# Grade 4: Unit 2, Lesson 8

**Title:** *Me and Uncle Romie*

**Essential Question:** How does James learn to experience and appreciate Uncle Romie and his home of New York City?

**Week 1**

Questions to ask and discuss while reading:

**What is James concerned about at the start of the story?**

*James is concerned about his trip to New York City. He has never met his Aunt Nanette and Uncle Romie.*

**What is the text evidence that James is unfamiliar with big city life?**

*He is guided through the subway by Aunt Nanette. He says that the city is “not like North Carolina at all” and that Aunt Nanette’s home was like nothing he’d seen before.*

**What kind of person is James’s uncle? What details from the text help you understand him?**

*He’s creative and hard-working. He has a big art show coming up, so James won’t see him much while he prepares for it.*

**Why do you think Aunt Nanette takes James to Harlem first? What is the evidence for your thinking?**

*Because she like it-- people know her and Uncle Romie, so she must go often to Harlem. She takes James there more than once.*

**What does James think about Harlem? Why might this be important to the story?**

*James says he likes Harlem best of all the neighborhoods he visits. He enjoys playing stickball, which is like the baseball games he plays back home. Maybe Uncle Romie likes Harlem best too, since he lived there as a boy.*

**How can you tell that James is starting to feel more comfortable with Uncle Romie?**

*When his aunt goes away, Romie is concerned. But then he spends time with his uncle. He says the studio is a “glorious mess.” When he looks at his uncle’s paintings, he recognizes parts of Harlem life that he just saw and realizes he and his uncle both appreciate Harlem. Then, they spend time together and the baseball game and dinner. They realize they have a lot in common.*

**What is different about James’s ride home on the train, as compared with his ride to New York City?**

*James was nervous during the first trip, but now he is more relaxed.*

**How is James’s collage similar to Uncle Romie’s collages?**

*They remind people of their experiences and of things they care about.*

**Written Response**

In the text, it says that James writes postcards throughout the summer. Pretend you are James. Write 3-5 postcards home that show what you are learning and experiencing in New York City.

Be sure your postcards include the following:

* James’ thoughts and feelings about the New York City
* actual experiences he is having, from the text
* James’ thoughts and feelings about Uncle Romie

**Sample Student Response**

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

Postcards can include information about any event or activity in the story.

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| *(front)*  *Picture of NYC* | *(back)*  *Dear Mom and Dad,*  *It sure is different here in New York City. The buildings stretch to the sky. Aunt Nanette had to help me around on my first day. The apartment where she and Uncle Romie live is so different from our house, too. There are FIVE flights of stairs! And it is in a big building-- because all of the buildings are big here! I haven’t seen Uncle Romie much-- he is really busy with his art. Hope you are good.*  *Love, James* |

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| *(front)*  *Picture of stickball or Harlem* | *(back)*  *Dear Mom and Dad,*  *Aunt Nanette has taken me all around these days. We went to a place called Harlem, where Uncle Romie used to live. We bought food at markets and went on visits. Everyone seems to know her! I even got to play stickball with some of the kids. We’ve gone back a couple of times.*  *We’ve also gone all over-- to the Empire State Building, and Central Park.*  *Aunt Nanette has special plans for my birthday. Uncle Romie is pretty busy getting ready for his art show.*  *I miss you!*  *Love, James* |

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| *(front)*  *Picture of baseball game* | *(back)*  *Dear Mom and Dad,*  *I had a great birthday! Thank you for the presents- they were just what I wanted.*  *I was afraid it wouldn’t be fun because Aunt Nanette had to leave. But Uncle Romie surprised me. He took me to a baseball game and showed me his art. There was a collage that reminded me of our home.*  *Uncle Romie had his big show. A lot of people liked his art. I think we have a lot in common.*  *I’m liking this visit more and more each day.*  *Love, James* |

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** How did artists capture their experiences in the time of the Harlem Renaissance?

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| Cumulative Activities – The following activities should be completed and updated after reading each resource this week. 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 response to the essential question. *It is recommended that students are required to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for the week.* |

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) 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 text set.
* 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 text set.

**Sample Student Response**

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| **Title** | **Six Vocabulary Words & Sentences** |
| *Me and Uncle Romie* | **Words: concerned, swarm, collage, glorious, studio, streak**   1. James was **concerned** about spending the summer with his Uncle in New York City. 2. The streets were filled with a **swarm** of people. 3. Uncle Romie spent his time on his **collage** art in his workroom. 4. He created a **glorious** and amazing mess. 5. Uncle Romie’s **studio** is where he made all of his art. 6. Seeing the birds **streak** across the sky reminded him of his trip. |
| *Harlem Renaissance (Brainpop video)* | **Words: community, flourished, culture, identity, issues, pride**   1. The African American **community** settled in Harlem. 2. Music and art **flourished** here. 3. People were able to represent their own **culture.** 4. This helped show their **identity.** 5. There were many **issues** that only African Americans faced at the time. 6. WEB Dubois encouraged people to take **pride** in themselves. |
| *The Harlem Renaissance* | **Words: vibrant, culture, exodus, memorable, damper, transformation**   1. There were so many colors and sounds in the **vibrant** city. 2. Artists and musicians expressed their **culture** through their art. 3. The Great Migration was an **exodus** of black people moving north. 4. Many **memorable** works of art and music were created during the Harlem Renaissance. 5. The challenges of the Great Depression put a **damper** on the time period but did not end it. 6. The Harlem Renaissance was a **transformation** of the location. |
| *The Great Migration* | **Words: migration, influential, encouraged, symbolized, exodus, cultural**   1. The **migration** of black people from the south to the north happened from 1900-1970. 2. The Chicago Defender was a popular and **influential** newspaper. 3. It **encouraged** black people to move. 4. The North **symbolized** freedom to many people. 5. The **exodus** continued for many years. 6. Many artists and musicians moved North, causing **cultural** changes. |
| *Lindy Hop in Harlem: The Role of Social Dancing* | **Words: scarce, discrimination, traditions, popularity, culture, identity**   1. Jobs were **scarce** after the Great Migration. 2. There were many instances of racial **discrimination.** 3. Artists combined their own **traditions** into their new art forms. 4. Dance increased in **popularity** at this time. 5. People were expressing their **culture** through their art. 6. The Harlem Renaissance showed the **identity** of many people. |
| **Sensational Six: culture, identity, tradition, community, memorable. flourished** | |
| **Summary:**  People often express their **culture** through art, as Uncle Romie did in the fiction story and as was clearly shown during the Harlem Renaissance. Art gives people a way to show their **identity** and show off their **traditions.** The African American **community** was able to do this during the time of the Harlem Renaissance. Many **memorable** songs, poems, and art pieces came out of that time period and art **flourished**. | |

**Rolling Knowledge**

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?
3. Write, draw, or list what you learned from the text about (topic). 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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| **Write, Draw, or List** | | |
| **Title** | **New and important learning about the topic** | **How does this add to what I learned already?** |
| 1. *The Harlem Renaissance (Brainpop video)* | The Harlem Renaissance was a time when many African Americans were able to express themselves and their culture through art. | The Harlem Renaissance is a specific example of a time period where tons of artists and musicians came together and were inspired by their surroundings. |
| 1. *The Harlem Renaissance* | During the Harlem Renaissance many artists and musicians were influenced at the time. Langston Hughes was a very well-known poet at the time. The Jazz age was a period of time where Jazz music became popular and important to black culture. The Great Migration caused many artists, writers, and musicians to move to Harlem. | Uncle Romie is an example of an artist who is inspired by his city, and his experiences in Harlem and NYC (as well as other places he lived). The Harlem Renaissance is a specific example of a time period where tons of artists and musicians came together and were inspired by their surroundings. |
| 1. *The Great Migration* | Many black people moved from the south to the north starting in 1900. Black newspapers encouraged this move. The North was seen as a land of freedom. Among those who migrated were many artists and musicians who wound up in Harlem, creating the Harlem Renaissance. | The Great Migration is referenced briefly in the Harlem Renaissance text but not deeply explained. This text connects the two. |
| 1. *Lindy Hop in Harlem: The Role of Social Dancing* | Social dancing became popular in the time of the Harlem Renaissance. Times were tough in terms of money and discrimination, and dance became a popular outlet. This went along with the art and music changes during the time period. | Expands on knowledge of the Harlem Renaissance, and focuses specifically on the role of dance halls. |

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| Note to Teacher: *Week 2’s supporting texts have many additional vocabulary words that may require scaffolds and support. Please ensure that students know that Uncle Romie lives in present day, or close to it, and is not an artist from the same time period as the Harlem Renaissance, to ensure that this misconception does not take place.* |

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**Title:** *Me and Uncle Romie*

**Essential Question:** How does James learn to experience and appreciate Uncle Romie and his home of New York City?

*This is a note taking form for you to collect thoughts and evidence during your reading and class discussions. You can use this when you write your essay later.*

What is James concerned about at the start of the story? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is the text evidence that James is unfamiliar with big city life? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What kind of person is James’s uncle? What details from the text help you understand him? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Why do you think Aunt Nanette takes James to Harlem first? What is the evidence for your thinking? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What does James think about Harlem? Why might this be important to the story? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How can you tell that James is starting to feel more comfortable with Uncle Romie? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is different about James’s ride home on the train, as compared with his ride to New York City? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How is James’s collage similar to Uncle Romie’s collages? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Week 1 Written Response**

In the text, it says that James writes postcards throughout the summer. Pretend you are James. Write 3-5 postcards home that show what you are learning and experiencing in New York City.

Be sure your postcards include the following:

* James’ thoughts and feelings about the New York City
* actual experiences he is having, from the text
* James’ thoughts and feelings about Uncle Romie

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**Building Knowledge: Extending the Topic**

**Essential Question:** How did artists capture their experiences in the time of the Harlem Renaissance?

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) 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 text set.
* 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 text set.

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| **Title** | **Six Vocabulary Words & Sentences** |
| *Me and Uncle Romie* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Harlem Renaissance (Brainpop video)* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *The Harlem Renaissance* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *The Great Migration* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| **Sensational Six:** | |
| **Summary:** | |

**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).

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| **Write, Draw, or List** | | |
| **Title** | **New and important learning**  **about the topic** | **How does this resource add to what I learned already?** |
| 1. *The Harlem Renaissance (Brainpop video)* |  |  |
| 1. *The Harlem Renaissance* |  |  |
| 1. *The Great Migration* |  |  |
| 1. *Lindy Hop in Harlem: The Role of Social Dancing* |  |  |