

LESSON 7C | Grades 4-12

The Harlem Renaissance:

THE BIRTH OF AN ARTISTIC AND POLITICAL MOVEMENT

Vocabulary Terms: obliterate, paradox, philosophers, caricature, renaissance, avant garde, juxtapose, ancestral, monolithic, dichotomy, sociologist, parity, advocate, assimilate, diaspora, vestigial



OVERARCHING QUESTIONS:

1. Where are we going?
2. Where are we now in our understanding of this topic?
3. Why are we trying to discover more?
4. How will we get there?
5. How will we know we have arrived at any new understanding about this topic?

CONTENT THEME:

Draw evidence from literary or informational forms of expression to support analysis, reflection, and research. Gather relevant information from this period in history.

OBJECTIVES:

The purpose of this lesson is to provide students with information about the Harlem Renaissance. The

lesson will also give students background information about the importance historical aspects of the period. Students will end the lesson by discussing and creating their own works.

The students will:

1. Explore the history of the Harlem Renaissance.
2. Discuss the significance of the Harlem Renaissance.
3. Read/recite poetry of Zora Neale Hurston, Langston Hughes, Jean Toomer, Jessie Fauset and Claude McKay.
4. Discuss the significance of the contributions made by WEB DuBois and Marcus Garvey.
5. Discuss and demonstrate ways the students can contribute today as during the Harlem Renaissance.