My name is Lisa Bush and I am currently working towards my Bachelor’s degree at UMSL. While my current goal is to teach Secondary English, eventually, I want to travel and teach English abroad. When I was in high school I went on a school trip with my sister to France and Germany. I fell in love with traveling and experiencing different cultures, and it’s something that I want continue to do for the rest of my life! I’ve always been jealous of people with multi-lingual talents, but I have little talent for learning multiple languages (trust me, I’ve tried!) Instead, I want to help others learn a new language – English!

I keep a very busy schedule! I’m a full-time student, a waitress on the weekends, I tutor for a GED group at a local church, and did I mention I’m married? While I’m in school, he’s working as a database administrator. After I graduate, he wants to go back to school and study physics! Did I marry a brainy guy or what?

“When English is not about mastering the facts. English is about knowing the trivia.”
- Dr. Dave

When I teach, I don’t want to teach the “what”, I want to show my students the “why”. I want to show my students the connections between English and history. I don’t want them to learn the facts and then move on; I want to teach them how to use literature in their daily lives. Reading is a life-long journey!
The Harlem Renaissance
American Literature
Lisa Bush
Spring 2015

Rationale: The Harlem Renaissance was a vibrant time that was characterized by innovations in art, literature, music, poetry, and dance, but it was also a time of self-examination and growth for many African-American artists and writers. It is important for students to see how these people were shaped by events both on a local level and in terms of recent world events. This unit will also show students how literature, art, and music can fit into world events.

Summary: Throughout this unit, students will create a Harlem Renaissance Portfolio. Students will compile, research, and examine works from various authors, poets, and artists. They will also include original work that will be created in response to some of the pieces we will study.

Essential Questions: What was the Harlem Renaissance?
How was the Harlem Renaissance a reflection of current social issues?
How was the Harlem Renaissance influenced by national and international events?

Objectives: Based off of the Common Core Standards, students will be able to, but are not limited to:

- CCSS.ELA-Literacy.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA-Literacy.RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CCSS.ELA-Literacy.W.11-12.9a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners
on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Literacy Strategies:** Exit Slip, Western Union Telegram, Response Writing, Facebook, Cubing, Fish Bowl

**Length of Unit:** 2 weeks made up of 50 minutes a day, 5 days a week

**Materials and Resources:** Textbook, internet access, notebook, handouts, access to a color copier, materials to make presentation, a binder or folder to turn in portfolio

**Assessment:**

- **Formative**
  - Participation in class
  - Updates and check-ins on portfolio
  - Short, original responses that will be included in portfolio
  - Exit slips
- **Summative**
  - A portfolio and a class presentation
**HARLEM RENAISSANCE STUDENT CALENDAR**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce unit &amp; portfolio project</td>
<td></td>
<td></td>
<td>Presentation Sign-up</td>
<td>No School</td>
</tr>
<tr>
<td>Library Work Day</td>
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<td>Presentations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Presentations</td>
<td></td>
</tr>
</tbody>
</table>

**Since this project is going to move very quickly, please fill in your personal schedule so you can see how much time you need to spend on your portfolio**
## HARLEM RENAISSANCE
### TEACHER CALENDAR

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
</table>
| - Intro power point  
- Poets  
- Handout assignment | - Authors  
*Western Union Telegram (PP1) Due Thursday | - Musicians  
*Response Writing | - Artists  
*Post Sign-up Sheet  
*Facebook (PP2) Due Monday | NO CLASS: ALL DAY MEETINGS |
| Review/Questions  
*Cubing  
*Fish Bowl | In-class work day  
**Computer lab is reserved** | **Portfolio due**  
Presentations 1-5 | Presentations 6-10 | Presentations 11-15 |
## The Harlem Renaissance: Lesson 1

<table>
<thead>
<tr>
<th>Heading</th>
<th><strong>Class</strong> American Lit</th>
<th><strong>Your Name</strong> Lisa Bush</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Lesson</strong></td>
<td>Introducing the Harlem Renaissance</td>
<td><strong>Time Frame</strong> 50 minutes</td>
</tr>
</tbody>
</table>

### Rationale
Students will be introduced to the Harlem Renaissance, including the events that led up to its beginning. By closely studying this period of time, students will be able to see how historical events are related to literary events, and how the choices of a few people affected an entire group of people.

### Objectives
Students will be able to list 3 events or reasons that contributed to the Harlem Renaissance. Students will be able to list 3 differences or similarities between the European Renaissance and the Harlem Renaissance.

### Materials
- Textbook, PowerPoint, Portfolio Handout, Venn Diagram handout

### Instructional Framework
- **Initiating**
- **Presentation**
- **Individuals**
- **School – textbook**
- **Teacher – handouts, PowerPoints, video**
- **Student – completing assigned readings**

### Literacy Strategies
- Exit slip

### Phase One
- Introduce the Harlem Renaissance using the PowerPoint and Venn diagram

### Phase Two
- Langston Hughes “I, Too, Sing America”, “A Dream Deferred”, “The Negro Speaks of Rivers”, “Mother to Son”
- Countee Cullen “Incident”
- Arna Bontemps “A Black Man Talks of Reaping”

### Phase Three
- Portfolio Handout
- Exit Slip

### Formative
- Exit Slip
<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Assessment</td>
<td>Portfolio Project – read through and explain handout</td>
</tr>
<tr>
<td>Homework Assignment</td>
<td>Authors</td>
</tr>
<tr>
<td>Reminder</td>
<td>Fill in calendar with your personal schedule! (work, sports, exams, papers, etc.)</td>
</tr>
</tbody>
</table>
## The Harlem Renaissance: Lesson 3

<table>
<thead>
<tr>
<th>Heading</th>
<th>Class American Literature</th>
<th>Name of Lesson</th>
<th>Music of the Harlem Renaissance</th>
<th>Your Name</th>
<th>Lisa Bush</th>
<th>Time Frame</th>
<th>50 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>In order to gain a full understanding of the Harlem Renaissance, it is important for students to understand the music of the Renaissance as well as the literature.</td>
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<tr>
<td>Objectives</td>
<td>Students will learn about various singers, musicians, and composers. Students will be able to list 3 differences between Pre-WWI music and music from the Harlem Renaissance.</td>
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<tr>
<td>Materials</td>
<td>Prezi, YouTube, handout</td>
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<td></td>
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</tr>
<tr>
<td>Instructional Framework</td>
<td>Constructing</td>
<td></td>
<td></td>
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<tr>
<td>Lesson Plan Format</td>
<td>Presentation, cooperative Learning</td>
<td></td>
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<tr>
<td>Grouping</td>
<td>Whole Class</td>
<td></td>
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</tr>
</tbody>
</table>
| Materials & Resources | School – Internet connection  
Teacher – Prezi, handout  
Student – N/A |
| Literacy Strategies | Writing Response – handout  
Exit slip – 3 differences between Pre-WWI music and Harlem Renaissance Music |
| Phase One        | Have one of the pieces playing while students come into class. Talk about the things they hear. Nothing formal. |
| Phase Two        | Prezi and Writing Response handout |
| Phase Three      | Exit Slip |
| Formative Assessment | Writing Response – completion grade  
Exit Slip – 3 accurate facts |
| Summative Assessment | Reminder about portfolio |
| Homework Assignment | Personal Piece (Western Union Telegram) 1 due tomorrow  
Readings |
| Reminder         | Work on portfolio, Personal Piece 1 is due tomorrow |
Pre-World War I

What instruments do you hear?

What does the music make you think of?

Harlem Renaissance

What has changed from Pre WWI songs?

What are these songs about in relation to the Harlem Renaissance?

Billie Holiday

Louis Armstrong
# The Harlem Renaissance: Lesson 5

<table>
<thead>
<tr>
<th>Heading</th>
<th>Class</th>
<th>American Literature</th>
<th>Name of Lesson</th>
<th>Harlem Renaissance Review</th>
<th>Your Name</th>
<th>Lisa Bush</th>
<th>Time Frame</th>
<th>50 minutes</th>
</tr>
</thead>
</table>

### Rationale
This lesson serves as a review for the students before their final projects are due. Students will be given time to discuss questions with their peers, and then come back as a class for any last questions.

### Objectives
Students will be expected to complete a cubing activity in small groups. Students will be expected to submit any remaining questions to the fish bowl for a final group discussion.

### Materials
- Cube and question worksheet
- Fishbowl

### Instructional Framework
- Utilizing
- Discussion/Cooperative Learning

### Grouping
- Whole Class and Small Groups

### Materials & Resources
- School – N/A
- Teacher – Cube and Cubing worksheet, box for Fish Bowl
- Student – paper for any remaining questions

### Literacy Strategies
- Cubing
- Fish Bowl

### Phase One
Ask students if they have any general questions about Harlem Renaissance

### Phase Two
Break class into small groups to complete cubing exercise.

### Phase Three
Bring class back together; give them time to submit any remaining questions to the Fish Bowl. As a class, answer as many questions as possible in remaining class time.

### Formative Assessment
- Groups will turn in a copy of their worksheet
- Participation in Fish Bowl discussion

### Summative Assessment
- Reminder of Portfolio project

### Homework
- Bring materials for work day tomorrow

### Reminder
- Portfolio due Wednesday
As a group, complete the following activity in class. Each group must submit one copy of their notes. All names must be included to receive credit.

Each group member will take a topic to discuss. They will roll the cube and will then have **1 minute** to talk about their topic. It is up to all of the group members to take notes.

**Topics:** The Harlem Renaissance as a movement, Poets, Authors, Musicians, Artists

**Describe it**
Describe your topic. Include origins, history, motivation, characteristics, individuals, etc.

**Compare it**
Compare your topic to a similar topic in history. For example, compare the Harlem Renaissance to the European Renaissance, or Harlem musicians to pre-WWI musicians or modern musicians. How are they similar or different?

**Apply it**
How did your topic relate to and reflect the social climate?

**Analyze it**
Identify textual evidence to support personal themes within the movement.

**Associate it**
Predict how your topic would act today. For example, what would Langston Hughes write about today?

**Argue for/against it**
Take a stand! Do you think your topic succeeded in relaying their views on their issues? Why or why not?
The Harlem Renaissance, also known as the New Negro Movement, was a literary, artistic, cultural, and intellectual movement that began in New York after World War I. The movement raised significant issues affecting the lives of African Americans through various forms of literature, art, music, drama, painting, sculpture, movies, and protests. Voices of protest and ideological promotion of civil rights for African Americans inspired and created institutions and leaders who served as mentors to aspiring writers. Although the center of the Harlem Renaissance began in Harlem, New York, its influence spread throughout the nation and beyond, and included philosophers, artists, writers, musicians, sculptors, and movie makers.

Today we begin our journey through the Harlem Renaissance as a class, but soon we will begin to explore on our own. Over the course of the next few weeks, you will create a collection of various works that reflect the idea and images of the Harlem Renaissance.

Assignment:

Over the next few days you and one partner will create a portfolio: a collection of works from the Harlem Renaissance. How you create it is up to you (ex. PowerPoint, binder, poster board, etc.), but your portfolio will need to include 2 authors, 2 musicians, and 2 artists. You will need to include a summary, a clip, an excerpt, or an entire piece for each person, as well as a short biography of each individual. Finally, you will include 2 original works which we will discuss later in class.

After you submit your portfolio your group will make a 10 minute presentation on one of the authors, artists, or musicians you researched for your portfolio. These combined scores will count as a test grade.

PORTFOLIO DUE DATE ____________________________

PRESENTATION DATE ____________________________
Here is a breakdown of what needs to be in your portfolio and your presentation. This is not the set order or a rubric; this is just a personal check sheet.

**Portfolio**

<table>
<thead>
<tr>
<th>Author 1</th>
<th>Biography</th>
<th>Work</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Author 2</th>
<th>Biography</th>
<th>Work</th>
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<table>
<thead>
<tr>
<th>Artist 1</th>
<th>Biography</th>
<th>Work</th>
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<table>
<thead>
<tr>
<th>Artist 2</th>
<th>Biography</th>
<th>Work</th>
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<table>
<thead>
<tr>
<th>Musician 1</th>
<th>Biography</th>
<th>Work</th>
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<table>
<thead>
<tr>
<th>Musician 2</th>
<th>Biography</th>
<th>Work</th>
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<table>
<thead>
<tr>
<th>Original Piece 1</th>
<th>Original Piece 2</th>
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</table>

**Presentation**

<table>
<thead>
<tr>
<th>Person of choice</th>
<th>Biography</th>
<th>Work</th>
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<table>
<thead>
<tr>
<th>Why did you choose this person?</th>
<th>Work</th>
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</table>

<table>
<thead>
<tr>
<th>What did they contribute to the Harlem Renaissance</th>
<th>Work</th>
</tr>
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