

HISTORY UNIT OVERVIEW: DC Standard 5.9; 1, 2 & 3

Students describe the African American exodus from the segregated rural South to the urbanized North.

1. Describe racial and ethnic tensions and the resurgence of the Ku Klux Klan in the South (S)
2. Describe the emergence of the black “intelligentsia” during the Harlem Renaissance (e.g. “U” Street Corridor in Washington, DC; various poets, artists, musicians and scholars)
3. Analyze the contributions of the Jazz Age.

Overarching Questions:

Why did African-Americans leave the South? Where did they go? (Jim Crow, Ku-Klux-Klan, Work in factories, find better housing; they migrated to New York, Chicago, Detroit, Pittsburg and Cleveland)

Who were important figures of the Harlem Renaissance? (Duke Ellington, Langston Hughes, Jacob Lawrence, Marian Anderson, W.E.B. DuBois, Countee Cullen, Billy Holiday, Zora Neal Hurston, Ella Fitzgerald, Florence Miller.) *There is a good chance we won't get into the details of all of them, but they are worth mentioning*

What were their contributions? (Art, jazz, singing, literature and poetry, activism)

How was the Harlem Renaissance related to the civil rights movement for equality? (Renaissance means “rebirth,” the scholars will see how the Harlem Renaissance gave African-Americans the opportunity to show their own intelligence after being deprived of education for so long)

Does the Harlem Renaissance affect us today (including DC specifically)?

Final Assessment:

Scholars may write a poem, song, essay or do a piece of artwork expressing “their experience” in the Harlem Renaissance.

They will be graded on effort exerted for the work and ability to channel imagination of how the Great Migration or the Harlem Renaissance was.

Instructional Pathway/ Sequence of Lessons:

1. We will read, “The Great Migration,” by Jacob Lawrence and listen to clips from NPR podcast, “The Great Migration: The African-American Exodus North” to analyze why African-Americans left the South. Also, personal oral stories!
2. We will read “Harlem” by Walter Dean Meyers to see how the migration to New York led to the Renaissance. As well as read stories from
3. Scholars will get biographical pages on different figures to do a jigsaw so that they will learn about at least one person representing each aspect of the Renaissance: art, jazz, literature, written work and activism.
4. We will do whole group poetry analysis from Langston Hughes and song lyrics as well as listening to jazz.

Key concept/ type of lesson The Great Migration resulting in the Harlem Renaissance	Description of Activity Guiding questions to be used by students in their work	Materials and sources needed	Student Product – What will students produce to demonstrate their learning?
Accessing Prior Knowledge <ul style="list-style-type: none"> • How will you engage any prior understandings that students may bring to the classroom about the historical content of this unit? About the overarching questions for your unit? • When will you access and assess prior knowledge? At the beginning of a unit? How will you return to their initial understandings to assess if it has shifted or changed? 	<p>Teacher provides two panels (illustrations) from the Jacob Lawrence book about the Great Migration and ask scholars to work in pairs to write down what they notice about the picture. No context given. This will be the first lesson on the first day.</p> <p>What is happening to the people in these pictures? Are they happy? What do they have? What do they not have? Where are they?</p> <p>This will lead into our conversation on why African-Americans would want to leave the south.</p>	1) <i>The Great Migration</i> by Jacob Lawrence	An anchor chart tracking our opinions of this/these piece(s) of art before we learn about it. To be compared to an after chart that tells us what we <i>know</i> about the work now that we know about the Great Migration.
Use of Multiple Secondary Source Texts <ul style="list-style-type: none"> • How might you structure a lesson in which students engage in the habits of thinking as a historian as they learn about this event? • What texts would you use? • How would you model the reading of those texts? • How might you structure students' discussion and/or their note taking? 	<p>Learning how to actively listen. Taking notes or creating pictures to remember. Or, highlighting any interesting details using a transcript of the show.</p> <p>Using copies from a book of short biographies, we will do a jigsaw. One group will be artists, musicians, activists and writers. Each group will pick three to four people to focus on & become experts. Then will jigsaw so that everyone has information on at least one artist, one musician, one</p>	1) Fresh Air Interview with Isabel Wilkerson 2) <i>Jacob Lawrence in the City</i> by Susan Goldman Rubin 3) <i>Extraordinary African-Americans</i> by Susan Altman	

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<ul style="list-style-type: none"> What kinds of understandings should students have about this event by the end of the lesson? 	activist, and one writer.		

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Use of Primary Source Texts <ul style="list-style-type: none"> Which sources will you use to personalize history, create historical understanding and empathy? 	I really just want them to listen to the podcasts. We will do this part in silence as a class.	1) Oral and video histories: http://www.hrm.org/Migration/Migration%20Thumbnails.htm	A word splash! Each girl will get a sheet of paper with the words, “Great Migration” on it. They will write emotions, feelings and actions that they hear repeated often.
Chronology & chronological thinking <ul style="list-style-type: none"> How will students develop a chronology of key events and people in this unit? 	Students will be able to take cut-out/scrambled events taken directly from the Britannica history timeline and place them on their own timeline working with their partner to figure out what comes first, second and third. The years will be included, but missing the last digit for some level of difficulty.	1) Britannica history timeline http://www.britannica.com/blackhistory/timeline?toId=9433428&section=252279	They will produce the timeline.
Use of Literature/ Historical Fiction <ul style="list-style-type: none"> Use the process suggested to select historical fiction or literature to embed in your unit. What specific aspects of this text will help students develop understanding of the overarching questions for this unit? How can the literature be woven throughout the unit? 		1) The Great Migration by Jacob Lawrence 2) Harlem by Walter Dean Meyers	