Harlem Renaissance

**Lesson Title:** The Poetic Words of Free Men

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**Appropriate for Grade Level(s):** 8

**US History Standard(s)/**

**CCSS(s):** H1.[6-8].6 Explain how literature, music, architecture, and visual arts were a reflection of the time period.

/ RH4, RH6, WHST2

**Discussion Question(s):** How are these poems reflective of the authors’ point of view? How do these poems reflect the cultural attitudes and beliefs of the time period?

**Discussion Engagement Strategy**: Small group moving to a whole class discussion

**Student Readings/sources (list):** To a Brown Boy by Countee Cullen; I, Too by Langston Hughes, Harlem by Langston Hughes

**Description of student writing assignment and criteria/rubric used for assessment of student writing:** Students will write a paragraph for each poem describing the authors’ point of view regarding cultural attitudes in society during that time period.

A cumulative writing assignment is students creating a Where I’m From and Where I’m Going Poem.

\*\*The paragraph responses can be extended into a full essay .

**Total Time Needed:** 5-6 days, in 52 minute class periods

**Lesson Outline:**

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| **Time Frame**  **(e.g. 15 minutes)** | **What is the teacher doing?** | **What are students doing?** | **Core**  **Action**  **Indicators** |
| Day 1  10 - 15 min. | Hook: Show painting of Harlem, New York from The Harlem Renaissance Artists power point, slide 2. Ask, “What do you notice? How does the painting reflect cultural beliefs/values during that time period?” Ask students to share any of the values that resonate with them. | Students analyze the painting looking for details that indicate cultural beliefs/values of that time period. Students share out their thoughts in a whole class discussion. Students share their shared values from the painting. | CA 3:  A, B, C |
| 5 min | Share brief facts about Harlem and map of Harlem, slide 3 | Students read map of Harlem as teacher gives them details of the neighborhood. |  |
| 3 min | Share background information about Countee Cullen. Ask students to think about how Countee Cullen’s background influences his work. | Students listen to information provided about Countee Cullen, thinking about how his background influences his poetry work. | CA 1: C |
| 4 min | Students read Countee Cullen’s poem, *Heritage*. Provide a copy of the poem for each student and display the poem from PPT, slide 5. Ask students to follow along as you read the poem aloud. | Students read silently to themselves for the first read of Countee Cullen’s poem, *Heritage*.  Students follow along and read the poem again as they listen to you read the poem aloud. | CA 1: A, C  CA 3: A |
| 10 min | Provide the Poem Analysis Note-taker for each student. Ask students to respond to the poem using the note-taker. Students will answer the focus questions from the PPT on a separate sheet of notebook paper or in their Interactive Notebook.  Describe the use of “or” in this poem.  What is the difference between the repeated phrase at the beginning and the end of the poem? How does the poem help you to understand why the last line differs?  What is Cullen’s message?  How might Mr. Cullen’s background help the creation of this poem?  Identify the imagery, emotions, and unknown and/or tier 2 vocabularies. | Students will respond to Heritage using the Poem Analysis Note-taker. They will answer the questions from the PPT slide 5 either on a separate sheet of notebook paper or in their Interactive Notebook. | CA 1: A, C  CA 2: A, B, C, D |
| 15 min | Following class discussion expectations facilitate a whole class discussion of the poem and student responses. | Students will use their free write responses as notes to guide their participation in a whole class discussion of the poem *Heritage*. | CA 1: A  CA 2: B, C  CA 3: B, C |
| Day 2  3 min | Share background information about Langston Hughes. Ask students to think about how Langston Hughes’ background influences his work. | Students listen to information provided about Langston Hughes, thinking about how his background influences his poetry work. | CA 1: C |
| 6 min | Students read Langston Hughes’ poems, *Words Like Freedom* and *Merry-Go-Round*. Provide a copy of the poems for each student and display the poem from PPT, slides 7 & 8. Ask students to follow along as you read aloud both poems. | Students read silently to themselves for the first read of Langston Hughes’ poems, *Words Like Freedom* and *Merry-Go-Round.*  Students follow along and read the poem again as they listen to you read the poem aloud. | CA 1: A, C  CA 3: A |
| 10 min | Provide the Poem Analysis Note-taker for each student. Ask students to respond to the poem using the note-taker. Students will answer the focus questions from the PPT on a separate sheet of notebook paper or in their Interactive Notebook.  WLF: The words freedom and liberty have very similar meanings. Based on your knowledge of this time period, describe why they are used differently in this poem.  MGR: What do we learn about the poet’s past and present from this poem? What words and phrases help you to understand this?  What is Hughes’ message?  How might Mr. Hughes’ background help the creation of this poem?  Identify the imagery, emotions, and unknown and/or tier 2 vocabularies. | Students will respond to Heritage using the Poem Analysis Note-taker. They will answer the questions from the PPT slide 7 for both questions either on a separate sheet of notebook paper or in their Interactive Notebook. | CA 1: A, C  CA 2: A, B, C, D |
| 15 min | Following class discussion expectations facilitate a whole class discussion of the poem and student responses. | Students will use their free write responses as notes to guide their participation in a whole class discussion of the poems. | CA 1: A  CA 2: B, C  CA 3: B, C |
| 10 min | Display the art pieces from Aaron Douglas and Jacob Lawrence to discuss whole class the influence of the time and artist perspective in the creation of the three pieces. | Students will analyze the art pieces from Aaron Douglas and Jacob Lawrence taking into consideration the time period and artist point of view in the creation of the art pieces. | CA 2: D  CA 3: C |
| Day 3  15-20 min | Create small groups of 3-4. Provide students with a copy of the poem *To A Brown Boy* by Countee Cullen and the Poem Analysis worksheet. Display the Essential Questions for students to analyze the poem, respond to the EQs, and prepare to discuss small and whole group.  Students will read the poem once silently to themselves then follow along while teacher reads the poem aloud. Students will then reread the poem, annotating their text as they analyze the poem preparing to participate in a small and whole group discussion of the text. | Students will write the Essential Questions in their Interactive Notebook.  Students will read the poem once silently to themselves then follow along while teacher reads the poem aloud. Students will then reread the poem, annotating their text as they analyze the poem, complete the Poem Analysis worksheet, preparing to participate in a small and whole group discussion of the text. | CA 1: A, C  CA 2: A, B, C, D  CA 3: A |
| 10 min | Following class discussion expectations facilitate a small group discussion of the poem and student responses. | Students will use their annotated text and Poem Analysis worksheet responses as notes to guide their participation in a small group discussion of the poems. | CA 1: A  CA 2: B, C  CA 3: B, C |
| 15-20 min | Provide students with a copy of the poem *I, Too, Sing America* by Langston Hughes and the Poem Analysis worksheet. Display the Essential Questions for students to analyze the poem, respond to the EQs, and prepare to discuss small and whole group.  Students will read the poem once silently to themselves then follow along while teacher reads the poem aloud. Students will then reread the poem, annotating their text as they analyze the poem preparing to participate in a small and whole group discussion of the text. | Students will read the poem once silently to themselves then follow along while teacher reads the poem aloud. Students will then reread the poem, annotating their text as they analyze the poem, complete the Poem Analysis worksheet, preparing to participate in a small and whole group discussion of the text. | CA 1: A, C  CA 2: A, B, C, D  CA 3: A |
| 10 min | Following class discussion expectations facilitate a small group discussion of the poem and student responses. | Students will use their annotated text and Poem Analysis worksheet responses as notes to guide their participation in a small group discussion of the poems. | CA 1: A  CA 2: B, C  CA 3: B, C |
| Day 4  15-20 min | Following class discussion expectations facilitate a whole class discussion of the poem and student responses. | Students will use their annotated text and Poem Analysis worksheet responses as notes to guide their participation in a small group discussion of the poems. | CA 1: A  CA 2: B, C  CA 3: B, C |
| 30 min | Provide each student with an Informative Paragraph Foldable to outline their writing that answers the Essential Questions. Have students use their Interactive Notebooks, annotated texts, and their Poem Analysis worksheet to support their writing.  Brainstorm whole class various claims for their paper. Brainstorm whole class evidence from the text and reasoning to support their claim. Depending on student experience writing a claim and the first piece of evidence and reasoning, you can model for them how to write these steps. Or you can have students model writing a claim, evidence and reasoning, and a conclusion.  Have students write their paragraph/essay answering the essential questions. Their writing should include a claim, cited evidence from text, reasoning to link evidence back to claim and a conclusion. | Students will use their Interactive Notebooks, annotated texts, and their Poem Analysis worksheet to support their writing.  Brainstorm whole class various claims for their paper. Brainstorm whole class evidence from the text and reasoning to support their claim.  Teacher or students can model writing the claim and first piece of evidence and reasoning. Students will write the next two pieces of evidence and reasoning independently.  Whole class will brainstorm and either teacher or students will model writing a conclusion.  Students will complete their paragraph/essay addressing the essential questions with a claim, evidence from the text, supported with reasoning to link the evidence back to the claim and a conclusion. | CA 1: A  CA 2: A, B, C, D  CA 3: A, B |
| Day 5  Extended Activity  15 min | Review with class Countee Cullen’s and Langston Hughes’ background information and how their background influenced their writing.  Share | Students will review the background information for the two Harlem Renaissance poets focusing on how their background influenced their writing. |  |
| 35 min | Provide the graphic organizer for *Where I’m From and Where I’m Going poem.* Brainstorm whole class traditions, memories, events, foods, holidays, family members etc. to generate ideas for students’ “Where I’m From” list. Then repeat brainstorm generating goals and dreams for students’ “Where I’m Going” list.  In a **Two Voice Poem** format, students will create their own poem demonstrating how their cultural background influences their art.  \*\* Students can start the poem in class and complete as by a set due date. | Using the graphic organizer for *Where I’m From and Where I’m Going poem.* Brainstorm whole class traditions, memories, events, foods, holidays, family members etc. to generate ideas for a personal “Where I’m From” list. Then repeat brainstorm generating goals and dreams for a “Where I’m Going” list.  In a **Two Voice Poem** format, create an original poem demonstrating how your cultural background influences your art. |  |

**Include the model essay for the writing assignment, which uses the sources and criteria students will be using for their writing assignment.**