be involved with this kind of crime.** |
| foreign | Located outside a particular place or country and especially outside your own country.  **Example: They've visited several *foreign* countries.** |
| emigrate | To leave a country or region to live elsewhere.  **Example: My grandparents *emigrated from* Hungary.** |
| The Chicago Defender | The Chicago Defender is a Chicago-based weekly newspaper founded in 1905 by an African American for primarily African-American readers.  **Example: The *Chicago Defender* was an** |
| influential | Having the power to cause changes: having influence.  **Example: His theories have become more *influential* in recent years.** |
| symbolized | To be a symbol of (something).  **Example: She came to *symbolize* the women's movement in America.** |
| exodus | A situation in which many people leave a place at the same time.  **Example: The war caused a mass *exodus* of refugees.** |
| congregation | The people who are attending a religious service.  **Example: The priest addressed the *congregation*.** |
| sculptor | A person who makes sculptures.  **Example: Fernando Botero was a famous *sculptor*.** |
| mechanization | To change (a process or an activity) so that it is done with machines instead of by people or animals.  **Example: an invention that helped to *mechanize* agriculture was the plow.** |

**Lindy Hop in Harlem: The Role of Social Dancing**

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| *Word* | *Student-Friendly Definition* |
| industrial | Of or relating to industry : of or relating to factories, the people who work in factories, or the things made in factories.  **Example: There are thousands of *industrial* uses for plastic.** |
| scarce | Very small in amount or number : not plentiful.  **Example: Food was getting *scarce* during the drought.** |
| harsh | Unpleasant and difficult to accept or experience.  **Example: We've had an extremely *harsh* winter.** |
| crescendo | A gradual increase in the loudness of a sound or section of music.  **Example: The noise rose to a *crescendo.*** |
| synchronized | To cause (things) to agree in time or to make (things) happen at the same time and speed.  **Example: The dancers practiced until they *synchronized* their movements.** |
| conceive | To think of or create (something) in the mind.  **Example: When the writer *conceived* this role, he had a specific actor in mind to play the part.** |
| identity | Who someone is : the name of a person.  **Example: The *identity* of the criminal/victim is not known.** |
| improvise | To speak or perform without preparation.  **Example: If you forget any of your lines, try to *improvise*.** |