The Harlem Renaissance - The Journey to Freedom: An Interdisciplinary Unit

Natalie Bolden
Pace University

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The Harlem Renaissance

The Journey to Freedom

Natalie A. Bolden
7-8 English Language Arts

EDU 672A: Differentiating Instruction—Secondary
Abstract

The goal of this unit was to create an understanding of the Harlem Renaissance and a deeper awareness of the role Harlem played in the development of American art and culture. Students will have the opportunity to delve into the various areas of interest in the Harlem Renaissance, and be able to express themselves through art and/or music, and oral and/or written expression. Students will also have the opportunity to broaden their cultural horizons by being exposed to some cultural influences they may not normally receive.
How Tiered?

Based on the New York State Grade 6 and Grade 7 English Language Arts assessments and the language arts textbook’s reading-level assessments, students will be grouped on their ability to read and comprehend the material.

Students who are above grade-level will be placed in the Duke Ellington (purple) group. Students on grade-level will be placed in the Josephine Baker (gold) group, while students who are below grade-level will be placed in the Langston Hughes (white) group.

While the groups have some activities in common, the level of complexity increases to challenge the students where they are.
New York State Standards Addressed:

**English Language Arts:**

- **Standard 1: Read, write, speak, and listen for information and understanding**—As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

- **Standard 2: Read, write, speak, and listen for literary response and expression**—Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

- **Standard 3: Read, write, speak, and listen for critical analysis and evaluation**—As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

- **Standard 4: Read, write, speak, and listen for social interaction**—Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

**Social Studies:**

- **Standard 1: History of the United States and New York**—Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
• **Standard 4: Economics**—Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

• **Standard 5: Civics, Citizenship, and Government**—Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Science, Technology and Mathematics:**

• **Standard 2: Information Systems**—students will access, generate, process, and transfer information using appropriate technologies

• **Standard 5: Technology**—students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs

• **Standard 6: Interconnectedness-Common Themes**—students will understand the relationships and common themes that connect math, science, and technology, and apply the themes to these and other areas of learning

• **Standard 7: Interdisciplinary Problem-Solving**—students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.
The Arts:

- **Standard 1: Creating, Performing and Participating in the Arts**—Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

- **Standard 2: Knowing and Using Arts Materials and Resources**—Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

- **Standard 3: Responding to and Analyzing Works of Art**—Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

- **Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts**—Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.
Essential Question

What was the Harlem Renaissance?

1. What was life like during the Harlem Renaissance?

2. How were issues of race addressed during the Harlem Renaissance?

3. What contributions were made to American art and culture during the Harlem Renaissance?
Objectives

Students will…

**Know:**

- What life was like during the Harlem Renaissance
- How issues of race were addressed during the Harlem Renaissance
- What contributions were made to American art and culture during the Harlem Renaissance

**Understand:**

- Spreading knowledge of the Harlem Renaissance can bring about a better understanding of America’s recent past
- Gaining and spreading knowledge of the Harlem Renaissance can bring about an appreciation of Harlem and its contributions to America’s cultural history

**Be Able To:**

- Describe what life was like during the Harlem Renaissance, using figurative language to make the period come alive to others
- Analyze how issues of race were handled during the Harlem Renaissance
- Generalize the contributions that were made to American art and culture during the Harlem Renaissance
- Understand and use language appropriate to the time period
- Synthesize all they have learned and show their learning
Materials Needed

(Including, but not limited to this list)

- Literature about and from writers of the Harlem Renaissance
  - “Lift Ev’ry Voice and Sing”—James Weldon Johnson
    (http://www.cyberhymnal.org/htm/l/liftevry.htm)
  - “We Wear the Mask”—Paul Laurence Dunbar
    (http://www.poetry-archive.com/d/we_wear_the_mask.html)
  - “Dream Variation”—Langston Hughes (http://www.poemhunter.com/poem/dream-variations/)

- Photos, videos, and music of the Harlem Renaissance
  - YouTube clip (2:50 minutes) “Duke Ellington & His Orchestra—Take the ‘A’ Train”
    http://www.youtube.com/watch?v=hRGFqSkNhK&feature=related
  - YouTube clip (3:52 minutes) “Harlem Renaissance Visual Art Presentation”
    http://www.youtube.com/watch?v=hNy_9GdS8YA&feature=related
  - Ken Burns’ JAZZ “The Gift: 1917-1924: Part 02” (1:00:12 minutes)
    http://player.discoveryeducation.com/index.cfm?guidAssetId=A0E2C595-B3F5-4B4B-ACA5-89122E9B93F5&blnFromSearch=1&productcode=US
  - “Louis Armstrong - When The Saints Go Marching In” (4:47 minutes)
    http://www.youtube.com/watch?v=wyLjbMBpGDA
  - Mo’ Better Blues Soundtrack by Branford Marsalis (Release Date: 08/29/1990; Label: Columbia Europe; UPC: 5099746716028)
Hook

- **YouTube clip (2:50 minutes) “Duke Ellington & His Orchestra—Take the ‘A’ Train”**
  [http://www.youtube.com/watch?v=hRGFqSkNjHk&feature=related](http://www.youtube.com/watch?v=hRGFqSkNjHk&feature=related)

- **YouTube clip (3:52 minutes) “Harlem Renaissance Visual Art Presentation”**
  [http://www.youtube.com/watch?v=hNy_9GdS8YA&feature=related](http://www.youtube.com/watch?v=hNy_9GdS8YA&feature=related)

- “Dream Variation” by Langston Hughes, illustrated by a picture called “The Harlem Renaissance” on the white board (or overhead), while jazz music from the era (Duke Ellington, Louis Armstrong, “Jelly Roll” Morton, etc.) is played.
  
  - Students are asked to write in their journals: Using your five (5) senses, what does this music, image, and poem present to you?
Pre-Assessment

What Do You Think You Know?

_You are about to begin a unit on the Harlem Renaissance. Mark the following statements agree/disagree on the line provided. Think of it as a way to find out what you think you know about Harlem and the time period known as the Harlem Renaissance._

1. Harlem has always been a very poor and disadvantaged section of New York City.
2. Black contributions to art, literature, music, etc., did not really begin until the Disco era of the 1970s.
3. When Blacks moved north after the Civil War, they were denied many of the rights white people had.
4. Blues and jazz music were equally popular before and after the Harlem Renaissance.
5. If given the opportunity, most Blacks would have emigrated (moved) to Africa after the Civil War.
6. Blacks who moved to Harlem in the late 1800s and early 1900s were so appreciative of their newfound freedom that few of them missed their original homes.
7. Blacks looked down on other Blacks who tried to “pass for white”.
8. Black English is a language.
9. Black spirituals, or religious songs to lift the spirit, are considered to be the only authentic American folk music.
10. Black theater in the first half of the 20th Century consisted mostly of Blacks “playing the fool” for the benefit of white audiences.
The Harlem Renaissance:
The Journey to Freedom

Duke Ellington Group
Learning Contract
Working Guidelines for Learning Contracts

1. Stay on task at all times with the activities you have chosen.

2. Work on the chosen activities only after the required reading or lesson for the day has been completed.

3. Work quietly so that you do not disturb others.

4. If you must work in another location, stay on task there, and continue following the contract rules.

I agree to the above conditions. I understand that if I do not follow them, I may lose the opportunity to continue with this independent contract.

Contract guidelines must be signed and in your contract folder by Wednesday, February ______.

Student’s Signature: ________________________________

Parent/Guardian’s Signature: ________________________
Activities Menu

Choose 4 activities from the following list by the end of class on Friday, February _________. You must complete Activity 1 and three other assignments from the list. Descriptions follow.

Activity 1: Stamp of Honor (due Friday, February ________)

Activity 2: Written vignette to accompany Duke Ellington’s song “Take the A Train” (due Friday, February ________)

Activity 3: First-person diary (four entries) (due Friday, February ________)

Activity 4: Poetry Café: poem memorized (minimum of 10 lines) (due Friday, February ________)

Activity 5: Re-creation of a piece of work (visual or musical art) from the Harlem Renaissance (due Friday, February ________)

Activity 6: Re-creation of a soul food recipe from the Harlem Renaissance (due Friday, February ________)

**NOTE: If you choose to do Activity 4, 5, or 6, you will present your work in class on Friday, February ________ (the last Friday of February).

You may use the following resources to help you: history and ELA textbooks, library books, Internet, encyclopedias, any piece of literature or notes given to you by Ms. Bolden.

I have chosen Activity 1, ________, _______, and ________ to complete. I understand that if I miss a deadline (for an unexcused absence), I will have two points deducted from my grade for each day the task is late.

Student’s Signature: __________________________________________________________

Teacher’s Signature: _________________________________________________________
Situation: People of all races, colors, creeds, ethnicities, and backgrounds can achieve greatness in their chosen field. People of all backgrounds should be acknowledged for reaching a level of distinction and for opening doors for others to walk through. The Harlem Renaissance was a time when people of all races helped to push African-American and Black American culture to the forefront.

Your Task: Create a 75¢ stamp to honor a person who was influential and/or famous during the Harlem Renaissance. The stamp must include a picture of the person on the front and a detailed biography about the person on the back.

Be sure to include information that answers the following questions:

- When and where was the person born?
- When, where, and how did the person die?
- What was the person’s occupation?
- Why should we remember this person and honor him/her with a stamp?
- How has this person’s accomplishments made an impact on today’s society and culture?
- What are eight (8) other things you learned about this person that have not been previously mentioned in this biography?
Stamp of Honor
Task Card
Possible People to Research
(Including, but not limited to)

Armstrong, Louis
Baker, Josephine
Baldwin, James
Basie, William "Count"
Bearden, Romare
Bennett, Gwendolyn
Blake, Eubie
Cullen, Countee
DuBois, WEB
Dunbar, Paul Laurence
Ellington, Edward "Duke"
Ellison, Ralph
Fitzgerald, Ella
Garvey, Marcus
Gillespie, John "Dizzy"
Handy, WC
Henderson, Fletcher
Hines, Earl "Fatha"
Holiday, Billie
Hughes, Langston
Hurston, Zora Neale
Jackson, Mahalia
Johnson, James Weldon
Joplin, Scott
Lawrence, Jacob
Monk, Thelonious
Morton, Ferdinand "Jelly Roll"
Parker, Charlie
Rainey, Gertrude "Ma"
Randolph, A. Philip
Robeson, Paul
Robinson, Bill
"Bojangles"
Savage, Augusta
Schomburg, Arturo
Sissle, Noble
Smith, Bessie
Van Der Zee, James
Waller, Thomas "Fats"
## Rubric: Stamp of Honor

Ms. N.A. Bolden

Student’s Name __________________ _________________

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Amount of Information</strong></td>
<td>• All topics are addressed and all questions answered with at least 2 sentences about each.</td>
<td>• All topics are addressed and most questions answered with at least 2 sentences about each.</td>
<td>• All topics are addressed, and most questions are answered with 1 sentence about each.</td>
<td>• One or more topics were not answered.</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>• Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>• Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>• Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>• Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>• Information is very organized with well-constructed paragraphs and subheadings.</td>
<td>• Information is organized with well-constructed paragraphs.</td>
<td>• Information is organized, but paragraphs are not well-constructed.</td>
<td>• The information appears to be disorganized.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>• All sources (information and graphics) are accurately documented in the desired format.</td>
<td>• All sources (information and graphics) are accurately documented, but a few are not in the desired format.</td>
<td>• All sources (information and graphics) are accurately documented, but many are not in the desired format.</td>
<td>• Some sources are not accurately documented.</td>
</tr>
<tr>
<td><strong>Internet Use</strong></td>
<td>• Successfully used the Internet to find information and navigated within these sites easily without assistance.</td>
<td>• Was usually able to use suggested Internet links to find information and navigated within these sites easily without assistance.</td>
<td>• Occasionally able to use suggested Internet links to find information and navigated within these sites easily without assistance.</td>
<td>• Needed much assistance and/or supervision to use suggested Internet links and/or to navigate within these sites.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>• No grammatical, spelling, or punctuation errors.</td>
<td>• Almost no grammatical, spelling, or punctuation errors.</td>
<td>• A few grammatical, spelling, or punctuation errors.</td>
<td>• Many grammatical, spelling, or punctuation errors.</td>
</tr>
</tbody>
</table>
Vignette to Ellington’s “Take the ‘A’ Train”

Task Card

Using Ellington’s version of “Take the ‘A’ Train”, compose a vignette of how you imagine the setting of the ‘A’ Train, and the people who rode it.

Guidelines:

Be sure to:

- Use first-person or third-person point of view
- Include sensory language to describe events from the time period and the character’s feelings
- Use varied sentence lengths and beginnings
- Develop your ideas in an interesting and imaginative way
- Use vocabulary that depicts the character’s tone to create a mood of the text
<table>
<thead>
<tr>
<th>Quality</th>
<th>5 Responses at this level</th>
<th>4 Responses at this level</th>
<th>3 Responses at this level</th>
<th>2 Responses at this level</th>
<th>1 Responses at this level</th>
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</thead>
<tbody>
<tr>
<td><strong>Meaning:</strong> The extent to which the response exhibits understanding and interpretation of the task and text(s)</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
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<td></td>
<td>• Fulfill all the</td>
<td>• Fulfill some</td>
<td>• Fulfill few</td>
<td>• Fulfill none of the</td>
<td>• Fulfill none of the</td>
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<td>requirements of the</td>
<td>requirements of the</td>
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<td>vignette</td>
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<td><strong>Development:</strong> The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
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<td>• Develop the</td>
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<td></td>
<td>vignette thoroughly, with</td>
<td>vignette with some</td>
<td>vignette with a</td>
<td>vignette with no</td>
<td>vignette with no</td>
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<td></td>
<td>figurative language and</td>
<td>figurative language and</td>
<td>little figurative</td>
<td>figurative language or</td>
<td>figurative language or</td>
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<td>sensory details</td>
<td>sensory details</td>
<td>language and sensory</td>
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<td>details</td>
<td>sensory details</td>
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<td><strong>Organization:</strong> The extent to which the response exhibits direction, shape, and coherence</td>
<td>Taken as a whole:</td>
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<td>• A thorough and clear</td>
<td>• A clear lead that</td>
<td>• Attempt to create a</td>
<td>• No attempt to create a</td>
<td>• No attempt to create a</td>
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<td></td>
<td>lead that invites the</td>
<td>leads the reader into the</td>
<td>lead that invites the</td>
<td>lead that invites the</td>
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<td></td>
<td>reader into the world of</td>
<td>world of the vignette</td>
<td>reader into the world of</td>
<td>reader into the world of</td>
<td>reader into the world of</td>
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<td></td>
<td>your vignette</td>
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<td>the vignette</td>
<td>the vignette</td>
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<td></td>
<td>• Use and maintain a</td>
<td>• Use a clear and focused</td>
<td>• Show an attempt to</td>
<td>• Little attempt to use</td>
<td>• Little attempt to use</td>
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<td>clear and focused</td>
<td>method of organization</td>
<td>use a clear and</td>
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<td>focused method of</td>
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<td>• Use first-person or</td>
<td>• Use first-person or</td>
<td>• Use first-person or</td>
<td>• Attempt to use first-</td>
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<td>third-person point of</td>
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<td>view consistently</td>
<td>view consistently</td>
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<td>throughout</td>
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<td>consistently</td>
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<td><strong>Language Use:</strong> The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
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<td>• Are fluent and easy</td>
<td>• Are readable, with</td>
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<td>• Are not readable</td>
<td>• Are not readable</td>
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<td>to read, with a</td>
<td>some sense of voice</td>
<td>some sense of voice</td>
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<td>sense of voice</td>
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<td>• Use varied sentence</td>
<td>• Use some varied</td>
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<td>• Use fragmented</td>
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<td>structure and above grade-</td>
<td>sentence structure and</td>
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<td>level vocabulary that</td>
<td>some above grade-level</td>
<td>some above grade-level</td>
<td>vocabulary that demonstrates some gaps in awareness of audience and purpose</td>
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<td>clearly demonstrates an</td>
<td>vocabulary that</td>
<td>vocabulary that</td>
<td>some confusion</td>
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<td>• Demonstrate control of</td>
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<td>the conventions of</td>
<td>the conventions of</td>
<td>control of the conventions</td>
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</tr>
</tbody>
</table>
**Diary Entries**

**Task Card**

**Situation:** Diary entries give us an insider’s view to what people are thinking about the various situations in which they find themselves. The most memorable diaries can help us understand our world and ourselves. Sometimes we learn from reading these entries, and the lives and words of the people who wrote them become part of who we are.

**Your Task:** Pretend to be a person going to Harlem during the Harlem Renaissance. Write four dated diary entries from the point of view of this character. Thoroughly reflect on the situations this character faces, or emotions this character feels. Be sure to include insights or lessons about life that the character has gained throughout his or her experiences.

**Guidelines:**

**Be sure to:**

- Use first-person point of view
- Date each of the four (4) entries
- Use journal format
- Include sensory language to describe events from the time period and the character’s feelings
- Use varied sentence lengths and beginnings
- Develop your ideas in an interesting and imaginative way
- Use vocabulary that depicts the character’s tone to create the mood of the text
- Include an interesting cover to the diary
## Rubric: Diary Entry

### Ms. N.A. Bolden

<table>
<thead>
<tr>
<th>Quality</th>
<th>5 Responses at this level</th>
<th>4 Responses at this level</th>
<th>3 Responses at this level</th>
<th>2 Responses at this level</th>
<th>1 Responses at this level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning:</strong> The extent to which the response exhibits understanding and interpretation of the task and text(s)</td>
<td>Taken as a whole: Fulfill all the requirements of the diary entries</td>
<td>Taken as a whole: Fulfill some requirements of the diary entries</td>
<td>Taken as a whole: Fulfill few requirements of the diary entries</td>
<td>Taken as a whole: Fulfill requirements of the diary entries with some confusion</td>
<td>Taken as a whole: Fulfill none of the requirements of the diary entries</td>
</tr>
<tr>
<td><strong>Development:</strong> The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)</td>
<td>Taken as a whole: Develop the diary entries thoroughly, with figurative language and sensory details</td>
<td>Taken as a whole: Develop the diary entries with some figurative language and sensory details</td>
<td>Taken as a whole: Develop the diary entries with a little figurative language and sensory details</td>
<td>Taken as a whole: Develop the diary entries with few sensory details and figurative language</td>
<td>Taken as a whole: Develop the diary entries with no figurative language or sensory details</td>
</tr>
<tr>
<td><strong>Organization:</strong> The extent to which the response exhibits direction, shape, and coherence</td>
<td>Taken as a whole: A thorough and clear lead that invites the reader into the world of your diary entries</td>
<td>Taken as a whole: A clear lead that leads the reader into the world of the diary entries</td>
<td>Taken as a whole: Attempt to create a lead that invites the reader into the world of the diary entries</td>
<td>Taken as a whole: Little attempt to create a lead that invites the reader into the world of the diary entries</td>
<td>Taken as a whole: No attempt to create a lead that invites the reader into the world of the diary entries</td>
</tr>
<tr>
<td><strong>Language Use:</strong> The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</td>
<td>Taken as a whole: Are fluent and easy to read, with a sense of voice</td>
<td>Taken as a whole: Are readable, with some sense of voice</td>
<td>Taken as a whole: Are readable, with little sense of voice</td>
<td>Taken as a whole: Are not readable</td>
<td>Taken as a whole: Are not readable</td>
</tr>
</tbody>
</table>

- Use simple sentences and minimal vocabulary that demonstrates a confused awareness of audience and purpose
- Use a tone that is inappropriate for the diary entries
- Demonstrate emerging control of the conventions of standard written English
- Use fragmented sentences and below grade-level that does not demonstrate an awareness of audience or purpose
- Demonstrate a lack of tone that is appropriate for the diary entries
- Demonstrate a lack of control of the conventions of standard written English

- Use varied sentence structure and above grade-level vocabulary that clearly demonstrates an awareness of audience and purpose
- Use a tone that clearly reflects the diary entries
- Demonstrate control of the conventions of standard written English
- Use a tone that reflects the diary entries
- Demonstrate partial control of the conventions of standard written English
- Use a tone that is unclear for the diary entries
- Demonstrate emerging control of the conventions of standard written English

- Are readable, with some sense of voice
- Use some varied sentence structure and some above grade-level vocabulary that demonstrates an awareness of audience and purpose
- Use a tone that reflects the diary entries
- Demonstrate control of the conventions of standard written English
- Are readable, with some confusion
- Use some varied sentence structure and above grade-level vocabulary that clearly demonstrates an awareness of audience and purpose
- Use a tone that is inappropriate for the diary entries
- Demonstrate partial control of the conventions of standard written English
- Are not readable

- Are readable, with little sense of voice
- Use some varied sentence structure and above grade-level vocabulary that clearly demonstrates an awareness of audience and purpose
- Use a tone that is unclear for the diary entries
- Demonstrate partial control of the conventions of standard written English
- Are readable, with some confusion
- Use some varied sentence structure and above grade-level vocabulary that clearly demonstrates awareness of audience and purpose
- Use a tone that is inappropriate for the diary entries
- Demonstrate partial control of the conventions of standard written English
- Are not readable

- Use simple sentences and basic vocabulary that demonstrates some gaps in awareness of audience and purpose
- Use a tone that is unclear for the diary entries
- Demonstrate partial control of the conventions of standard written English
- Are readable, with some confusion
- Use simple sentences and minimal vocabulary that demonstrates a confused awareness of audience and purpose
- Use a tone that is inappropriate for the diary entries
- Demonstrate emerging control of the conventions of standard written English
- Are not readable
Poetry Café

Task Card

Situation: The Harlem Renaissance was an era that saw an explosion in the literature of a culture. The Harlem Renaissance brought Langston Hughes, Zora Neale Hurston, Paul Laurence Dunbar among others to the forefront.

Your Task: Find a poem of at least ten (10) lines, written by an author of the Harlem Renaissance. Rehearse and memorize the poem. Create note cards about the poem and its author. You will present your work at our Poetry Café to be held on Friday, February _________. 
## Rubric: Poetry Café

**Ms. N.A. Bolden**  

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Shows a full understanding of the topic with explanations and elaboration</td>
<td>Shows a good understanding of the topic, but there is little elaboration on the information</td>
<td>Shows a good understanding of parts of the topic. You are only able to answer basic questions about your poem and its author</td>
<td>Does not seem to understand the topic very well. You can answer few questions about the poem and its author</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>You are completely prepared and well-rehearsed</td>
<td>You seem pretty prepared, but might have needed a few more rehearsals</td>
<td>You are somewhat prepared, but it is clear that rehearsal was lacking</td>
<td>You do not seem at all prepared to present.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Stands up straight, looks relaxed and confident</td>
<td>Stands up straight</td>
<td>Sometimes stands up straight</td>
<td>Slouches and/or does not look at people during the presentation</td>
</tr>
<tr>
<td></td>
<td>Establishes eye contact with everyone in the room during the presentation</td>
<td>Establishes eye contact with everyone in the room during the presentation</td>
<td>Sometimes establishes eye contact</td>
<td></td>
</tr>
<tr>
<td><strong>Visuals</strong></td>
<td>Student uses several props (could include costume) that show considerable work/creativity and which the presentation better</td>
<td>Student uses 1 prop that shows considerable work/creativity and which make the presentation better</td>
<td>Student uses 1 prop which makes the presentation better</td>
<td>Student uses no props OR the props chosen distract from the presentation</td>
</tr>
<tr>
<td><strong>Listens to Others Presentations</strong></td>
<td>Listens intently</td>
<td>Listens intently but has one distracting noise or movement</td>
<td>Sometimes does not appear to be listening but is not distracting</td>
<td>Sometimes does not appear to be listening and makes distracting noises or movements</td>
</tr>
</tbody>
</table>

---
Re-creation of a Piece of Art
(Musical or Visual)

Task Card

Situation: In the early 1920's, African-Americans and whites were a great part of a cultural movement known as the Harlem Renaissance. The Harlem Renaissance brought out powerful musical talent. Singers and musicians played an important role in this cultural inspiration, as well as writers, shopkeepers, painters, etc. Jazz was rooted in the musical tradition of American blacks. Jazz became popular with the help of musicians such as Scott Joplin, Duke Ellington, Louis Armstrong, among others.

Instead of using direct political means, African-American artists employed culture to work for goals of civil rights and equality. Its lasting legacy is that for the first time (and across racial lines), African-American art became absorbed into mainstream culture.

Your Task:

- Find a song popular during the Harlem Renaissance. Create note cards about the song and its history.
  Practice and memorize your song. You will present your work at our Poetry Café to be held on Friday, February ________.

- Find a piece of artwork popular during the Harlem Renaissance, or by a popular Harlem Renaissance artist. Create note cards about the work of art and its history. Create it at home. You will present your work at our Poetry Café to be held on Friday, February ________.
# Rubric: Re-creation of a Piece of Art (Musical)

Ms. N.A. Bolden  
Student’s Name __________________

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expression and Style</strong></td>
<td>• Performs with a creative nuance and style in response to the score and limited coaching.</td>
<td>• Typically performs with nuance and style that is indicated in the score or which is suggested by instructor or peer.</td>
<td>• Sometimes performs with nuance and style that is indicated in the score or which is suggested by instructor or peer.</td>
<td>• Rarely demonstrates expression and style. Just plays the notes/sings the song.</td>
</tr>
<tr>
<td><strong>Note Accuracy</strong></td>
<td>• Notes are consistently accurate.</td>
<td>• An occasional inaccurate note is played/sung, but does not detract from the overall performance.</td>
<td>• A few inaccurate notes are played/sung, detracting somewhat from the overall performance.</td>
<td>• Wrong notes consistently detract from the performance.</td>
</tr>
<tr>
<td><strong>Tone Quality</strong></td>
<td>• Tone is consistently focused, clear, and centered throughout the range of the instrument/voice. Tone has a professional quality.</td>
<td>• Tone is focused, clear, and centered through the normal range. • Extremes in range sometimes cause tone to be less controlled. • Tone quality typically does not detract from the performance</td>
<td>• Tone is often focused, clear, and centered, but sometimes the tone is uncontrolled in the normal range. • Extremes in range are usually uncontrolled. • Occasionally the tone detracts from overall performance.</td>
<td>• The tone is often not focused, clear, or centered regardless of the range, significantly detracting from the overall performance.</td>
</tr>
<tr>
<td><strong>Posture and Relaxation</strong></td>
<td>• Student stands correctly and plays/sings using a proper stance with no visible tension in the body.</td>
<td>• Student stands somewhat correctly and most of the time demonstrates a proper stance with limited tension in the body.</td>
<td>• Student is sometimes standing correctly but often shows tension or improper body position during playing/singing.</td>
<td>• Student rarely demonstrates proper posture and stance and tension is highly visible.</td>
</tr>
<tr>
<td><strong>Attention in Class</strong></td>
<td>• Listens intently. • Does not make distracting noises or movements.</td>
<td>• Listens intently but has one distracting noise or movement.</td>
<td>• Sometimes does not appear to be listening but is not distracting.</td>
<td>• Sometimes does not appear to be listening and makes distracting noises or movements.</td>
</tr>
</tbody>
</table>
## Rubric: Re-creation of a Piece of Art (Visual)

Ms. N.A. Bolden   Student’s Name __________________ __________

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capturing a Style/Artist</strong></td>
<td>• Color is applied in a manner very consistent with the technique of the artist studied.</td>
<td>• Color is applied in a manner that is reasonably consistent with the technique of the artist studied.</td>
<td>• An attempt has been made to apply color in a manner that is consistent with the technique of the artist being studied, but it is not effective.</td>
<td>• No attempt has been made to apply color in a manner consistent with the technique of the artist studied.</td>
</tr>
<tr>
<td><strong>Time/Effort</strong></td>
<td>• Much time and effort went into the planning and design of the piece. It is clear that the student worked on this at home as well as during class time.</td>
<td>• Class time was used wisely. • Student could have put in more time and effort at home.</td>
<td>• Class time was not always used wisely, but student did do some additional work at home.</td>
<td>• Class time was not used wisely. • Student did not put in additional time or effort at home.</td>
</tr>
<tr>
<td><strong>Knowledge Gained—Technique</strong></td>
<td>• Student can accurately name 4 characteristics of the technique of the artist studied and describe how these characteristics are used in the piece.</td>
<td>• Student can accurately name 3 characteristics of the technique of the artist studied and describe how these characteristics are used in the piece.</td>
<td>• Student cannot accurately name 2-3 characteristics of the technique of the artist studied, nor describe how 2-3 of these characteristics are used in the piece.</td>
<td>• Student cannot accurately name any characteristics of the technique of the artist studied, nor describe how the characteristics are used in the piece.</td>
</tr>
</tbody>
</table>
Re-creation of a Recipe

Task Card

**Situation:** The Harlem Renaissance was an era that saw the birth of soul food. These were dishes based on southern dishes from the American slavery era. Soul food was so-named in honor of the black cooks who had prepared the food during the slavery era and helped to feed the souls of all.

**Your Task:** Find a soul food recipe popular during the Harlem Renaissance. Create note cards about the recipe and its history. You will present your food at our Poetry Café to be held on Friday, February __________.
# Rubric: Re-creation of a Recipe

Ms. N.A. Bolden

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Following the Recipe</strong></td>
<td>• Gathered all the ingredients beforehand</td>
<td>• Gathered most of the ingredients beforehand</td>
<td>• Did not gather ingredients ahead of time</td>
<td>• Did not gather ingredients ahead of time and did not have necessary ingredients for completion (had to go to the store to rescue the dish)</td>
</tr>
<tr>
<td></td>
<td>• Measured and/or prepared ingredients according to instructions</td>
<td>• Measured and/or prepared most ingredients properly</td>
<td>• Measured and/or prepared some ingredients improperly</td>
<td>• Did not measure and/or prepare ingredients properly</td>
</tr>
<tr>
<td></td>
<td>• Cooked food for appropriate length of time</td>
<td>• Cooked food for appropriate length of time</td>
<td>• Did not cook food for appropriate length of time</td>
<td>• Did not cook food for appropriate length of time</td>
</tr>
<tr>
<td><strong>Final Product</strong></td>
<td>• Has a pleasing appearance</td>
<td>• Had an acceptable appearance</td>
<td>• Appearance is not appetizing</td>
<td>• Looks disgusting</td>
</tr>
<tr>
<td></td>
<td>• Looks like a photo</td>
<td>• Served according to etiquette</td>
<td>• Service of dish is not according to etiquette</td>
<td>• Not served properly</td>
</tr>
<tr>
<td></td>
<td>• Served according to etiquette</td>
<td>• Has an acceptable taste and/or smell</td>
<td>• Taste and/or smell is not acceptable (one taste is overwhelming)</td>
<td>• Taste and/or smell made people ill</td>
</tr>
<tr>
<td></td>
<td>• Has a pleasant taste and/or smell</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANCHOR ACTIVITY:

Picture Timeline

Task Card

*If you have completed all the activities you have chosen for your learning contract, you are to complete this anchor activity.*

View scenes from the Ken Burns documentary JAZZ (Episode Two: “The Gift”), and use other resources to create a timeline with pictures of 10 people and/or events significant to the Harlem Renaissance. Be sure to create captions to go with each picture included.


- Ken Burns’ JAZZ “The Gift: 1917-1924: Part 02” (1:00:12 minutes)
  [http://player.discoveryeducation.com/index.cfm?guidAssetId=A0E2C595-B3F5-4B4B-ACA5-89122E9B93F5&blnFromSearch=1&productcode=US](http://player.discoveryeducation.com/index.cfm?guidAssetId=A0E2C595-B3F5-4B4B-ACA5-89122E9B93F5&blnFromSearch=1&productcode=US)
## Rubric: Picture Timeline

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The timeline has a creative title that accurately describes the material and is easy to locate.</td>
<td></td>
<td></td>
<td></td>
<td>• The title is missing or difficult to locate.</td>
</tr>
<tr>
<td><strong>Content Facts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Facts were accurate for all events reported on the timeline.</td>
<td>• Facts were accurate for almost all events reported on the timeline.</td>
<td>• Facts were accurate for most of the events reported on the timeline.</td>
<td>• Facts were often inaccurate for events reported on the timeline.</td>
<td></td>
</tr>
<tr>
<td><strong>Graphics or Pictures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All graphics effectively illustrated the importance of the events and were balanced with text use.</td>
<td>• All graphics were effective, but there appear to be too few or too many.</td>
<td>• Some graphics are effective and their use is balanced with text use.</td>
<td>• Several graphics are not effective.</td>
<td></td>
</tr>
<tr>
<td><strong>Dates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• An accurate, complete date has been included for each event.</td>
<td>• An accurate, complete date has been included for almost every event.</td>
<td>• An accurate date has been included for most of the events reported on the timeline.</td>
<td>• Dates are inaccurate or missing for several events.</td>
<td></td>
</tr>
<tr>
<td><strong>Style &amp; Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The timeline was set up to cover the relevant time period.</td>
<td>• The timeline was set up to cover the relevant time period. It contains yearly gradations, but not at set intervals.</td>
<td>• The timeline was set up to cover most of the relevant time period.</td>
<td>• The time period covered was inappropriate. Yearly divisions were not uniform.</td>
<td></td>
</tr>
<tr>
<td>• It contains appropriate yearly gradations of set intervals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Colors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The use of colors is consistent and shows a logical pattern.</td>
<td>• The use of colors is consistent and shows a logical pattern for the most part.</td>
<td>• The use of colors is consistent but is not used effectively to organize the material.</td>
<td>• The use of colors is not consistent or detracts from the organization.</td>
<td></td>
</tr>
<tr>
<td>• It helps organize the material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• It helps organize the material somewhat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Harlem Renaissance:
The Journey to Freedom

Josephine Baker Group
Learning Contract
Working Guidelines for Learning Contracts

1. Stay on task at all times with the activities you have chosen.
2. Work on the chosen activities only after the required reading or lesson for the day has been completed.
3. Work quietly so that you do not disturb others.
4. If you must work in another location, stay on task there, and continue following the contract rules.

I agree to the above conditions. I understand that if I do not follow them, I may lose the opportunity to continue with this independent contract.

Contract guidelines must be signed and in your contract folder by Wednesday, February ______.

Student’s Signature: ________________________________
Parent/Guardian’s Signature: ________________________
Activities Menu

Choose 4 activities from the following list by the end of class on Friday, February __________. You must complete Activity 1 and three other assignments from the list.

Descriptions follow.

Activity 1: Stamp of Honor (due Friday, February ________)

Activity 2: Picture Dictionary of the Harlem Renaissance (due Friday, February ________)

Activity 3: First-person diary (three entries) (due Friday, February ________)

Activity 4: Poetry Café: poem memorized (minimum of 10 lines) (due Friday, February ________)

Activity 5: Re-creation of a piece of work (visual or musical art) from the Harlem Renaissance (due Friday, February ________)

Activity 6: Re-creation of a soul food recipe from the Harlem Renaissance (due Friday, February ________)

**NOTE: If you choose to do Activity 4, 5, or 6, you will present your work in class on Friday, February ________ (the last Friday of February).**

You may use the following resources to help you: history and ELA textbooks, library books, Internet, encyclopedias, any piece of literature or notes given to you by Ms. Bolden.

I have chosen Activity 1, ________, _______, and ________ to complete. I understand that if I miss a deadline (for an unexcused absence), I will have two points deducted from my grade for each day the task is late.

Student’s Signature: ________________________________________________________

Teacher’s Signature: _______________________________________________________
Situation: People of all races, colors, creeds, ethnicities, and backgrounds can achieve greatness in their chosen field. People of all backgrounds should be acknowledged for reaching a level of distinction and for opening doors for others to walk through. The Harlem Renaissance was a time when people of all races helped to push African-American and Black American culture to the forefront.

Your Task: Create a 75¢ stamp to honor a person who was influential and/or famous during the Harlem Renaissance. The stamp must include a picture of the person on the front and a detailed biography about the person on the back.

Be sure to include information that answers the following questions:

- When and where was the person born?
- When, where, and how did the person die?
- What was the person’s occupation?
- Why should we remember this person and honor him/her with a stamp?
- What are six (6) other things you learned about this person that have not been previously mentioned in this biography?
Stamp of Honor
Task Card
Possible People to Research
(Including, but not limited to)

Armstrong, Louis
Baker, Josephine
Baldwin, James
Basie, William "Count"
Bearden, Romare
Bennett, Gwendolyn
Blake, Eubie
Cullen, Countee
DuBois, WEB
Dunbar, Paul Laurence
Ellington, Edward "Duke"
Ellison, Ralph
Fitzgerald, Ella
Garvey, Marcus
Gillespie, John "Dizzy"
Handy, WC
Henderson, Fletcher
Hines, Earl "Fatha"
Holiday, Billie
Hughes, Langston
Hurston, Zora Neale
Jackson, Mahalia
Johnson, James Weldon
Joplin, Scott
Lawrence, Jacob
Monk, Thelonious
Morton, Ferdinand "Jelly Roll"
Parker, Charlie
Rainey, Gertrude "Ma"
Randolph, A. Philip
Robeson, Paul
Robinson, Bill "Bojangles"
Savage, Augusta
Schomburg, Arturo
Sissle, Noble
Smith, Bessie
Van Der Zee, James
Waller, Thomas "Fats"
# Rubric: Stamp of Honor

Ms. N.A. Bolden  
Student’s Name

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount of Information</strong></td>
<td>• All topics are addressed and all questions answered with at least 2 sentences about each.</td>
<td>• All topics are addressed and most questions answered with at least 2 sentences about each.</td>
<td>• All topics are addressed, and most questions are answered with 1 sentence about each.</td>
<td>• One or more topics were not answered.</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>• Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>• Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>• Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>• Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>• Information is very organized with well-constructed paragraphs and subheadings.</td>
<td>• Information is organized with well-constructed paragraphs.</td>
<td>• Information is organized, but paragraphs are not well-constructed.</td>
<td>• The information appears to be disorganized.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>• All sources (information and graphics) are accurately documented in the desired format.</td>
<td>• All sources (information and graphics) are accurately documented, but a few are not in the desired format.</td>
<td>• All sources (information and graphics) are accurately documented, but many are not in the desired format.</td>
<td>• Some sources are not accurately documented.</td>
</tr>
<tr>
<td><strong>Internet Use</strong></td>
<td>• Successfully used the Internet to find information and navigated within these sites easily without assistance.</td>
<td>• Was usually able to use suggested Internet links to find information and navigated within these sites easily without assistance.</td>
<td>• Occasionally able to use suggested Internet links to find information and navigated within these sites easily without assistance.</td>
<td>• Needed much assistance and/or supervision to use suggested Internet links and/or to navigate within these sites.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>• No grammatical, spelling, or punctuation errors.</td>
<td>• Almost no grammatical, spelling, or punctuation errors.</td>
<td>• A few grammatical, spelling, or punctuation errors.</td>
<td>• Many grammatical, spelling, or punctuation errors.</td>
</tr>
</tbody>
</table>
Overview: You may not have a complete understanding of new terms by simply writing out a definition for each word in a list. To begin to internalize the meaning of some words or phrases from the Harlem Renaissance, you will create a picture dictionary.

Your Task: Define the term and illustrate the term. Find some examples of how the term was used.

This could be drawn or copied in black and white. There can be more than two terms and drawings on a page, however, the definition/drawing should not go to a second page.

DO NOT COPY OR DRAW ON TWO SIDES OF THE PAPER. PLEASE USE WHITE PAPER 8 1/2” X 11”.
Picture Dictionary

Task Card

(Terms to include, but not limited to)

- belly rub
- berries
- boogie-woogie
- bottle it
- brick-presser
- bring mud
- catch the air
- cloakers
- collar a hot
- collar a nod
- dig
- dog it
- doing the dozens
- grandfather clauses
- gum beater
- hincty
- jive
- jump salty
- kitchen mechanic
- minstrel shows
- Negrotarian
- Red Summer
- rent party
- rug cutter
- shim-sham shimmy
- slip in the dozens
- smoking over
- solid
- sooner
- speakeasy
- stomp
- Talented Tenth
- white flight
- wobble
- work under cork
## Rubric: Picture Dictionary

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary Words</strong></td>
<td>• Dictionary includes 10 or more words or phrases.</td>
<td>• Dictionary includes at least 8 words or phrases.</td>
<td>• Dictionary includes at least 5 words or phrases.</td>
<td>• Dictionary includes fewer than 5 words or phrases.</td>
</tr>
<tr>
<td><strong>Definition</strong></td>
<td>• All words/phrases have a complete definition.</td>
<td>• Most words/phrases have a complete definition.</td>
<td>• Some words/phrases have a complete definition.</td>
<td>• Few words/phrases have a complete definition.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>• There are no grammatical, spelling or punctuation errors.</td>
<td>• There are less than 5 grammatical, spelling, and/or punctuation errors.</td>
<td>• There are less than 10 grammatical, spelling, and/or punctuation errors.</td>
<td>• There are more than 10 grammatical, spelling, and/or punctuation errors.</td>
</tr>
<tr>
<td><strong>Illustration</strong></td>
<td>• All pictures illustrate the meaning of the word/phrase clearly.</td>
<td>• Most pictures illustrate the meaning of the word/phrase clearly.</td>
<td>• Some pictures illustrate the meaning of the word/phrase clearly.</td>
<td>• Few pictures illustrate the meaning of the word/phrase clearly.</td>
</tr>
<tr>
<td><strong>Organization/Creativity</strong></td>
<td>• All of the pictures and writing are neat and organized.</td>
<td>• Most of the pictures and writing are neat and organized.</td>
<td>• Some of the pictures and writing are neat and organized.</td>
<td>• Few of the pictures and writing are neat and organized.</td>
</tr>
</tbody>
</table>
Diary Entries

Task Card

Situation: Diary entries give us an insider’s view to what people are thinking about the various situations in which they find themselves. The most memorable diaries can help us understand our world and ourselves. Sometimes we learn from reading these entries, and the lives and words of the people who wrote them become part of who we are.

Your Task: Pretend to be a person going to Harlem during the Harlem Renaissance. Write three dated diary entries from the point of view of this character. Thoroughly reflect on the situations this character faces, or emotions this character feels. Be sure to include insights or lessons about life that the character has gained throughout his or her experiences.

Guidelines:
Be sure to:

- Use first-person point of view
- Date each of the three (3) entries
- Use journal format
- Include sensory language to describe events from the time period and the character’s feelings
- Use varied sentence lengths and beginnings
- Develop your ideas in an interesting and imaginative way
- Use vocabulary that depicts the character’s tone to create the mood of the text
- Include an interesting cover to the diary
# Rubric: Diary Entry

<table>
<thead>
<tr>
<th>Quality</th>
<th>5: Responses at this level</th>
<th>4: Responses at this level</th>
<th>3: Responses at this level</th>
<th>2: Responses at this level</th>
<th>1: Responses at this level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning:</strong> The extent to which the response exhibits understanding and interpretation of the task and text(s)</td>
<td>Taken as a whole: Fulfill all the requirements of the diary entries</td>
<td>Taken as a whole: Fulfill some requirements of the diary entries</td>
<td>Taken as a whole: Fulfill few requirements of the diary entries with some confusion</td>
<td>Taken as a whole: Fulfill none of the requirements of the diary entries</td>
<td></td>
</tr>
<tr>
<td><strong>Development:</strong> The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)</td>
<td>Taken as a whole: Develop the diary entries thoroughly, with figurative language and sensory details</td>
<td>Taken as a whole: Develop the diary entries with some figurative language and sensory details</td>
<td>Taken as a whole: Develop the diary entries with a little figurative language and sensory details</td>
<td>Taken as a whole: Develop the diary entries with no figurative language or sensory details</td>
<td></td>
</tr>
<tr>
<td><strong>Organization:</strong> The extent to which the response exhibits direction, shape, and coherence</td>
<td>Taken as a whole: A thorough and clear lead that invites the reader into the world of your diary entries</td>
<td>Taken as a whole: A clear lead that leads the reader into the world of the diary entries</td>
<td>Taken as a whole: Attempt to create a lead that invites the reader into the world of the diary entries</td>
<td>Taken as a whole: No attempt to create a lead that invites the reader into the world of the diary entries</td>
<td></td>
</tr>
<tr>
<td><strong>Language Use:</strong> The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</td>
<td>Taken as a whole: Are fluent and easy to read, with a sense of voice</td>
<td>Taken as a whole: Are readable, with some sense of voice</td>
<td>Taken as a whole: Are readable, with little sense of voice</td>
<td>Taken as a whole: Are not readable</td>
<td></td>
</tr>
</tbody>
</table>

**Fulfill all the requirements of the task and text(s):**
- Fulfill all the requirements of the diary entries
- Use fragmented sentences and below grade-level that does not demonstrate an awareness of audience or purpose
- Demonstrate a lack of control of the conventions of standard written English

**Fulfill some requirements of the diary entries:**
- Fulfill some requirements of the diary entries
- Use simple sentences and minimal vocabulary that does not demonstrate a confused awareness of audience and purpose
- Demonstrate a lack of control of the conventions of standard written English

**Fulfill few requirements of the diary entries with some confusion:**
- Fulfill few requirements of the diary entries with some confusion
- Use some varied sentence structure and some above grade-level vocabulary that demonstrates some gaps in awareness of audience and purpose
- Use a tone that is inappropriate for the diary entries

**Fulfill none of the requirements of the diary entries:**
- Fulfill none of the requirements of the diary entries
- Use simple sentences and minimal vocabulary that demonstrates a confused awareness of audience and purpose
- Demonstrate a lack of control of the conventions of standard written English

**Taken as a whole:**
- Fulfill all the requirements of the diary entries
- Use a clear and focused method of organization
- Use a tone that clearly reflects the diary entries
- Demonstrate control of the conventions of standard written English

**Taken as a whole:**
- Fulfill some requirements of the diary entries
- Use a clear and focused method of organization
- Use a tone that reflects the diary entries
- Demonstrate control of the conventions of standard written English

**Taken as a whole:**
- Fulfill few requirements of the diary entries with some confusion
- Use some varied sentence structure and some above grade-level vocabulary that demonstrates some gaps in awareness of audience and purpose
- Use a tone that is unclear for the diary entries
- Demonstrate partial control of the conventions of standard written English

**Taken as a whole:**
- Fulfill none of the requirements of the diary entries
- Use simple sentences and minimal vocabulary that demonstrates a confused awareness of audience and purpose
- Use a tone that is inappropriate for the diary entries
- Demonstrate emerging control of the conventions of standard written English

**Ms. N.A. Bolden**

**Student’s Name**
Situation: The Harlem Renaissance was an era that saw an explosion in the literature of a culture. The Harlem Renaissance brought Langston Hughes, Zora Neale Hurston, and Paul Laurence Dunbar among others to the forefront.

Your Task: Find a poem of at least ten (10) lines, written by an author of the Harlem Renaissance. Rehearse and memorize the poem. You may refer to your poem only twice if you have difficulty remembering the poem.

Create note cards about the poem and its author. You will present your work at our Poetry Café to be held on Friday, February _________.

## Rubric: Poetry Café

**Ms. N.A. Bolden**  
**Student’s Name ____________________________**

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
| **Content**          | • Shows a full understanding of the topic with explanations and elaboration | • Shows a good understanding of the topic, but there is little elaboration on the information | • Shows a good understanding of parts of the topic.  
• You are only able to answer basic questions about your poem and its author | • Does not seem to understand the topic very well.  
You can answer few questions about the poem and its author |
| **Preparedness**     | • You are completely prepared and well-rehearsed                  | • You seem pretty prepared, but might have needed a few more rehearsals | • You are somewhat prepared, but it is clear that rehearsal was lacking | • You do not seem at all prepared to present. |
| **Delivery**         | • Stands up straight, looks relaxed and confident  
• Establishes eye contact with everyone in the room during the presentation | • Stands up straight  
• Establishes eye contact with everyone in the room during the presentation | • Sometimes stands up straight  
• Sometimes establishes eye contact | • Slouches and/or does not look at people during the presentation |
| **Visuals**          | • Student uses several props (could include costume) that show considerable work/creativity and which the presentation better | • Student uses 1 prop that shows considerable work/creativity and which make the presentation better | • Student uses 1 prop which makes the presentation better | • Student uses no props OR the props chosen distract from the presentation |
| **Listens to Others Presentations** | • Listens intently  
• Does not make distracting noises or movements | • Listens intently but has one distracting noise or movement | • Sometimes does not appear to be listening but is not distracting | • Sometimes does not appear to be listening and makes distracting noises or movements |
Situation: In the early 1920's, African-Americans and whites were a great part of a cultural movement known as the Harlem Renaissance. The Harlem Renaissance brought out powerful musical talent. Singers and musicians played an important role in this cultural inspiration, as well as writers, shopkeepers, painters, etc. Jazz was rooted in the musical tradition of American blacks. Jazz became popular with the help of musicians such as Scott Joplin, Duke Ellington, Louis Armstrong, among others.

Instead of using direct political means, African-American artists employed culture to work for goals of civil rights and equality. Its lasting legacy is that for the first time (and across racial lines), African-American art became absorbed into mainstream culture.

Your Task:

- Find a song popular during the Harlem Renaissance. Create note cards about the song and its history. Practice and memorize your song. You will present your work at our Poetry Café to be held on Friday, February __________.

- Find a piece of artwork popular during the Harlem Renaissance, or by a popular Harlem Renaissance artist. Create note cards about the work of art and its history. Create it at home. You will present your work at our Poetry Café to be held on Friday, February __________.
# Rubric: Re-creation of a Piece of Art (Musical)

**Ms. N.A. Bolden**  
**Student’s Name __________________________**

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expression and Style</strong></td>
<td>• Performs with a creative nuance and style in response to the score and limited coaching.</td>
<td>• Typically performs with nuance and style that is indicated in the score or which is suggested by instructor or peer.</td>
<td>• Sometimes performs with nuance and style that is indicated in the score or which is suggested by instructor or peer.</td>
<td>• Rarely demonstrates expression and style. Just plays the notes/sings the song.</td>
</tr>
<tr>
<td><strong>Note Accuracy</strong></td>
<td>• Notes are consistently accurate.</td>
<td>• An occasional inaccurate note is played/sung, but does not detract from the overall performance.</td>
<td>• A few inaccurate notes are played/sung, detracting somewhat from the overall performance.</td>
<td>• Wrong notes consistently detract from the performance.</td>
</tr>
</tbody>
</table>
| **Tone Quality**       | • Tone is consistently focused, clear, and centered throughout the range of the instrument/voice. Tone has a professional quality. | • Tone is focused, clear, and centered through the normal range.  
  • Extremes in range sometimes cause tone to be less controlled.  
  • Tone quality typically does not detract from the performance. | • Tone is often focused, clear, and centered, but sometimes the tone is uncontrolled in the normal range.  
  • Extremes in range are usually uncontrolled.  
  • Occasionally the tone detracts from overall performance. | • The tone is often not focused, clear, or centered regardless of the range, significantly detracting from the overall performance. |
| **Posture and Relaxation** | • Student stands correctly and plays/sings using a proper stance with no visible tension in the body. | • Student stands somewhat correctly and most of the time demonstrates a proper stance with limited tension in the body. | • Student is sometimes standing correctly but often shows tension or improper body position during playing/singing. | • Student rarely demonstrates proper posture and stance and tension is highly visible. |
| **Attention in Class** | • Listens intently.  
  • Does not make distracting noises or movements. | • Listens intently but has one distracting noise or movement. | • Sometimes does not appear to be listening but is not distracting. | • Sometimes does not appear to be listening and makes distracting noises or movements. |
## Rubric: Re-creation of a Piece of Art (Visual)

Ms. N.A. Bolden

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capturing a Style/Artist</td>
<td>• Color is applied in a manner very consistent with the technique of the artist studied.</td>
<td>• Color is applied in a manner that is reasonably consistent with the technique of the artist studied.</td>
<td>• An attempt has been made to apply color in a manner that is consistent with the technique of the artist being studied, but it is not effective.</td>
<td>• No attempt has been made to apply color in a manner consistent with the technique of the artist studied.</td>
</tr>
<tr>
<td>Time/Effort</td>
<td>• Much time and effort went into the planning and design of the piece. It is clear that the student worked on this at home as well as during class time.</td>
<td>• Class time was used wisely. • Student could have put in more time and effort at home.</td>
<td>• Class time was not always used wisely, but student did do some additional work at home.</td>
<td>• Class time was not used wisely. • Student did not put in additional time or effort at home.</td>
</tr>
<tr>
<td>Knowledge Gained—Technique</td>
<td>• Student can accurately name 4 characteristics of the technique of the artist studied and describe how the characteristics are used in the piece.</td>
<td>• Student can accurately name 3 characteristics of the technique of the artist studied and describe how these characteristics are used in the piece.</td>
<td>• Student cannot accurately name 2-3 characteristics of the technique of the artist studied, nor describe how 2-3 of these characteristics are used in the piece.</td>
<td>• Student cannot accurately name any characteristics of the technique of the artist studied, nor describe how the characteristics are used in the piece.</td>
</tr>
</tbody>
</table>
Situation: The Harlem Renaissance was an era that saw the birth of soul food. These were dishes based on southern dishes from the American slavery era. Soul food was so-named in honor of the black cooks who had prepared the food during the slavery era and helped to feed the souls of all.

Your Task: Find a soul food recipe popular during the Harlem Renaissance. Create note cards about the recipe and its history. You will present your food at our Poetry Café to be held on Friday, February _________.

Re-creation of a Recipe

Task Card
# Rubric: Re-creation of a Recipe

**Ms. N.A. Bolden**

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<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Following the Recipe</strong></td>
<td>● Gathered all the ingredients beforehand</td>
<td>● Gathered most of the ingredients beforehand</td>
<td>● Did not gather ingredients ahead of time</td>
<td>● Did not gather ingredients ahead of time</td>
</tr>
<tr>
<td></td>
<td>● Measured and/or prepared ingredients according to instructions</td>
<td>● Measured and/or prepared most ingredients properly</td>
<td>● Measured and/or prepared some ingredients improperly</td>
<td>● Measured and/or prepare ingredients properly</td>
</tr>
<tr>
<td></td>
<td>● Cooked food for appropriate length of time</td>
<td>● Cooked food for appropriate length of time</td>
<td>● Cooked food for appropriate length of time</td>
<td>● Cooked ingredients for appropriate length of time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Product</strong></td>
<td>● Has a pleasing appearance</td>
<td>● Had an acceptable appearance</td>
<td>● Appearance is not appetizing</td>
<td>● Looks disgusting</td>
</tr>
<tr>
<td></td>
<td>● Looks like a photo</td>
<td>● Served according to etiquette</td>
<td>● Service of dish is not according to etiquette</td>
<td>● Not served properly</td>
</tr>
<tr>
<td></td>
<td>● Served according to etiquette</td>
<td>● Has a pleasant taste and/or smell</td>
<td>● Taste and/or smell is not acceptable (one taste is overwhelming)</td>
<td>● Taste and/or smell made people ill</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
ANCHOR ACTIVITY:

Picture Timeline

Task Card

If you have completed all the activities you have chosen for your learning contract, you are to complete this anchor activity.

View scenes from the Ken Burns documentary JAZZ (Episode Two: “The Gift”), and use other resources to create a timeline with pictures of 7 people and/or events significant to the Harlem Renaissance. Be sure to create captions to go with each picture included.

  [Link](http://player.discoveryeducation.com/index.cfm?guidAssetId=F3FB8308-20E3-4C65-BC31-85785269EB6C&blnFromSearch=1&productcode=US)

- Ken Burns’ JAZZ “The Gift: 1917-1924: Part 02” (1:00:12 minutes)
  [Link](http://player.discoveryeducation.com/index.cfm?guidAssetId=A0E2C595-B3F5-4B4B-ACA5-89122E9B93F5&blnFromSearch=1&productcode=US)
<table>
<thead>
<tr>
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<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>• The timeline has a creative title that accurately describes the material and is easy to locate.</td>
<td>• The timeline has an effective title that accurately describes the material and is easy to locate.</td>
<td>• The timeline has a title that is easy to locate.</td>
<td>• The title is missing or difficult to locate.</td>
</tr>
<tr>
<td><strong>Content Facts</strong></td>
<td>• Facts were accurate for all events reported on the timeline.</td>
<td>• Facts were accurate for almost all events reported on the timeline.</td>
<td>• Facts were accurate for most of the events reported on the timeline.</td>
<td>• Facts were often inaccurate for events reported on the timeline.</td>
</tr>
<tr>
<td><strong>Graphics or Pictures</strong></td>
<td>• All graphics effectively illustrated the importance of the events and were balanced with text use.</td>
<td>• All graphics were effective, but there appear to be too few or too many.</td>
<td>• Some graphics are effective and their use is balanced with text use.</td>
<td>• Several graphics are not effective.</td>
</tr>
<tr>
<td><strong>Dates</strong></td>
<td>• An accurate, complete date has been included for each event.</td>
<td>• An accurate, complete date has been included for almost every event.</td>
<td>• An accurate date has been included for almost every event.</td>
<td>• Dates are inaccurate or missing for several events.</td>
</tr>
<tr>
<td><strong>Style &amp; Organization</strong></td>
<td>• The timeline was set up to cover the relevant time period.</td>
<td>• The timeline was set up to cover the relevant time period. It contains yearly gradations, but not at set intervals.</td>
<td>• The timeline was set up to cover most of the relevant time period.</td>
<td>• The time period covered was inappropriate.</td>
</tr>
<tr>
<td></td>
<td>• It contains appropriate yearly gradations of set intervals.</td>
<td></td>
<td>• It contains appropriate yearly gradations.</td>
<td>• Yearly divisions were not uniform.</td>
</tr>
<tr>
<td><strong>Colors</strong></td>
<td>• The use of colors is consistent and shows a logical pattern.</td>
<td>• The use of colors is consistent and shows a logical pattern for the most part.</td>
<td>• The use of colors is consistent but is not used effectively to organize the material.</td>
<td>• The use of colors is not consistent or detracts from the organization.</td>
</tr>
</tbody>
</table>
The Harlem Renaissance:
The Journey to Freedom

Langston Hughes Group
Learning Contract
Working Guidelines for Learning Contracts

1. Stay on task at all times with the activities you have chosen.

2. Work on the chosen activities only after the required reading or lesson for the day has been completed.

3. Work quietly so that you do not disturb others.

4. If you must work in another location, stay on task there, and continue following the contract rules.

I agree to the above conditions. I understand that if I do not follow them, I may lose the opportunity to continue with this independent contract.

Contract guidelines must be signed and in your contract folder by Wednesday, February ______.

Student’s Signature: ________________________________

Parent/Guardian’s Signature: ________________________
Activities Menu

Choose 4 activities from the following list by the end of class on Friday, February _________. You must complete Activity 1 and three other assignments from the list.

Descriptions follow.

Activity 1: Stamp of Honor (due Friday, February ________)

Activity 2: Venn Diagram: Harlem Renaissance v. Now (due Friday, February ________)

Activity 3: First-person diary (three entries) (due Friday, February ________)

Activity 4: Poetry Café: poem memorized (minimum of 10 lines) (due Friday, February ________)

Activity 5: Re-creation of a piece of work (visual or musical art) from the Harlem Renaissance (due Friday, February ________)

Activity 6: Re-creation of a soul food recipe from the Harlem Renaissance (due Friday, February ________)

**NOTE: If you choose to do Activity 4, 5, or 6, you will present your work in class on Friday, February ________ (the last Friday of February).

You may use the following resources to help you: history and ELA textbooks, library books, Internet, encyclopedias, any piece of literature or notes given to you by Ms. Bolden.

I have chosen Activity 1, ________, ________, and ________ to complete. I understand that if I miss a deadline (for an unexcused absence), I will have two points deducted from my grade for each day the task is late.

Student’s Signature: ______________________________________________________

Teacher’s Signature: ______________________________________________________
Situation: People of all races, colors, creeds, ethnicities, and backgrounds can achieve greatness in their chosen field. People of all backgrounds should be acknowledged for reaching a level of distinction and for opening doors for others to walk through. The Harlem Renaissance was a time when people of all races helped to push African-American and Black American culture to the forefront.

Your Task: Create a 75¢ stamp to honor a person who was influential and/or famous during the Harlem Renaissance. The stamp must include a picture of the person on the front and a detailed biography about the person on the back.

Be sure to include information that answers the following questions:

- When and where was the person born?
- When, where, and how did the person die?
- What was the person’s occupation?
- Why should we remember this person and honor him/her with a stamp?
- What are four (4) other things you learned about this person that have not been previously mentioned in this biography?
Stamp of Honor
Task Card
Possible People to Research
(Including, but not limited to)

Armstrong, Louis
Baker, Josephine
Baldwin, James
Basie, William "Count"
Bearden, Romare
Bennett, Gwendolyn
Blake, Eubie
Cullen, Countee
DuBois, WEB
Dunbar, Paul Laurence
Ellington, Edward "Duke"
Ellison, Ralph
Fitzgerald, Ella
Garvey, Marcus
Gillespie, John "Dizzy"
Handy, WC
Henderson, Fletcher
Hines, Earl "Fatha"
Holiday, Billie
Hughes, Langston
Hurston, Zora Neale
Jackson, Mahalia
Johnson, James Weldon
Joplin, Scott
Lawrence, Jacob
Monk, Thelonious
Morton, Ferdinand "Jelly Roll"
Parker, Charlie
Rainey, Gertrude "Ma"
Randolph, A. Philip
Robeson, Paul
Robinson, Bill "Bojangles"
Savage, Augusta
Schomburg, Arturo
Sissle, Noble
Smith, Bessie
Van Der Zee, James
Waller, Thomas "Fats"
# Rubric: Stamp of Honor

Ms. N.A. Bolden   Student’s Name __________________ ________

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount of Information</strong></td>
<td>• All topics are addressed and all questions answered with at least 2 sentences about each.</td>
<td>• All topics are addressed and most questions answered with at least 2 sentences about each.</td>
<td>• All topics are addressed, and most questions are answered with 1 sentence about each.</td>
<td>• One or more topics were not answered.</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>• Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>• Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>• Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>• Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>• Information is very organized with well-constructed paragraphs and subheadings.</td>
<td>• Information is organized with well-constructed paragraphs.</td>
<td>• Information is organized, but paragraphs are not well-constructed.</td>
<td>• The information appears to be disorganized.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>• All sources (information and graphics) are accurately documented in the desired format.</td>
<td>• All sources (information and graphics) are accurately documented, but a few are not in the desired format.</td>
<td>• All sources (information and graphics) are accurately documented, but many are not in the desired format.</td>
<td>• Some sources are not accurately documented.</td>
</tr>
<tr>
<td><strong>Internet Use</strong></td>
<td>• Successfully used the Internet to find information and navigated within these sites easily without assistance.</td>
<td>• Was usually able to use suggested Internet links to find information and navigated within these sites easily without assistance.</td>
<td>• Occasionally able to use suggested Internet links to find information and navigated within these sites easily without assistance.</td>
<td>• Needed much assistance and/or supervision to use suggested Internet links and/or to navigate within these sites.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>• No grammatical, spelling, or punctuation errors.</td>
<td>• Almost no grammatical, spelling, or punctuation errors.</td>
<td>• A few grammatical, spelling, or punctuation errors.</td>
<td>• Many grammatical, spelling, or punctuation errors.</td>
</tr>
</tbody>
</table>
Overview: There is a saying—“Everything old is new again.” Many things that were popular and fashionable in the past are coming back into vogue. The Harlem Renaissance was an explosion of Black culture in the areas of literature, music, art, food, and clothing. Some of these areas may be seeing a resurgence.

Your Task: Create a Venn diagram that compares and contrasts life during the Harlem Renaissance and now.

Guidelines:

Be sure to address:

- Favorite/popular musicians
- Favorit/popular authors
- Types/style of clothing
- Types of food
# Rubric: Venn Diagram

Ms. N.A. Bolden  
Student’s Name ____________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Addressed</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accurately compared and contrasted all characteristics.</td>
<td>• Compared and contrasted most characteristics accurately.</td>
<td>• Compared and contrasted some characteristics accurately.</td>
<td>• Compared and contrasted few characteristics accurately.</td>
<td></td>
</tr>
<tr>
<td><strong>Amount of Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All topics are addressed with at least 3 details each.</td>
<td>• All topics are addressed with at least 2 details each.</td>
<td>• All topics are addressed with at least 1 detail each.</td>
<td>• One or more topics were not addressed or addressed with only 1 detail each.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Information is well-organized with subheadings in the various areas.</td>
<td>• Information is well-organized in the various areas.</td>
<td>• Information is organized in the various areas.</td>
<td>• Information appears to be disorganized.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No grammatical, spelling, and/or punctuation errors.</td>
<td>• Almost no grammatical, spelling, and/or punctuation errors.</td>
<td>• A few grammatical, spelling, and/or punctuation errors.</td>
<td>• Many grammatical, spelling, and/or punctuation errors.</td>
<td></td>
</tr>
</tbody>
</table>
Diary Entries

Task Card

_Situation:_ Diary entries give us an insider’s view to what people are thinking about the various situations in which they find themselves. The most memorable diaries can help us understand our world and ourselves. Sometimes we learn from reading these entries, and the lives and words of the people who wrote them become part of who we are.

_Your Task:_ Pretend to be a person going to Harlem during the Harlem Renaissance. Write two dated diary entries from the point of view of this character. Thoroughly reflect on the situations this character faces, or emotions this character feels. Be sure to include insights or lessons about life that the character has gained throughout his or her experiences.

_Guidelines:_

_Be sure to:_

- Use first-person point of view
- Date each of the two (2) entries
- Use journal format
- Include sensory language to describe events from the time period and the character’s feelings
- Use varied sentence lengths and beginnings
- Develop your ideas in an interesting and imaginative way
- Use vocabulary that depicts the character’s tone to create the mood of the text
- Include an interesting cover to the diary
# Rubric: Diary Entry

<table>
<thead>
<tr>
<th>Quality</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning: The extent to which the response exhibits understanding and interpretation of the task and text(s)</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
</tr>
<tr>
<td></td>
<td>• Fulfill all the requirements of the diary entries</td>
<td>• Fulfill some requirements of the diary entries</td>
<td>• Fulfill few requirements of the diary entries</td>
<td>• Fulfill requirements of the diary entries with some confusion</td>
<td>• Fulfill none of the requirements of the diary entries</td>
</tr>
<tr>
<td>Development: The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
</tr>
<tr>
<td></td>
<td>• Develop the diary entries thoroughly, with figurative language and sensory details</td>
<td>• Develop the diary entries with some figurative language and sensory details</td>
<td>• Develop the diary entries with few sensory details and figurative language</td>
<td>• Develop the diary entries with no figurative language or sensory details</td>
<td></td>
</tr>
<tr>
<td>Organization: The extent to which the response exhibits direction, shape, and coherence</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
</tr>
<tr>
<td></td>
<td>• A thorough and clear lead that invites the reader into the world of your diary entries</td>
<td>• A clear lead that leads the reader into the world of the diary entries</td>
<td>• Attempt to create a lead that invites the reader into the world of the diary entries</td>
<td>• Little attempt to create a lead that invites the reader into the world of the diary entries</td>
<td>• No attempt to create a lead that invites the reader into the world of the diary entries</td>
</tr>
<tr>
<td></td>
<td>• Use and maintain a clear and focused method of organization</td>
<td>• Use a clear and focused method of organization</td>
<td>• Show an attempt to use a clear and focused method of organization</td>
<td>• Little attempt to use a clear and focused method of organization</td>
<td>• No attempt to use a clear and focused method of organization</td>
</tr>
<tr>
<td></td>
<td>• Use first-person or third-person point of view consistently</td>
<td>• Use first-person or third-person point of view inconsistently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Use: The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
</tr>
<tr>
<td></td>
<td>• Are fluent and easy to read, with a sense of voice</td>
<td>• Are readable, with some sense of voice</td>
<td>• Are readable, with little sense of voice</td>
<td>• Are readable, with some confusion</td>
<td>• Are not readable</td>
</tr>
<tr>
<td></td>
<td>• Use varied sentence structure and above grade-level vocabulary that clearly demonstrates an awareness of audience and purpose</td>
<td>• Use some varied sentence structure and some above grade-level vocabulary that demonstrates an awareness of audience and purpose</td>
<td>• Use simple sentences and basic vocabulary that demonstrates some gaps in awareness of audience and purpose</td>
<td>• Use simple sentences and minimal vocabulary that demonstrates a confused awareness of audience and purpose</td>
<td>• Use fragmented sentences and below grade-level that does not demonstrate an awareness of audience or purpose</td>
</tr>
<tr>
<td></td>
<td>• Use a tone that clearly reflects the diary entries</td>
<td>• Use a tone that is unclear for the diary entries</td>
<td>• Use a tone that is inappropriate for the diary entries</td>
<td>• Use a tone that is inappropriate for the diary entries</td>
<td>• Demonstrate a lack of tone that is appropriate for the diary entries</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate control of the conventions of standard written English</td>
<td>• Demonstrate partial control of the conventions of standard written English</td>
<td>• Demonstrate emerging control of the conventions of standard written English</td>
<td>• Demonstrate emerging control of the conventions of standard written English</td>
<td>• Demonstrate a lack of control of the conventions of standard written English</td>
</tr>
</tbody>
</table>
Situation: The Harlem Renaissance was an era that saw an explosion in the literature of a culture. The Harlem Renaissance brought Langston Hughes, Zora Neale Hurston, and Paul Laurence Dunbar among others to the forefront.

Your Task: Find a poem of at least ten (10) lines, written by an author of the Harlem Renaissance. Rehearse and memorize the poem. You may refer to your poem if you have difficulty remembering the poem.

Create note cards about the poem and its author. You will present your work at our Poetry Café to be held on Friday, February _________.

Poetry Café
Task Card
<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>• Shows a full understanding of the topic with explanations and elaboration</td>
<td>• Shows a good understanding of the topic, but there is little elaboration on the information</td>
<td>• Shows a good understanding of parts of the topic. You are only able to answer basic questions about your poem and its author</td>
<td>• Does not seem to understand the topic very well. You can answer few questions about the poem and its author</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>• You are completely prepared and well-rehearsed</td>
<td>• You seem pretty prepared, but might have needed a few more rehearsals</td>
<td>• You are somewhat prepared, but it is clear that rehearsal was lacking</td>
<td>• You do not seem at all prepared to present.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>• Stands up straight, looks relaxed and confident • Establishes eye contact with everyone in the room during the presentation</td>
<td>• Stands up straight • Establishes eye contact with everyone in the room during the presentation</td>
<td>• Sometimes stands up straight • Sometimes establishes eye contact</td>
<td>• Slouches and/or does not look at people during the presentation</td>
</tr>
<tr>
<td><strong>Visuals</strong></td>
<td>• Student uses several props (could include costume) that show considerable work/creativity and which the presentation better</td>
<td>• Student uses 1 prop that shows considerable work/creativity and which make the presentation better</td>
<td>• Student uses 1 prop which makes the presentation better</td>
<td>• Student uses no props OR the props chosen distract from the presentation</td>
</tr>
<tr>
<td><strong>Listens to Others Presentations</strong></td>
<td>• Listens intently • Does not make distracting noises or movements</td>
<td>• Listens intently but has one distracting noise or movement</td>
<td>• Sometimes does not appear to be listening but is not distracting</td>
<td>• Sometimes does not appear to be listening and makes distracting noises or movements</td>
</tr>
</tbody>
</table>
Re-creation of a Piece of Art

(Musical or Visual)

Task Card

**Situation:** In the early 1920's, African-Americans and whites were a great part of a cultural movement known as the Harlem Renaissance. The Harlem Renaissance brought out powerful musical talent. Singers and musicians played an important role in this cultural inspiration, as well as writers, shopkeepers, painters, etc. Jazz was rooted in the musical tradition of American blacks. Jazz became popular with the help of musicians such as Scott Joplin, Duke Ellington, Louis Armstrong, among others.

Instead of using direct political means, African-American artists employed culture to work for goals of civil rights and equality. Its lasting legacy is that for the first time (and across racial lines), African-American art became absorbed into mainstream culture.

**Your Task:**

- Find a song popular during the Harlem Renaissance. Create note cards about the song and its history.
  
  Practice and memorize your song. You will present your work at our Poetry Café to be held on Friday, February _________.

- Find a piece of artwork popular during the Harlem Renaissance, or by a popular Harlem Renaissance artist. Create note cards about the work of art and its history. Create it at home. You will present your work at our Poetry Café to be held on Friday, February _________.

### Rubric: Re-creation of a Piece of Art (Musical)

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expression and Style</strong></td>
<td>• Performs with a creative nuance and style in response to the score and limited coaching.</td>
<td>• Typically performs with nuance and style that is indicated in the score or which is suggested by instructor or peer.</td>
<td>• Sometimes performs with nuance and style that is indicated in the score or which is suggested by instructor or peer.</td>
<td>• Rarely demonstrates expression and style. Just plays the notes/sings the song.</td>
</tr>
<tr>
<td><strong>Note Accuracy</strong></td>
<td>• Notes are consistently accurate.</td>
<td>• An occasional inaccurate note is played/sung, but does not detract from the overall performance.</td>
<td>• A few inaccurate notes are played/sung, detracting somewhat from the overall performance.</td>
<td>• Wrong notes consistently detract from the performance.</td>
</tr>
<tr>
<td><strong>Tone Quality</strong></td>
<td>• Tone is consistently focused, clear, and centered throughout the range of the instrument/voice. Tone has a professional quality.</td>
<td>• Tone is focused, clear, and centered through the normal range. • Extremes in range sometimes cause tone to be less controlled. • Tone quality typically does not detract from the performance</td>
<td>• Tone is often focused, clear, and centered, but sometimes the tone is uncontrolled in the normal range. • Extremes in range are usually uncontrolled. • Occasionally the tone detracts from overall performance.</td>
<td>• The tone is often not focused, clear, or centered regardless of the range, significantly detracting from the overall performance.</td>
</tr>
<tr>
<td><strong>Posture and Relaxation</strong></td>
<td>• Student stands correctly and plays/sings using a proper stance with no visible tension in the body.</td>
<td>• Student stands somewhat correctly and most of the time demonstrates a proper stance with limited tension in the body.</td>
<td>• Student is sometimes standing correctly but often shows tension or improper body position during playing/singing.</td>
<td>• Student rarely demonstrates proper posture and stance and tension is highly visible.</td>
</tr>
<tr>
<td><strong>Attention in Class</strong></td>
<td>• Listens intently. • Does not make distracting noises or movements.</td>
<td>• Listens intently but has one distracting noise or movement.</td>
<td>• Sometimes does not appear to be listening but is not distracting.</td>
<td>• Sometimes does not appear to be listening and makes distracting noises or movements.</td>
</tr>
</tbody>
</table>
## Rubric: Re-creation of a Piece of Art (Visual)

Ms. N.A. Bolden

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capturing a Style/Artist</td>
<td>● Color is applied in a manner very consistent with the technique of the artist studied.</td>
<td>● Color is applied in a manner that is reasonably consistent with the technique of the artist studied.</td>
<td>● An attempt has been made to apply color in a manner that is consistent with the technique of the artist being studied, but it is not effective.</td>
<td>● No attempt has been made to apply color in a manner consistent with the technique of the artist studied.</td>
</tr>
<tr>
<td>Time/Effort</td>
<td>● Much time and effort went into the planning and design of the piece. It is clear that the student worked on this at home as well as during class time.</td>
<td>● Class time was used wisely. ● Student could have put in more time and effort at home.</td>
<td>● Class time was not always used wisely, but student did do some additional work at home.</td>
<td>● Class time was not used wisely. ● Student did not put in additional time or effort at home.</td>
</tr>
<tr>
<td>Knowledge Gained—Technique</td>
<td>● Student can accurately name 4 characteristics of the technique of the artist studied and describe how the characteristics are used in the piece.</td>
<td>● Student can accurately name 3 characteristics of the technique of the artist studied and describe how these characteristics are used in the piece.</td>
<td>● Student cannot accurately name 2-3 characteristics of the technique of the artist studied, nor describe how 2-3 of these characteristics are used in the piece.</td>
<td>● Student cannot accurately name any characteristics of the technique of the artist studied, nor describe how the characteristics are used in the piece.</td>
</tr>
</tbody>
</table>
Situation: The Harlem Renaissance was an era that saw the birth of soul food. These were dishes based on southern dishes from the American slavery era. Soul food was so-named in honor of the black cooks who had prepared the food during the slavery era and helped to feed the souls of all.

Your Task: Find a soul food recipe popular during the Harlem Renaissance. Create note cards about the recipe and its history. You will present your food at our Poetry Café to be held on Friday, February ________.
## Rubric: Re-creation of a Recipe

**Ms. N.A. Bolden**

### Following the Recipe

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Gathered all the ingredients beforehand</td>
<td>• Gathered most of the ingredients beforehand</td>
<td>• Did not gather ingredients ahead of time</td>
<td>• Did not gather ingredients ahead of time and did not have necessary ingredients for completion (had to go to the store to rescue the dish)</td>
</tr>
<tr>
<td></td>
<td>• Measured and/or prepared ingredients according to instructions</td>
<td>• Measured and/or prepared most ingredients properly</td>
<td>• Did not measure and/or prepare ingredients properly</td>
<td>• Did not measure and/or prepare ingredients properly</td>
</tr>
<tr>
<td></td>
<td>• Cooked food for appropriate length of time</td>
<td>• Cooked food for appropriate length of time</td>
<td>• Cooked ingredients for appropriate length of time</td>
<td>• Cooked ingredients for appropriate length of time</td>
</tr>
</tbody>
</table>

### Final Product

|                      | • Has a pleasing appearance                                      | • Had an acceptable appearance                                   | • Appearance is not appetizing                                    | • Looks disgusting                                                |
|                      | • Looks like a photo                                              | • Served according to etiquette                                   | • Service of dish is not according to etiquette                    | • Not served properly                                              |
|                      | • Served according to etiquette                                    | • Has an acceptable taste and/or smell                           | • Taste and/or smell is not acceptable (one taste is overwhelming) | • Taste and/or smell made people ill                             |
|                      | • Has a pleasant taste and/or smell                               |                                                                  |                                                                  |                                                                  |
If you have completed all the activities you have chosen for your learning contract, you are to complete this anchor activity.

View scenes from the Ken Burns documentary JAZZ (Episode Two: “The Gift”), and use other resources (Internet, encyclopedia, social studies textbooks) to create a timeline with pictures of 5 people and/or events significant to the Harlem Renaissance. Be sure to create captions to go with each picture included.

  [Link](http://player.discoveryeducation.com/index.cfm?guidAssetId=F3FB8308-20E3-4C65-BC31-85785269EB6C&blnFromSearch=1&productcode=US)

- Ken Burns’ JAZZ “The Gift: 1917-1924: Part 02” (1:00:12 minutes)
  [Link](http://player.discoveryeducation.com/index.cfm?guidAssetId=A0E2C595-B3F5-4B4B-ACA5-89122E9B93F5&blnFromSearch=1&productcode=US)
# Rubric: Picture Timeline

Ms. N.A. Bolden  
Student’s Name ____________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>- The timeline has a creative title that accurately describes the material and is easy to locate.</td>
<td>- The timeline has an effective title that accurately describes the material and is easy to locate.</td>
<td>- The timeline has a title that is easy to locate.</td>
<td>- The title is missing or difficult to locate.</td>
</tr>
<tr>
<td><strong>Content Facts</strong></td>
<td>- Facts were accurate for all events reported on the timeline.</td>
<td>- Facts were accurate for almost all events reported on the timeline.</td>
<td>- Facts were accurate for most of the events reported on the timeline.</td>
<td>- Facts were often inaccurate for events reported on the timeline.</td>
</tr>
<tr>
<td><strong>Graphics or Pictures</strong></td>
<td>- All graphics effectively illustrated the importance of the events and were balanced with text use.</td>
<td>- All graphics were effective, but there appear to be too few or too many.</td>
<td>- Some graphics are effective and their use is balanced with text use.</td>
<td>- Several graphics are not effective.</td>
</tr>
<tr>
<td><strong>Dates</strong></td>
<td>- An accurate, complete date has been included for each event.</td>
<td>- An accurate, complete date has been included for almost every event.</td>
<td>- An accurate date has been included for almost every event.</td>
<td>- Dates are inaccurate or missing for several events.</td>
</tr>
</tbody>
</table>
| **Style & Organization**    | - The timeline was set up to cover the relevant time period.  
  - It contains appropriate yearly gradations of set intervals. | - The timeline was set up to cover the relevant time period. It contains yearly gradations, but not at set intervals. | - The timeline was set up to cover most of the relevant time period.  
  - It contains appropriate yearly gradations. | - The time period covered was inappropriate.  
  - Yearly divisions were not uniform. |
| **Colors**                  | - The use of colors is consistent and shows a logical pattern.  
  - It helps organize the material. | - The use of colors is consistent and shows a logical pattern for the most part.  
  - It helps organize the material somewhat. | - The use of colors is consistent but is not used effectively to organize the material. | - The use of colors is not consistent or detracts from the organization. |