**Expert Pack:** Harlem Renaissance Artists

Submitted by: Mannion Middle School, Clark County School District

Grade: 7 Date: June 2015

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| **Topic/Subject**  What can we learn about the impact of the Harlem Renaissance on various artists? |
| **Texts/Resources**  Book(s)   1. *Black Stars of the Harlem Renaissance* 2. *The Harlem Renaissance: A Celebration of Creativity*   Article(s)   1. “A Walk Through Harlem” 2. “Harlem Renaissance” 3. “I’d Like to Show You Harlem” 4. “Voices of the Harlem Renaissance”   Infographic(s)   1. Drop Me Off in Harlem   Other Media   1. “The Harlem Renaissance Story” [Video]   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:**  The video, “The Harlem Renaissance Story,” provides a broad overview of the time of the Harlem Renaissance that will spark student interest. The next resource, The Harlem Renaissance: A Celebration of Creativity, is a book that provides a brief overview of the Harlem Renaissance influence on artists including details about the culture of the times. This is then followed by brief biographies and images of artists such as Claude McKay, Countee Cullen, Duke Ellington, Billie Holiday and others. Students then look at “Drop Me Off in Harlem” which is an infographic that allows for student connection and personal interaction with places, people, and events that have been outlined in previous texts. After taking a look at the infographic and viewing the geography of Harlem during the 1920’s and early 30’s, students will move into looking at specific artists through the use of the article, “A Walk Through Harlem.” After viewing specific artists, the article “Voices of the Harlem Renaissance” allows students to look at specific poems that make them familiar with common themes of the era which include pride in culture, lost dreams, and race relations. “I’d Like to Show You Harlem” is an authentic text with antiquated sentence structures that provide an actual account of daily life in Harlem. Students then transition into Black Stars of the Harlem Renaissance which provides more detailed biographies of artists such as Louis Armstrong, Eubie Blake Thomas, Andrew Dorsey, Duke Ellington, James Reese, and others in addition to discussions of their contributions to the “Harlem Arts.” This is a paperback book with individual chapters on the artists. This allows the students to become more interactive with the text by choosing to read about artists or types of artists that interest them. The students will end with the article, “Harlem Renaissance” as a culminating overview of the Harlem Renaissance in order to summarize the concepts they have learned from the previous texts. Prior texts have provided examples of specific artists and the impact the Harlem Renaissance had on their individual works. This article clearly defines the cultural movement and sociopolitical changes that were reflected in the literature, music and art of the Harlem Renaissance era. |
| **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 Story”**

Author: Unknown

Genre: Informational; includes pictures and colors reminiscent of the era

Length: 6:27 minutes

Synopsis: General overview of the people, culture, and themes of the time

Citation: The Harlem Renaissance Story. (n.d.). Retrieved from

<http://historyoftheharlemrenaissance.weebly.com/index.html>

Cost/Access: $0.00 http://historyoftheharlemrenaissance.weebly.com/index.html

Recommended Student Activities: Wonderings

**1003 *The Harlem Renaissance: A Celebration of Creativity***

Author: Lucia Raatma

Genre: Informational Book

Length: 40 pages (includes pictures)

Synopsis: Overview of the Harlem Renaissance with pictures and subchapters on artists of the era

Citation: Raatma, L. (2003). *The Harlem Renaissance a Celebration of Creativity*. Chanhassen, Minn.: The Child’s

World Pub.

Cost/Access: $7.00

Recommended Student Activities: A Picture of Knowledge

**N/A “Drop Me Off in Harlem”**

Author: Unknown

Genre: Website; Informational; individuals, places, themes

Length: N/A

Synopsis: There are maps, historic photos, famous individuals, as well as informational text that students can interact with to learn more about Harlem and the Harlem Renaissance.

Citation: Artsedge: Drop Me Off in Harlem. (n.d.). Retrieved March 9, 2015, from <http://artsedge.kennedy->

center.org/interactives/harlem

Cost/Access: $0.00 Artsedge http://artsedge.kennedy-center.org/interactives/harlem/index.html

Recommended Student Activities: Wonderings

**1010 “A Walk Through Harlem”**

Author: Unknown

Genre: Informational Article

Length: 806 words

Synopsis: The article profiles several African American artists who became famous during the Harlem Renaissance in the U.S. cultural history including Cab Calloway, Dorothy West and Langston Hughes

Citation: A Walk Through Harlem. (2010, February 22). *Scholastic Scope*, 14-15.

Cost/Access: $0.00 http://seach.ebscohost.com/login.aspx?direct=true&db=sch&AN=51204663&site=src-live

Recommended Student Activities: A Picture of Knowledge

**680 “Voices of the Harlem Renaissance”**

Author: Cate Baily

Genre: Informational Article

Length: 3 pages

Synopsis: The article deals with three poems and three poets whose works was representative of some of the common themes of writing during the Harlem Renaissance, Langston Hughes “The Weary Blues,” Georgia Douglas Johnson, “Old Black Men” and Countee Cullen, “Tableau.” The themes were race relations, lost dreams and pride in culture.

Citation: Baily, C. (2003, February 7). Voices of the Harlem Renaissance. *Scholastic Scope*, 14-17.

Cost/Access: $0.00 http://search.ebscohost.com/login.aspx?direct=true&db=sch&AN=9018231&site=src-live

Recommended Student Activities: A Picture of Knowledge

**1200 “I’d Like to Show You Harlem”**

Author: Rollin Lynde Hartt

Genre: Informational Article; authentic text

Length: 3 pages

Synopsis: The historical article illuminates the fact that life in Harlem represents a unique slice of American life. This information provides necessary background knowledge about this unique community. It is important that students understand that the community shaped the artists of the Harlem Renaissance. Comprised of black-owned businesses, artistic expression, and racial pride, it was a community that was unique in New York in the early 1920s. The article celebrates Harlem’s solid educational institutions. The article goes on to discuss that Harlem is comprised of native black residents, West Indians from Cuba and Puerto Rico, and a few white residents.

Citation: Hartt, R. (n.d.). I Want to Show you Harlem. Retrieved March 9, 2015, from http://www.oldmagazinearticles.com/Harlem-Rennaisance\_magazine\_article\_1922\_pdf

Cost/Access: $0.00 http://www.oldmagazinearticles.com/Harlem-Rennaisance\_magazine\_article\_1922\_pdf

Recommended Student Activities: Picture of Knowledge and Wonderings

**1290 *Black Stars of the Harlem Renaissance***

Author: Jim Haskins, Eleanora Tate, Clinton Cox

Genre: Informational Book

Length: 128 pages (Students will choose to read individual chapters of the book and not the entire book.)

Synopsis: Provides chapters on a variety of the artists of the time. The information includes the personal lives of the artists, effect of Harlem culture on the works and artists, and examples of the artists’ work.

Citation: Tate, E., Cox, C., & Wilkinson, B. (2002). *Black Stars of the Harlem Renaissance* (J. Haskins, Ed.).

Hoboken, New Jersey: Wiley.

Cost/Access: $12.00

Recommended Student Activities: Wonderings

**1150 “Harlem Renaissance”**

Author: Jason Esters

Genre: Informational article

Length: 2 pages

Synopsis: The article gives an overview of how the political and civil rights era affected the artists of the time. The artists’ work portrayed the sociopolitical change occurring in that era. A number of artists such as Duke Ellington, Langston Hughes, and Countee Cullen came to prominence during this key time. These artists dealt with issues such as religion, race, pride, African history, segregation, and civilization.

Citation: Esters, J. (2015). Harlem Renaissance. In United States Geography. Retrieved March 5, 2015, from

http://usegeography.abc-clio.com/Search/Display/1118728?terms=harlem+renaissance+

Cost/Access: $0.00 http://usegeograhy.abc-clio.com/Search/Display/1118728?terms=harlem+renaissance+

Recommended Student Activities: Pop Quiz

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.

**Text Complexity Guide**

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*The Harlem Renaissance Story*

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

\_\_N/A\_\_\_\_

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 is to introduce students to what the Harlem Renaissance is about and give them a sampling of examples of the various artists of the Harlem Renaissance.

The structure builds in a way that starts broad to introduce students to the era and then narrows to the topic of the expert pack, which is “Artists of the Harlem Renaissance.” Starting broad creates a framework for the students to help them to organize their thoughts about the various artists they are introduced to for the majority of the video.

The language is appropriate for the grade level and varies in length and complexity throughout the video.

As an introductory video, students do not need very much prior knowledge. However, it would be beneficial for students to be familiar with the treatment of African Americans in the United States prior to the Harlem Renaissance. This will help students understand why the Harlem Renaissance is so significant to our nation’s history.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

1. **Reader and Task Considerations**

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

* Because this is a video clip, it might be helpful to encourage students to pause the video to take a minute to comprehend the new information they learned as well as go back and re-play parts of the video they may not have originally understood.

**Text Complexity Guide**

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The Harlem Renaissance: A Celebration of Creativity, by Lucia Raatma

**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

\_\_1003\_\_\_\_

**2. 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 is to highlight specific artists from the Harlem Renaissance. A variety of artists are mentioned such as those well-known for their works in dance, literature, music, and art.

The structure is well-organized in that it briefly reminds the students of the struggles African Americans faced. It then transitions into descriptions of influential voices in literature, performers, and artists.

Sentences vary in structure and complexity. Overall, most pages are two paragraphs in length which is enough information to increase content knowledge while not overwhelming the students with too much information.

Students should have a general understanding of what the Harlem Renaissance is really all about.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

**3. Reader and Task Considerations**

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

* The glossary in the back of the book will help students with some the new vocabulary as it might be challenging for some students.
* Chunking is suggested to help students with complex sentences.

**Text Complexity Guide**

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**Drop Me Off in Harlem, ARTSEDGE**

**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

\_\_N/A\_\_\_\_

**2. 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 is to give students a comprehensive look at various artists and scholars who lived and worked in Harlem and who were important contributors to the Harlem Renaissance.

The interactive structure allows students to control pace and content of their learning as they make choices about what content to explore in the interactive website. Students will learn about the people who impacted the Harlem Renaissance and the landmarks and neighborhood that impacted the “mood, energy, and spirit” of the movement.

The language is appropriate for grade level.

Students should be familiar with some of artists and scholars who were a part of the Harlem Renaissance.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

**3. Reader and Task Considerations**

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

* A lack of familiarity with many of the names and places might slow students’ connection to the text. Allowing students to do internet searching while exploring the site will allow them to create context.

**Text Complexity Guide**

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**A Walk Through Harlem, Scholastic Scope**

**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

\_\_1010\_\_\_\_

**2. 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 is to give students deeper understanding and connection with African American celebrities who became famous during the Harlem Renaissance.

The structure of the article requires that students first personalize and connect with the time period.

The language is appropriate for grade level.

Students should be familiar with various artists and the general impact of the Harlem Renaissance.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

**3. Reader and Task Considerations**

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

* Students may be unfamiliar with the specific artistic works explored in the article. It would be helpful to have images available that students can access in order to bring more connection and understating to the text.

**Text Complexity Guide**

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“Voices of the Harlem Renaissance” by Cate Bailey

**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

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**2. 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 implied purpose of this text is to inform the students of how three themes of the Harlem Renaissance, pride in culture, lost dreams and race relations, influenced the writing of Langston Hughes, Georgia Douglas Johnson and Countee Cullen.

The subtle organization is evident as the text moves from general information to specific examples. The use of subheadings, bullet points and text questions greatly enhance the reader’s comprehension.

The article has both simple and compound sentences. Some of the language is unfamiliar, but context clues are used through the article. It also contains some figurative language. The figurative language used in the poems is complex and sometimes the word choice is unfamiliar.

The subject matter should be familiar as the article comes towards the end of the expert pack. The complex themes of pride in culture, lost dreams and race relations require the student to be able to make inferences as to the symbolism used in the poetry.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

**3. Reader and Task Considerations**

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

* Vocabulary is somewhat unfamiliar. Students need to be reminded to use context clues.
* Figurative language is complex. Encourage students to draw illustrations that represent the pictures the poets words create.
* Complexity of the themes might be difficult for students. Students should use text features for added support.

**Text Complexity Guide**

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“I’d Like to Show You Harlem”, by Rollin Lynde Hartt

**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

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**2. 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 the article is to highlight the culture created in Harlem due to the works of the artists of the Harlem Renaissance.

The structure of the article is somewhat complex, but is organized in such a way that naturally builds on information and leads the reader through the article. The graphics help the reader make connections throughout the article.

The language in this text is quite challenging. Vocabulary is fairly complex as seen with words like quixotic, antiquated, and incredulous. However, complex sentences and phrases are surrounded by simple sentences which help not to overwhelm the reader.

Students should be familiar with the various artists of the Harlem Renaissance and the treatment of African Americans throughout history so they can understand how artists impacted the society and why the changes were so impressive.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

**3. Reader and Task Considerations**

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

* Rereading, chunking, and discussion could support students with sentence length and vocabulary demands.

**Text Complexity Guide**

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**Black Stars of the Harlem Renaissance, Jim Haskins**

**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

\_\_1290\_\_\_\_

**2. 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 the text is to provide extended biographical information about many of the key participants in the Harlem Renaissance.

The structure of the text includes a list of each artist and/or scholar with a thorough description.

The language is appropriate for grade level.

Students should have a general understanding of many various artists and scholars. They should have identified which artists/scholars are most interesting to them. This in-depth biographical information will five students a view of the individuals and the personal history that led them to participate n the Harlem Renaissance.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

**3. Reader and Task Considerations**

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

* The material covers incidents, events, and issues that influenced the Harlem Renaissance, but exceed the usual parameters of a discussion about the time period. It would be helpful to have conversations with students about the text as they are reading so that they can ask probing questions in order to connect those events to the Renaissance itself.

**Text Complexity Guide**

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“Harlem Renaissance” by Jason Esters

**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

\_\_1150\_\_\_\_

**2. 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 article is to define the cultural and sociopolitical changes that influenced the artists of the Harlem Renaissance.

The connections between the cultural and sociopolitical changes and the work of the artists of the Harlem Renaissance are subtle. The text is clearly separated into topics, overview, intellectuals, NAACP, visual artists and writers. This helps the reader to differentiate between the different cultural influences.

The sentences are fairly explicit, but there are many complex sentences. The language is sometimes unfamiliar and academic in tone. “… thousands of African Americans to embrace a heightened sense of race consciousness … public display of their artistic achievement, … renewed sociopolitical zeal, would lead to the widespread acceptance of African Americans”

If read in the correct order the students should have the knowledge to understand the article. These discussed in “Voices of the Harlem Renaissance will aide in student’s comprehension.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

**3. Reader and Task Considerations**

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

* Difficult vocabulary. Encourage students to use the glossary.
* Complex sentences. Encourage the students to use active reading skills such as highlighting and annotation
* Difficulty of themes. Encourage the students to reread and use chunking with a pair share.

**Expert Pack:** Harlem Renaissance Artists

Submitted by: Mannion Middle School, Clark County School District

Grade: 7 Date: June 2015

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| **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**

1. Read each selection in the set, one at a time.

2. 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).

3. 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** |

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|  | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. “The Harlem Renaissance  Story” | The Harlem Renaissance was a time of flourishing African American literary and musical culture in Harlem, New York. |  |
| 2. *The Harlem Renaissance: A Celebration of Creativity* | There were a variety of artists apart of the Harlem Renaissance such as poets, singers, musicians, and dancers. | While the first resource explains what the Harlem Renaissance was, this one introduces famous artists of the time and mentions why they moved to Harlem. I can learn more about how the Harlem Renaissance influenced the artists. |
| 3. “Drop Me Off in Harlem” | Local places in Harlem Renaissance influenced the artistic growth. | I can now see some connectivity between artists and the place that birthed and supported the creativity. |
| 4. “A Walk Through Harlem” | Each artist's contributions were unique yet supported by the other forms of expression going on in the community at the same time. | I understand the depth of various artists and/or scholars contributions to this Renaissance. |
| 5. “Voices of the Harlem  Renaissance” | This article presents examples of artists’ work that is representative of the cultural themes of the time. | It gives me specific examples of work that illustrates the themes of the time: pride in culture, lost dreams, and race relations.. |
| 6. “I’d Like to Show You  Harlem” | Harlem has unique qualities that influenced the work of the African American artists of the Harlem Renaissance. | I learned why artists moved to Harlem in a previous resource so with “I’d Like to Show You Harlem” I was able to learn about how living in Harlem impacted the artists. |
| 7. *Black Stars of the Harlem*  *Renaissance* | Each artist and scholar was a product of specific experiences and life challenges. Their art was an outgrowth of those aspects of their lives. | I understand that the artists and scholars were not just influenced by the space and place, but also by a depth of life experiences and struggles that were specific to the African-American experiences at this time. |
| 8. “Harlem Renaissance” | This article explains how the sociopolitical culture of the time impacted the artists. | I learned how politics can influence art. |

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

* Read each resource then determine 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 Story” | **Words: Harlem, struggles, poetry, music, dance, appreciation**    **Sentences:**  1.The Harlem Renaissance took place in **Harlem**, New York.  2.African American artists used their **struggles** as inspiration for their art.  3. Langston Hughes and other African Americans wrote **poetry** about their life experiences.  4. Jazz **music** was an important part of the Harlem Renaissance.  5. Some African Americans were well-known for their contributions in the area of **dance** during the Harlem Renaissance.  6. During the Harlem Renaissance, people began to develop a new-found **appreciation** for the contributions made by African Americans in the areas of art, music, dance, and literature. |
| *The Harlem Renaissance:*  *A Celebration of Creativity* | **Words: Voices, literature, blues, clubs, musicians, creativity**    **Sentences:**  1. There were many influential **voices** during the Harlem Renaissance such as Langston Hughes and Bessie Smith.  2. **Literature** of the era reflected the struggles African Americans faced as well as the hope and opportunities of the future.  3. **Blues** music was popular during the Harlem Renaissance.  4. Artists performed in famous **clubs** such as the Savoy.  5. There were several popular **musicians** such as Jelly Roll Morton and Louis Armstrong.  6. African Americans were praised for their **creativity** and talents during the Harlem Renaissance. |
| *“Drop Me Off in Harlem”* | **Words: Audience, publication, stereotype, tension, inequality, identity**    **Sentences:**  1. The **audience** for the artistic expression included both black and white people.  2. The Harlem Renaissance included a rebirth of literary **publications** that brought the worlds of black scholars, activists, and artists to Americans across the nation.  3. The resurgence of theatrical productions helped to breakdown **stereotypes** about African American people.  4. During this period of racial **tension**, African-American writers sought to find and express their creativity.  5. The **inequality** in how musicians were treated inspired clubs devoted to the celebration of and expression of jazz music.  6. The collection of artists and scholars helped to shaped a new understanding of African American **identity** within American society. |
| *“A Walk Through Harlem”* | **Words: Nightclub, tribute, experimentation, philosopher, resident, production**    **Sentences:**  1. Artists who performed regularly at the Cotton Club, one of Harlem's most popular **nightclubs**, helped shape the specific sound and tone of the Harlem Renaissance.  2. When Florence Mills died, an estimated 5,000 people attended her funeral and 150,000 lined the streets of Harlem in **tribute**.  3. Creative **experimentation** in the photo-developing process heightened the artistry of James Van Der Zee’s work.  4. The writers and p**hilosophers** who lived in Harlem explored their identities as black Americans.  5. Much of the artwork was inspired by the **residents** of Harlem.  6. Artists such as Cab Calloway and Anita Bush appeared in many stage **productions** and films. |
| “Voices of the Harlem Renaissance” | **Words: Migration, themes, renaissance, poets, blues, dreams**    **Sentences:**  1. The **migration** of black talent from the South to the North where some settled in Harlem, a neighborhood in New York City was originally called the New Negro Movement  2. The three common **themes** of the artists of the Harlem Renaissance were pride in culture, lost dreams and race relations.  3. The **renaissance** or rebirth of black culture continued through the 1920’s  4. Langston Hughes, Georgia Douglas Johnson, and Countee Cullen were major **poets** of the era.  5. The style of music called the **blues** put hardships to music.  6. **Dreams** realized and **dreams** deferred were often the topics of writers of the Harlem Renaissance. |
| “I’d Like to Show You Harlem” | **Words: Prosperity, color-blind, impressive, pride, businesses, advancement**    **Sentences:**  1. The contributions made by artists of the Harlem Renaissance gave Harlem gave residents and visitors of Harlem a feeling of success and **prosperity**.  2. Within minutes of being in Harlem, people were so impressed by the talent and creativity that they described themselves as becoming **color-blind** as they viewed the talents of the artists of the Harlem Renaissance.  3. The impact artists had on Harlem and the change they brought about is described as **impressive**.  4. The appreciation of their talents by people from all walks of life filled artists of the Harlem Renaissance with a sense of **pride**.  5. The recognition artists received helped pave the way for the creation of more African-American-run **businesses**.  6. The difficulties of life as well as the **advancements** being made inspired the work of artists. |
| “Black Stars of the Harlem Renaissance” | **Words: Prejudice, declined, banned, scholars, urban, racial**    **Sentences:**  1. When W.E.B.Dubois lived in Germany, he learned that there were communities of people who were not **prejudiced** based on skin color.  2. As the real estate market **declined** in the 1900’s many speculators rented to black Americans for the first time.  3. Since alcohol was **banned** in “respectable” establishments, many flocked to the nightclubs in Harlem where restrictions were not as strictly enforced.  4. W.E.B. Dubois, one of the world’s greatest **scholars**, wrote and interacted with many of the philosophers and political activists who resided in Harlem.  5. Mass migrations to **urban** Northern cities such as Harlem, offered residents relief from the repressive attitudes of the old South.  6. The Harlem Renaissance ushered in a celebration of **racial** pride, creativity and expression as epitomized by the works of Langston Hughes, Zora Neale Hurston, and Louis Armstrong. |
| “Harlem Renaissance” | **Words: cultural, exotic, music, sociopolitical, literature, influence**    **Sentences:**  1. There was a big **cultural** impact on the artists of the Harlem Renaissance.  2. The artists and arts of the Harlem Renaissance were considered **exotic** at the time to most Americans.  3. The variety of **music** such as the blues, spirituals, and jazz were symbolic of the “feel” of Harlem.  4. The **sociopolitical** changes of the era were represented in the music and visual arts of the Harlem Renaissance artists.  5. The **literature** provided a panoramic view of both the positive and negative elements of black life in Harlem.  6. The **influence** of the artists of the Harlem Renaissance was felt far beyond Harlem and its generation of artists. |
| **Sensational Six** | **renaissance, heritage, themes, culture, artists, communal** |
| **Summary:** The Harlem **Renaissance** was a **communal** celebration of the **heritage** and **culture** of the African American **artists** and their portrayal of the various **themes** throughout their varied mediums of expression including: dance, music, literature, sculpture, and paintings. | |

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| **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 *The Harlem Renaissance: A Celebration of Creativity, “I’d Like to Show You Harlem”, “A Walk Through, Harlem”, and “Voices of the Harlem Renaissance”*)

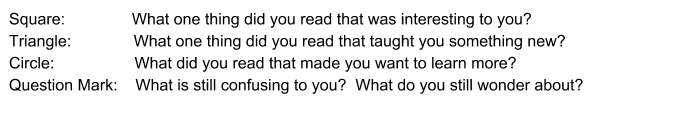
* Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.



* Draw these shapes in the corner of each quadrant.



* Write!

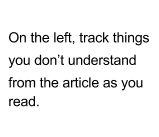


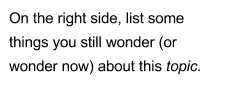
* Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

**2. Quiz Maker** (Recommended for “Harlem Renaissance”)

* Make a list of # questions that would make sure another student understood the information.
* Your classmates should be able to find the answer to the question from the resource.
* Include answers for each question.
* Include the where you can find the answer in the resource.

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| **Question** | **Answer** |
| 1. |  |
| 2. |  |
| 3. |  |

3. **Wonderings** (Recommended for “The Harlem Renaissance Story,” “I’d Like to Show You Harlem,” “Drop Me Off in Harlem,” and “Black Stars of the Harlem Renaissance”)



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

4. **Pop Quiz** (Recommended for “Harlem Renaissance”)

Answer the following questions.

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| **Question** | **Possible Answer** |
| 1. What does the statement “The Harlem Renaissance paid homage to the music surrounding black life.” mean? | The music of the Harlem Renaissance was based on the life experiences and heritage of the African Americans that moved to Harlem. The music honored their experiences and heritage. |
| 2. Describe the physical setting of “Harlem.” | Harlem was a middle class neighborhood in New York City that became home to African American, Caribbean, and African immigrants during the Great Migration. |
| 3. List two important artists of the Harlem Renaissances and identify his/her craft.  (For written response you could replace identify his/her craft with “Why was he/she important?” | Answers could include:  Duke Ellington – music, Fletcher Henderson – music, W.E.B. Du Bois – writer, Alan Locke – writer, Aaron Douglas – visual artist |
| 4. Did the influence of the artists of the Harlem Renaissance end with The Great Depression? Explain your answer. | No. The Great Depression resulted in a loss of financial backing of the Renaissance artists, but many of the artists continued on in his/her field and either stayed in the New York area or moved to other locations. The influence of those artists in the area of literature, art, dance and music continues to this day. |

**Expert Pack:** Harlem Renaissance Artists

Submitted by: Mannion Middle School, Clark County School District

Grade: 7 Date: June 2015

Expert Pack Glossary

**“The Harlem Renaissance Story”**

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| *Word* | *Student-Friendly Definition* |
| Heritage | Heritage means something that one believes, thinks, or does that comes from one's family or ethnic background; tradition. Certain foods such as gumbo and Étouffée are part of Louisiana’s **heritage**. |
| Urban | Urban means relating to or characteristic of a city. Las Vegas is an **urban** area. |
| Intellectuals | Intellectuals are people with a desire for thinking and acquiring knowledge. The **intellectuals** gathered at the university to research the technology used in World War I. |

***The Harlem Renaissance: A Celebration of Creativity***

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| *Word* | *Student-Friendly Definition* |
| Renaissance | Renaissance means a renewal or revival of dramatic, artistic, and creative development. The public was interested in the work of famous artists during the **renaissance**. |
| Communism | Communism is an economic system in which the government owns everything. The dictator of North Korea controls all aspects of life such as where people work, what television shows they can watch, and even what type of haircut they can get because the style of government there is **communism**. |
| Democracy | Democracy is a style of government in which people elect their leaders by voting. Americans elect representatives for the government which is a form of **democracy**. |
| Segregation | Segregation involves separating groups of people from one another. African Americans and Caucasian Americans were often separated from one another in public places which is an example of **segregation**. |
| Ku Klux Klan | The Ku Klux Klan is a group that targets people such as African Americans, Catholics, immigrants, and Jews in a hateful and often violent way. The **Ku Klux Klan** tried to prevent African Americans from being treated as equals in society and often burned churches and brutally attacked African Americans. |
| Civil Rights | Civil rights are the liberties and freedoms of all citizens. The Harlem Renaissance inspired many Americans to fight for equality for African Americans to ensure they were receiving their **civil rights**. |
| Librettos | Librettos are books that contain the texts of musical works, such as operas. The music composer looked through **librettos** for inspiration to create a new opera. |
| Gospel | The Gospel is any of the four accounts of Jesus Christ's life, death, and teachings in the New Testament books of Matthew, Mark, Luke, and John. **Gospel** music has religious lyrics. |
| Primitive | Primitive refers to being simple or undeveloped. The houses in Harlem were **primitive** in design. However, the rich culture added character and charm to the otherwise **primitive**-looking neighborhood. |
| Activist | An activist is someone who works to support a specific issue. Animal rights **activists** protest and campaign for humane treatment of all animals. |

**“Drop Me Off in Harlem”**

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| *Word* | *Student-Friendly Definition* |
| Artist | a person who practices any of the various creative arts, such as a sculptor, novelist, poet, or filmmaker  The **artist** created a painting that touched the crowd’s emotions. |
| Community | a group of people living in the same place or having a particular characteristic in common  Within our small Miami **community**, there are many Cuban immigrants. |
| Theme | the subject of a talk, a piece of writing, a person's thoughts, or an exhibition; a topic  While reading the book, the author’s **theme** was repeated in each chapter. |
| Tradition | the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way  Watching the Christmas parade on main street is a **tradition** in our family. |
| Landmark | feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location  The sign that welcomes visitors to our city is our most famous **landmark**. |

**“A Walk Through Harlem”**

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| *Word* | *Student-Friendly Definition* |
| Period | an interval of time  Wearing bright colors was common for that **period** in the 1980’s*.* |
| Spirit | pervasive or essential attitude, quality, or principle  His **spirit** of determination stayed with the family members long after our grandpa passed away. |
| Portraits | likeness of a person, especially one showing the face, that is created by a painter or photographer  George Washington’s painted **portrait** depicts him standing at a long desk looking out on the city. |
| Sculpture | the art or practice of shaping figures or designs in the round or in relief, as by chiseling marble, modeling clay, or casting in metal  The **sculpture** in the middle of the park is an artist’s rendition Native American warrior, Siting Bull. |
| Experimentation | the act, process, or practice of experimenting  **Experimentation**, or trying new things, is important when you are creating a piece of art. |

**“Voices of the Harlem Renaissance”**

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| *Word* | *Student-Friendly Definition* |
| croon | to sing a romantic song or the like smoothly or sentimentally  They danced a slow dance at prom as the singer **crooned** a song. |
| syncopated | in music, to make (a rhythm) more complex as by accenting beats that are not normally accented or employing rests where accented beats would be expected  The **syncopated** version of the song was very different. |
| pallor | unnatural paleness, esp. of the face  The **pallor** of her face made her appear ill. |
| indignant | feeling or showing anger about something considered to be unfair or without value  She was **indignant** when her mother accused her of making a mess. |
| oblivious | not conscious or paying attention; unknowing or unaware  The pedestrian was **oblivious** when he walked into traffic. |

**“I’d Like to Show You Harlem”**

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| *Word* | *Student-Friendly Definition* |
| Prophecy | Prophecy means the foretelling or prediction of what is to come. The woman went to a fortune teller in hopes of hearing a **prophecy** that she would get a promotion at work. |
| Incredulous | Incredulous means indicating or showing unbelief; skeptical. The woman was **incredulous** when she heard she won the lottery. |
| Quixotic | Quixotic means absurdly and impractically gallant or idealistic; visionary. His **quixotic** plan of earning 100% on all of his final exams by waiting until the last minute to study was unsuccessful. |
| Antiquated | Antiquated means old-fashioned; no longer used. The typewriter and floppy disk are **antiquated** forms of technology. |
| Illiteracy | Illiteracy means a lack of ability to read or write. **Illiteracy** might prevent a person from being hired at a job since being able to read and write is a key component of being successful. |
| Scrupulously | Scrupulously means to be precise or exact. The banker **scrupulously** counted the money before depositing it into the bank account. |
| Edifice | An edifice is a building, particularly large in size. On the last day of the school year, the school building looked small to the student instead of the large **edifice** it appeared to be on the first day of high school. |
| Mullion | Mullion means a vertical divider, such as a strip between panes or sections of a window, wall panels, or the like. The **mullion** strips on the wall were made out of wood. |
| Parish | A parish is a district that has its own church and member of the clergy. The priest belonged to the **parish** located on Elm Street. |
| Apothecary | An apothecary is a pharmacy. The man was sick so he went to the **apothecary** to get some medicine. |
| Mulatto | Mulatto means the offspring of one Caucasian parent and one African American parent. The girl was referred to as a **mulatto** because her mom is Caucasian and her dad is African American. |
| Vaudeville | Vaudeville is theatrical entertainment interspersed with songs and dances. The couple went to the theater to see a **vaudeville** show. |
| Proxy | Proxy means a substitute. Sarah was unable to attend the town meeting, so her husband acted as her **proxy** and voted on her behalf. |

***Black Stars of the Harlem Renaissance***

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| *Word* | *Student-Friendly Definition* |
| Biography | an account of a person's life written by another  The **biography** about Maya Angelou helped us understand her early childhood and interesting life as a young adult. |
| Hero | a person noted for acts of courage or nobility of purpose, especially one who has risked or sacrificed his or her life  Because of his actions, Dr. Martin Luther King is a **hero** to most Americans. |
| Jazz | a style of music, native to America, characterized by a strong but flexible rhythm with improvisations on basic tunes  The **jazz** music floating through the walls was fast-paced with a heavy drum-beat. |
| Scholars | an intelligent and well-educated person who knows a particular subject very well  Many **scholars** have studies the impact of the Civil War on the Southern economy. |
| Contribute | to give for a common purpose  Please **contribute** to the poor during the holiday season. |

**Harlem Renaissance**

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| *Word* | *Student-Friendly Definition* |
| amalgamation | the act, process or result of combining two or more often different things  The **amalgamation** of some chemicals results in an explosion. |
| derivatives | copied, modeled on, or extracted from something else  The brownie is a **derivative** of cake. |
| sociopolitical | involving both social and political elements  The rise in the homicide rate in some cities has created a **sociopolitical** crisis regarding community policing. |
| homage | special respect, honor, or esteem, publicly displayed or expressed  At the Academy Awards the actor received **homage** for all of his accomplishments in the movie field. |
| bourgeois | related to, or characteristic of the middle class  Eating together around the dinner table is very **bourgeois**. |