

HUMANITAS INTERDISCIPLINARY THEMATIC UNIT

School: Cleveland High School

Grade: 11

Team Members:

Briggs Palmer

Briggs Palmer

Sarah Wu

Subjects:

U.S. History

America Images

American Lit.

THEME/OUTCOMES

Unit Theme: Disillusionment to Defiance in the Harlem Renaissance: Finding Voices Against Oppression.

Rationale: This unit is part of a year-long program in which students study important literacy, artistic historical and political movements. A look at the Harlem Renaissance gives students insight into the racial attitudes of Americans in the third of the twentieth century. This unit connects later with the Civil Rights Movements of the 1950's and 1960's.

Outcomes for Students:

Students will

- analyze the major political, social, economic, and cultural development of the 1920's.
- write a response to literature, demonstrating a comprehensive understanding of the significant ideas in various works we study.

ESSENTIAL QUESTIONS

- Why did "Jim Crow" and WWI lead to the "Great Migration"?
- How did African-Americans react to the oppression that excluded them from society?
- How did literature reflect the African American experience during the Harlem Renaissance?
- How do the artistic works of the Harlem Renaissance promote unity and consciousness within the African American community?

INTERDISCIPLINARY ESSAY PROMPT

After the end of Reconstruction, African-Americans spent the rest of the 19th century on the outside of American society. As a consequence of racism and prejudice, African-Americans felt disillusioned with their situation. In the 1920's, the Harlem Renaissance was considered to be a rebirth of African American Culture, a reaction to centuries of abuse.

In a well-constructed essay, explain how the Harlem Renaissance was, in fact, an act defiance by culture fighting back after years of disillusionment by analyzing various examples of literature, history, and art that are characteristic of this era.

Shared instructional strategies (Cooperative grouping, Shared Inquiry, common graphic organizations)

Name: <u>Briggs Palmer</u> Subject: <u>U.S. History</u>	
Focus Standards: 11.5 Students analyze the major political, social, economic, technological, and cultural, developments of the 1920's. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers.	
Materials: Text book "American Vision" Chapter 7 sec.3 "African American Culture" Pg. 223-225 "Reconstruction Ends"... Pg. 279-281 "The Rise of Segregation" Zen, Howard, "peoples history of the US" Ch.13 PowerPoint's on Jim Crow, Palsy vs. Ferguson, Lynching, Great Migration.	Activities: Idea Wave Reciprocal Teaching Shared Inquiry on Zinn readings Multiple choice quizzes on textbook material Class discussion on power points.
The Humanities Connection... These readings connect to the theme by showing the reasons for the disillusionment in African- American society. The readings provide several points of view so that the students compare different attitudes.	

Name: <u>Sarah Wu</u> Subject : <u>American Lit</u>	
Focus Standards: Literacy Criticism 3.8 Analyze the clarity and consistency of political assumptions in a section of literary works of essays on a topic Write response essay Demonstrate a comprehensive understanding of the significant ideas in woks or passages. Analyze the use of imagery , language, universal images, and unique Support important ideas and views through accurate references.	
Materials: Langston Hughes: Jean Toorne Arna Bontemps Countee Culten Zora Neale Hurston Claude Mckay Booker T. Washington Ida B. Wells	Activities: Reading Reciprocal Discussion/Shared Inquiry Quizzes Graphic Organizer Essay Guidelines
The Humanities Connection... The American literature readings provide examples of defiance by African-Americans. Their writing give voice to their suffering and oppression.	

Name: <u>Briggs Palmer</u> Subject: <u>American Images</u>	
Focus Standards: 4.1 Articulate how personal beliefs cultural traditions and current social, economic, and political contexts influence the interpretation of the meaning or messages in a work art.	
Materials:Hughes, Robert "American Visions" The Epic History of Art in America" CH. 7 "Streamlines and Breadlines" pp455-473 Video Series on American Visions "Gritty Cities" Burns Ken, "Jazz" Episodes 1 (Gumbo) Episode 3	Activities: Class discussion on videos and power points Socratic seminar on the origins of jazz and how it relates to the Great Migration Art Collage (Am.Lit)
The Humanities Connection...	

Name _____
 History Per _____
 English Per _____
 Score _____

**Disillusionment to Defiance in the Harlem Renaissance:
 Finding Voices against Oppression**

After the end of Reconstruction, African- American spent the rest of the 19th century on the outside of American society. As a consequence of racism and prejudice, African-Americans felt disillusioned with their situation. In the 1920's the Harlem Renaissance was considered to be a rebirth of African- American culture, a reaction to centuries of abuse.

In a well-constructed essay, explain how the Harlem Renaissance was, in fact, and act of defiance by a culture fighting back after years of disillusions by analyzing the historical background and various examples of literature and art that are characteristic of this era.

<p>A. (Highly Effective Essay) 90-100 Fully accomplishment purpose of task; content and organization Outstanding in every respect, exceeds expectations Attention to quality, no avoidable errors (spelling, language, etc.) Work clearly communicates clear thinking and purpose Original analysis of support best examples</p>
<p>B. (Strong Essay) 80-89 Substantially accomplishes purpose of task content and organization Good in every respect, meets and sometimes exceeds expectations Attention to quality, few, if any, avoidable errors Work communicates clear thinking in large part Good analysis of support good example.</p>
<p>C. (Satisfactory Essay) 70-79 Partially accomplishes purpose task; content and organization Meets expectations Shows limited grasp of central ideas Not clearly presented in part Contains some avoidable errors Cursory no more or less than required, adequate examples</p>
<p>D. (Developing Essay) 60-69 Barely meets expectations Show weak grasp of central idea; content and organization Lack of clarity Many errors , and Incorrect example</p>
<p>E. (Unsatisfactory Essay) 0-59 (not turned in on due date is an automatic) Little grasp of central idea At parts, barely comprehensive Many errors particularly in basic spelling and language usage</p>

Disillusionment to Defiance in the Harlem Renaissance: Finding Voices Against Oppression.

Work 1

Title and Author:
Quote (or specific Example)
Explanation:

Work 2

Title and Author:
Quote (or specific Example)
Explanation:

Work 3

Title and Author:
Quote (or specific Example)
Explanation:

Disillusion to Defiance in the Harlem Renaissance: Finding Voices Against Oppression

Paragraph	Writing Components
Introduction Paragraph (1)	<ol style="list-style-type: none"> 1. Write a good hook (ICD) that entices the audience to read your essay. Your hook could be a question, a statement, a static (using numbers) a famous quote, or an anecdote. 2. Define and describe the Harlem Renaissance 3. Describe the historical background of what was happening during the post- reconstruction era leading up to the Harlem Renaissance. Explaining the racism and prejudice that existed after Reconstruction and the economic aspects of WWI. 4. Write a thesis that states how the Harlem Renaissance voiced acts of defiance through literature and art. 5. Check your spelling grammar, punctuation, and readability.
Body Paragraph (2.3)	<ol style="list-style-type: none"> 1. Write an opening sentence to introduce your first supporting evidence form literature (paragraph 2) and art (paragraph 3). 2. Use at least three works from literature (paragraph 2) and art (paragraph 3) that describes the oppression of the African-American in society. Use direct quotations form texts of specific examples and explain in detail how this supports your thesis. 3. Write a closing sentence that is similar to (but not the same as) your opening sentence. 4. Check your spelling, grammar, punctuation, and readability.
Conclusion (4)	<ol style="list-style-type: none"> 1. Refer to the ideas presented in the introductory paragraph and tie them to the ideas presented throughout the essay. 2. Write final statements about your thesis that, given your body paragraphs, elevates your initial explanation of how the Harlem Renaissance was an act of defiance during this time period to a deeper level. Include a reflection of the impact of the Harlem Renaissance on African-Americans at the time. (Do not Use “I”) 3. Check your spelling, grammar, punctuation and readability.

Forbidden Words: slang/obscenities, you, first person pronouns (I me, my, we, our, ours), any pronoun without first clarifying the noun, very, really, a lot, of, sort, of kind, of thing, stuff

Forbidden Phrases: in this essay, In this paragraph, in conclusion, beginning, sentences with yes, or no or well.